

INSPECTION REPORT

ST MARY'S CATHOLIC PRIMARY SCHOOL HIGH GREEN

High Green, Sheffield

LEA area: Sheffield

Unique reference number: 107118

Headteacher: Mr J A Hutchinson

Lead inspector: Mr T Elston

Dates of inspection: 13 – 15 October 2003

Inspection number: 257826

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	201
School address:	Pack Horse Lane High Green Sheffield
Postcode:	S35 3HY
Telephone number:	(0114) 284 8488
Fax number:	(0114) 284 8488
Appropriate authority:	Governing body
Name of chair of governors:	Fr Martin J Clayton
Date of previous inspection:	16 March 1998

CHARACTERISTICS OF THE SCHOOL

This is a voluntary aided Roman Catholic primary school with 201 pupils, five of whom attend part time in the Reception. There are 40 more girls than boys. The large catchment area means that pupils come from a wide range of social and economic backgrounds. The school rarely has pupils from minority ethnic groups and none at present is at an early stage of learning English. Sixteen per cent of pupils have special educational needs, mostly with moderate learning difficulties, and one has a statement of these needs. These figures are average. Fewer than four per cent of pupils are eligible for free school meals, which is a lower proportion than is normally found. Few pupils join or leave the school other than at the usual times. The attainment of children on entry is in line with levels found nationally. The school gained an Achievement Award in 2002 for improved national test results and is working towards Investors in People status in February 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	T Elston	Lead inspector	English Geography Physical education Special educational needs English as an additional language
13706	G Marsland	Lay inspector	
29504	S Herring	Team inspector	Science Art and design Music Areas of learning in the Foundation Stage
32326	J Boyle	Team inspector	Mathematics Information and communication technology Design and technology History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils achieve well. The strong leadership and management, good teaching and very good spiritual, moral, social and cultural provision are central to the school's success. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' standards by the time they leave are well above average in science, art and design and design and technology;
- The provision for children in the Foundation Stage is very good;
- The high quality of the spiritual, moral, social and cultural provision explains why pupils' attitudes and behaviour are very good;
- The headteacher's very good leadership inspires all to do their best;
- The very good partnership with parents helps pupils achieve well;
- Standards in writing by Year 6 lag behind standards in other aspects of English;
- Subject co-ordinators do not evaluate the quality of teaching and learning enough;
- The accommodation is unsatisfactory and hampers pupils' progress.

The school has made **good** improvement since it was last inspected. Standards are higher, notably in reading, mathematics, information and communication technology (ICT) and science, and the quality of teaching is better. Leadership and management are stronger, assessment systems have improved, and governors have a better strategic view of the school. Other important improvements are the links with parents and the support and guidance of pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	B	A	C
mathematics	E	A	B	C
science	C	A	C	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children make a good start to school. They enter with average skills and as a result of very good teaching their standards by the end of reception are well above average in personal, social and emotional development and mathematical development and above average in all other areas. By Year 2, standards are **well above average** in English, mathematics, science, design and technology and art and design. Pupils' standards are **above average** in ICT, history and music and average in geography and physical education. This represents good progress. By Year 6, standards are **well above average** in science, art and design and design and technology, **above average** in reading, speaking and listening, mathematics, ICT, history and music and **average** in writing and physical education. Writing standards are improving now that the school has clear strategies for rectifying pupils' weaknesses, but they still lag behind those in other aspects of English. Nevertheless, pupils achieve well overall and respond well to the good quality of education. Pupils with special educational needs make **very good** progress because of the very good level of support that gives them every opportunity to learn.

Pupils' attitudes and behaviour are **very good** and make for a happy and orderly school. **Very good** attendance and punctuality contribute significantly to pupils' progress. The spiritual, moral, social and cultural provision is **very good** and closely linked to the school's mission statement.

QUALITY OF EDUCATION

The quality of education is good.

The teaching and learning are good overall and **very good** in the reception class. Children benefit from teachers' thorough understanding of the needs of young children, and very good teaching of early reading and number skills. In Years 1 and 2, the teaching and learning are **good**. Teachers' high expectations and very good planning ensure that pupils make good progress and achieve well. In Years 3 to 6, the teaching is satisfactory but less of it is very good compared with lower down the school. Nevertheless, teachers plan carefully to make sure all pupils work hard and they make lessons exciting to make learning fun. Teachers are **very good** at teaching reading and pupils read fluently and accurately. Teachers focus well on the language that pupils use in their writing and this makes their stories lively and interesting to read. Some teachers' marking, however, does not always pick up on inaccuracies in spelling and punctuation, and pupils repeat the same mistakes. Otherwise, assessment is good and used well to raise standards. The **good** curriculum provides an interesting range of activities, and subjects are linked well together to make topics more meaningful. There is a good range of activities outside school to enrich the curriculum. The very good teaching of pupils with special educational needs ensures that these pupils do well, particularly in their reading. The accommodation is **unsatisfactory** and sometimes restricts the curriculum when space is limited especially in practical subjects such as design and technology, art and design and physical education, because of the poor hall.

The **very good** care, support and guidance make pupils feel safe and valued. Their progress is monitored carefully and their needs clearly understood. The very good partnership with parents supports pupils' learning well. Parents are well informed about the school's work and their children's progress. Very good links with the local community and church enrich the curriculum and add much to pupils' spiritual development.

LEADERSHIP AND MANAGEMENT

The leadership and management are **good**. The headteacher's leadership is **very good**; it focuses clearly on raising standards of teaching and learning while providing very strong spiritual direction. The headteacher is supported well by senior staff, but they do not evaluate the quality of teaching enough to raise standards further. The management is **good** and the school runs smoothly. Governors provide sound support and the chairperson plays a key role in the spiritual development of pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents speak highly of the school and the education it provides. They value greatly the spiritual, moral, social and cultural provision and the way it helps their children be thoughtful and mature. They show a great regard for the headteacher and the standards he expects. Parents feel strongly that the teaching is good and their children make good progress. Pupils love the school. They enjoy working and taking responsibility. They feel the teachers teach well and treat them fairly.

IMPROVEMENTS NEEDED

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

- raise teachers' expectations and pupils' standards of writing in Years 3 to 6;
- provide subject co-ordinators with more time to evaluate teaching and learning;
- investigate ways to improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well, entering the school with average skills and leaving with **above average** standards in most subjects by Year 6.

Main strengths and weaknesses

- Children make a very good start in the reception class;
- Pupils achieve very well by Year 2;
- Pupils with special educational needs make very good progress;
- Pupils attain high standards in science, art and design and design and technology by Year 6;
- Older pupils make too many mistakes in their writing.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.5 (17.5)	15.8 (15.7)
writing	15.1 (14.9)	14.4 (14.3)
mathematics	16.3 (17.6)	16.5 (16.2)

There were 31 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.7 (28.0)	27.0 (27.0)
mathematics	27.9 (28.4)	26.7 (26.6)
science	29.0 (30.1)	28.3 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

1. Pupils' national test results in 2002 shows that standards in Year 6 have improved well over the last four years in English and mathematics but have been more erratic in science. The small numbers makes rigorous analysis somewhat unreliable, but it is clear that pupils are doing well. Pupils' achievement can be judged by looking at their results in Year 6 compared with their performance in Year 2; matched against pupils from similar schools these results were well above average in English, above average in mathematics and average in science. The upward trend was above that found nationally. There have been some variations in standards attained by boys and girls but these are not significant. The school gained an Achievement Award in 2002 for improved national test results.
2. The Year 2 tests show that pupils attain standards that are consistently above average in reading and writing and generally above in mathematics. Again, the small numbers lead to wide variations from year to year as each pupil represents more than three percentage points.
3. This year's results, as yet unconfirmed, show that pupils in Year 2 performed very well, and their reading, writing and mathematics results were significantly higher than last year. In the

Year 6 tests, pupils did very well in science; all pupils attained at least the national standard and over half exceeded this level. Pupils also attained well in mathematics and reading, but their writing scores were low. While 90 per cent of pupils attained the expected level in reading, only 48 per cent did so in writing. The analysis of their test papers showed that many made basic errors of punctuation and grammar that lowered their scores significantly. Looking at pupils' English books from last year, these are just the errors that were left uncorrected throughout the year.

4. Children enter the Foundation Stage at average levels of attainment. They achieve well, and nearly all exceed the nationally agreed targets in all areas of learning by the time they leave the reception class. Consistently very good teaching, careful planning and very good relationships are at the core of this provision.
5. This inspection finds that pupils achieve well overall and very well by Year 2. The current standards attained by pupils in Year 2 are well above average in all aspects of English, mathematics, science, design and technology and art and design. Pupils' standards are above average in ICT, history and music and average in geography and physical education.
6. By Year 6, standards are well above average in science, art and design and design and technology, above average in reading, speaking and listening, mathematics, ICT, history and music and average in writing and physical education. Writing standards are improving now that the school has clear strategies for rectifying pupils' weaknesses, but they still lag behind those in other aspects of English.
7. Overall, these standards show that by the time they leave all groups of pupils achieve well given their attainment on entry to the school. They make good progress in lessons because teachers challenge them to do their best. Their high standards of behaviour and very positive attitudes to learning are important reasons for their good achievement. Pupils with special educational needs make very good progress towards their targets, and their reading skills progress very well as the result of good assessment of their needs and well focussed support by teachers and teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual moral and social development are **very good** and their cultural development is **good**. These are key factors contributing to the high standards they attain.

Main strengths and weaknesses

- Pupils' very good attitudes to learning help them to make good progress because they enter lessons wanting to learn;
- They have many opportunities to develop confidence and a sense of responsibility and are well prepared for life;
- Relationships between pupils and pupils and staff are very good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0
National data	5.4	National data	0.5

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

Commentary

8. Attendance is well above average and there have been no recent exclusions. The school works hard at discouraging parents from taking pupils on holiday during term time. Parents speak highly of their children's love of school and the anxiety felt when they needed to be absent. Pupils describe their school as 'a place where everyone smiles and where teachers and other pupils are helpful'. In sharing what memory would be taken on leaving school a Year 6 pupil said she would always remember, 'faces lighting up when someone understands'. Pupils respond well to the school's clear rules and there is much evidence that this leads to greater maturity as they progress through the school. Pupils listen attentively, are keen to learn and are generally well behaved. Year 6 pupils sometimes have difficulty in settling and need close supervision when involved in-group tasks. Behaviour is exemplary when pupils come together for assembly each morning. Here, they sing with enthusiasm and participate thoughtfully in the whole proceedings.
9. Pupils have a very good understanding of right and wrong. Staff provide very good examples of how to behave, showing respect and concern for the individual needs of all pupils. Pupils are happy to take on responsibility for jobs in school such as looking after the projector, distributing and collecting hymn books in assembly and closing down the computers at the end of the day. The school council provides a very good opportunity for pupils to take an active and much appreciated part in how their school develops. The council's recent letter to the City Council regarding children's safety on their approach to school resulted in a meeting with councillors to try to provide solutions to the problem. This area is much improved since the last inspection.
10. The headteacher provides an excellent example in the area of spiritual provision. Carefully prepared acts of collective worship allow pupils to reflect and pray. Music is used very effectively to provide a spiritual uplift for the beginning and end of assemblies, and in an art and design lesson helped pupils to think deeply about the work of Matisse.
11. Pupils respond well to the good cultural provision, gaining a good understanding of their local culture and of the way other people of the world live. Pupils support the work of the local parish enthusiastically, and enjoy fund raising for South African missions. The pupils initiate many of the charitable initiatives in which the school is involved. Visitors to the school, including African dancers and musicians from the pupils' own and other cultures, provide them with a valuable insight into how other people live.
12. The high quality of the relationships between pupils and pupils and staff is a strength of the school. There is a warm and caring ethos evident throughout school. Pupils work well together and support each other's learning very well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**, and this is why pupils achieve well.

Teaching and learning

The teaching and learning are **good** and pupils make good progress through the school.

Main strengths and weaknesses

- The very good teaching for children in the Foundation Stage;
- The teaching in Year 2 and Year 5;
- Teachers' interesting methods;
- The very good teaching of pupils with special educational needs;

- Teachers' marking, especially in writing, is not rigorous enough.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	11	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. The quality of teaching and learning is good overall, and parents feel strongly that their children make good progress. This is a significant improvement since the last inspection, and shows the benefit of better planning of lessons and the provision of more demanding work for more able pupils. Pupils show a great respect for their teachers and feel they always treat them fairly. A temporary teacher taught pupils in Year 6.
14. The quality of teaching and learning is very good in the Foundation Stage, and children make good progress. The teacher and nursery nurse have clear and consistent expectations of how children should act and behave and this explains why children have settled so well after only a few weeks in school. They share a detailed understanding of what each child can and cannot do, particularly in the areas of language, mathematical development and communication, language and literacy. This enables them to plan work for individual children, which helps them to make very good progress in their reading, writing, speaking and number work.
15. The teaching and learning is good in Years 1 and 2 and build well on pupils' earlier experiences. Teachers make it clear to pupils at the start of lessons what learning is expected of them. This works very well because pupils know precisely what to do and develop the ability to assess their own learning. Teachers make good use of teaching assistants, who support individual pupils well in whole class sessions and take responsibility for groups in practical activities. Teachers manage pupils' behaviour very well, with a firm but kind approach, and this makes the most of the time in class. The teaching of reading and number are good, and pupils quickly gain confidence in these important basic skills. The teaching in Year 2 is very good, where the teacher's expectations are very high and pupils try hard to do their best work.
16. In Years 3 to 6, the teaching and learning are satisfactory. Teachers are generally good at giving pupils responsibility for their learning and this develops their independence very well. The teaching of creative skills is good because teachers provide pupils with interesting challenges and good resources to motivate pupils. This is why pupils do so well in art and design and design and technology. The teaching of literacy and numeracy skills is good and by Year 6 pupils are confident readers and quick to work out complex sums. Teachers have worked hard to improve pupils' writing, particularly focusing on the use of vivid descriptions, and they produce some work of high quality. However, teachers do not always pick up on pupils' spelling and punctuation errors and this is why they keep making the same mistakes.
17. Throughout the school, teachers use exciting methods to help pupils enjoy learning. For example, the school has recently introduced the use of whiteboards attached to computers in classrooms, and these work very well. They enable teachers to illustrate their points clearly, and pupils are highly motivated by the effects they produce. In a lesson in Year 5 (where the teaching is especially good) the teacher used this equipment very well to teach pupils how to change words from singular into plural. Once the teacher had explained the rules she asked pupils to 'drag' words into the correct boxes on the whiteboard. They loved doing this and it helped them to grasp a difficult concept in a short time.
18. The quality of teaching and learning for pupils with special educational needs is very good. The teachers are skilled at preparing material at the right level for these pupils and match work closely to their individual targets. As a result, pupils make very good progress, particularly in their reading and number work.

19. The school's procedures for assessing pupils' attainment and progress are good overall, and are used very well in English, mathematics and science to improve pupils' skills. Pupils' results in the national tests are monitored carefully to see where more work needs to be done and this has raised standards significantly over the past four years. Rigorous tracking of every pupil's progress through the school enables teachers to set challenging targets for improvement in very specific areas of learning. In the Reception classes, detailed assessments made on a daily basis help adults see how well children are progressing and give extra support when necessary.

The curriculum

The curriculum is **good** overall, and well suited to the needs of all pupils.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very good;
- The curriculum in art and design and design technology is very good;
- Provision for pupils with special educational needs is very good;
- Accommodation is unsatisfactory and restricts the curriculum.

Commentary

20. The very good, practical approach of the curriculum in the Foundation Stage is well suited to the needs of young children and gives them a very good start to learning in school. Throughout the school the full implementation of national strategies for teaching literacy and numeracy, and schemes of work based on national guidelines guide teachers' planning well. The school successfully links work in different subjects into topics, providing an interesting range of work that reinforces learning across the subjects. This was seen to good effect in a topic on planets in Year 4, where aspects of science, art and design and music were interlinked to give pupils a very good understanding of the subject. The curriculum provision in art and design and in design and technology is particularly strong and varied, enabling pupils to achieve very well in these subjects.
21. The curricular provision for pupils with special educational needs is very good. Pupils are identified at an early stage and their individual targets planned well in consultation with parents. In cases where pupils are being withdrawn for extra reading activities, the teachers make sure that they receive support, in order to catch up if work has been missed. Teaching assistants know the pupils well and ensure that they are able to be included within all areas of the curriculum.
22. There is good provision for pupils' personal, social and health education. The importance of consideration for people's feelings is dealt with sensitively in lessons, and drugs awareness is promoted well within the science curriculum.
23. The school provides a good range of activities out of normal school time. School teams enjoy much success in football and netball. A very strong aspect is the opportunity to participate in a range of arts activities. These include a wide variety of music groups and a popular and productive art club in which pupils develop their own talents. This contributes very well to the school community, for example through creating scenery for school productions.
24. The curriculum is enhanced well through visitors such as the dental hygienist and visits to places of interest such as the Yorkshire Sculpture Park. Pupils in Year 2 were inspired to create their own very good sculptures following this visit. Pupils' social skills also benefit from residential visits.

25. Pupils are prepared very well for their next stage of learning in close liaison with local high schools. One of the highlights of this process is when specialist staff teach sample lessons for pupils in Year 6.
26. The school's unsatisfactory accommodation restricts the curriculum. The school makes every effort to create a warm and bright learning environment and the building is very well cared for. However the school is extremely cramped. There is no suitable space to teach gymnastics, and so pupils have to walk to the community centre where the school hires a sports hall. Even there, there is a lack of suitable climbing equipment. There is no space to teach information and technology skills to a whole class and after the initial introduction, pupils are dispatched to use computers in other classes. This wastes time, and while pupils' behaviour is exemplary when working within another class, their presence inevitably causes some distraction. The library is unsatisfactory, with insufficient space to display books, enable pupils to browse or for a class to be taught library skills.
27. The quality and range of resources are good overall, although storage space is severely limited. This means that only minimal stock is on hand at any time.

Care, guidance and support

Pupils' care, welfare, health and safety are **very good**.

Main strengths and weaknesses

- Pupils' academic and personal development are very well supported by the staff;
- Pupils are very well known to staff and their views are valued and acted upon.

Commentary

28. The school provides a very good level of care, support and guidance, and has improved this area significantly since the last inspection. Very good procedures are in place for child protection. All staff, including lunchtime supervisors, are aware of procedures and have received useful training. The support and progress of 'looked after' children is very carefully monitored. The school adheres closely to the health and safety policy. The headteacher acknowledges that the playground surface is in need of refurbishment. Guidelines are in place to ensure the pupils can safely access the Internet.
29. Very good records and assessment information clearly identify pupils who need extra support. Pupils with special educational needs receive very good support and parents speak highly of the provision.
30. Pupils are given good opportunities to discuss targets for improving their work in literacy, numeracy and science with their class teachers. The school ensures that parents are kept well informed about their children's progress and they value the discussions with teachers at the termly parents' meetings. These targets give the pupils a good insight into the progress that they make and what they can do to improve their work. Personal and social education and a discussion period called 'circle time' also support the pupils' personal development well. Issues such as behaviour are discussed and good additional support is available from outside agencies such as health professionals and the police. Very good induction procedures are in place to introduce children into the reception class. Home and school visits are arranged and parents are provided with a very comprehensive information pack that explains what their child will be learning in school.
31. Pupils confirm that everyone in school is very friendly and the teachers treat them fairly. They feel safe and well looked after. The headteacher and staff know the pupils and their families very well. Parents can easily speak to the headteacher or a member of staff if they have any concerns. Pupils are very well cared for at breaks and lunchtime by the staff and lunchtime

supervisors. Parents are justifiably delighted with the school's provision for the care of their children. The high quality care and guidance provided by the school supports the pupils' learning and personal development very well.

32. The pupils' views are valued highly and acted upon. The headteacher and staff welcome their ideas and suggestions. The 'suggestion box' and the school council provide very good opportunities for the pupils to express their views. A recent idea, suggested by the pupils, has seen the purchase of a good range of playground equipment. The pupils are also discussing traffic calming measures outside the school with the local council.

Partnership with parents, other schools and the community

The school maintains **very good** links with parents, other schools and the local community.

Main strengths and weaknesses

- The school's partnership with parents is very good and contributes to pupils' learning at school and at home;
- Information about the school and the pupils' standards and progress is very good;
- The schools links with the church, local community and other schools are very good.

Commentary

33. The school benefits from a very good partnership with parents and has improved this area of its work significantly since the last inspection. Parents provide very good support through the Parent/Teachers Association where social and fund-raising activities are organised. Parents, grandparents, governors and members of the local community frequently volunteer to help in classrooms and on educational visits. They support learning well by listening to readers and helping in lessons such as design technology. Parents are aware of the school's expectations regarding homework and provide very good support. The strong partnership between home and school does much to enhance pupils' learning.
34. The school produces very good information for parents. A lively weekly newsletter is issued to keep parents informed of events and achievements. Frequent curriculum information is available to explain the topics to be covered during the forthcoming term. The school has organised useful 'workshops' to explain the national literacy and numeracy strategies. Pupils' progress reports are of a very good quality. They explain each pupil's targets for improvement so that pupils and parents know what each child must do to improve their work.
35. The school maintains very good links with the church, local community and other schools, which support the pupils' learning well. Strong links have been forged with the school for pupils with learning difficulties close by. Pupils are invited to events at both schools and arrangements are in place for the use of the dance studio to support physical education lessons. The pupils serve lunches at the parish luncheon club and entertain the senior citizens in the local community each Christmas. In partnership with other schools they also participate in the Sheffield Arts Festival. The school has good links with the local play and toddler groups. Strong links are in place with the local primary and Catholic schools where joint art and sports events are arranged. Very good arrangements for the transfer of pupils to secondary schools have been established. Pupils have good opportunities to visit schools, and induction and 'taster' days are arranged to prepare the pupils for transition. These links do much to support and enhance the pupils' learning.

LEADERSHIP AND MANAGEMENT

The good leadership and management are important reasons for the school's continued improvement and pupils' good progress.

Main strengths and weaknesses

- The headteacher provides very good leadership;
- The school has very good self-evaluation procedures;
- The headteacher provides very strong leadership of the spiritual, moral, social and cultural provision;
- There is very good analysis of pupils' performance;
- Subject co-ordinators do not evaluate teaching enough.

Commentary

36. The quality of leadership and management is good overall and make for a happy and successful school. The headteacher's leadership is very good, and parents agree that this is a significant strength of the school. This is an improvement since the last inspection.
37. The headteacher has a very clear vision of what sort of school this should be, and communicates this effectively to the staff. This ensures that teachers are working as a team to improve all aspects of the school. These important foundations account for the continued improvement of the school, and ensure that pupils make good progress. The headteacher works hard to develop very good relationships in the school, and plays a key role in the very good spiritual, moral, social and cultural provision at the heart of the provision.
38. The management of the school is good. There is a well-established culture of self-evaluation here, and this is an important way that all aspects of the school's work are improved. Rigorous monitoring of pupils' performance in the most recent national tests, for example, identified important aspects of pupils' writing that were weak. All staff were involved in this review and the school now has a clear plan to raise standards. The headteacher's own recent training, centred on a rigorous evaluation of his work in school, provided a clear view of what he did well and what needed improving. His response was swift and involved a good action plan to make his leadership and management more effective.
39. The forward planning is good. The school's plan for improvement has a good list of priorities and clear ways of evaluating progress towards them.
40. The evaluation of teaching is generally good, and has helped the performance management process run well. The headteacher and senior staff have observed teachers regularly, and given useful feedback on their strengths and weaknesses. Teachers value this process because it is done constructively and helps them teach better. While this provides a very good general view of the teaching, however, it does not always give teachers the benefit of the expertise of subject co-ordinator. Not all have sufficient opportunities to evaluate teaching in their subject, and this denies teachers their specialist guidance.
41. The governors, well led by the knowledgeable chairperson, are enthusiastic and provide good support to the staff. Many are new to the governing body, and have yet to have a significant impact on the governance of the school. Longer standing governors have a good awareness of the school's strengths and weaknesses and have improved this aspect of their work significantly since the last inspection. They are keen to raise pupils' standards, but have no program to see teachers teaching and this denies them a first hand view of work in the classroom. The governors responsible for finance keep a tight rein on the limited budget. They have sound procedures for getting the best value from the funds, comparing the school's performance with similar schools, challenging existing expenditure and keeping a close eye on the increasing numbers of pupils coming into the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	469,139
Total expenditure	457,333
Expenditure per pupil	2,188

Balances (£)	
Balance from previous year	18,319
Balance carried forward to the next	11,806

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for children in the Foundation Stage is **very good** and gives them a stimulating and exciting start to school. Consequently the children achieve very well. They enter school with average skills and as a result of very good teaching their standards by the end of reception are well above average in personal, social and emotional development and mathematical development and are above average in all other areas. The teacher and the nursery nurse work very effectively as a team, planning carefully to provide children with a wide range of practical experiences to help them to learn very well. The staff use the very good assessment procedures very well to match the work closely to the needs of individual children, enabling all groups to achieve very well. The school has a very good system for introducing children gradually into the reception class. Parents and children make planned visits to school and to the staff visit children in their home and nursery. Parents are given extensive information about the early stages of education and how they can help their children to prepare for school; this is why they settle so quickly and confidently into the reception class. The provision is very well managed and, as a result, there have been very good improvements in teaching and standards since the last report. There have also been improvements to the outdoor play surface, which is now used well.
43. An area of weakness is the accommodation, which is unsatisfactory. There is no place in school for children to have a physical education lesson and so children have to walk to the sports hall in the community centre.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children behave very well and soon learn what is expected of them;
 - The very good teamwork between adults provides a very good example.
44. The teacher and nursery nurse have clear and consistent expectations of how children should act and behave which explains why children have settled so well into school routines after only a few weeks in school. All adults promote children's self esteem very well, and are quick to praise children for their efforts. This gives children the confidence to ask and answer questions and to try new experiences. Equally, adults correct children firmly but gently on the rare occasion when this is necessary so that children quickly appreciate the difference between right and wrong. This sets a secure working atmosphere in which all children learn to concentrate for increasing amounts of time.
45. Numerous examples were seen of children working well independently and sharing resources with little fuss. For example, children find their own work on the computer confidently, and work cooperatively with a friend to solve a puzzle. Children are expected to tidy up, and do it sensibly after each activity.
46. The teacher and nursery nurse provide a very good example of co-operation and this spirit of working together is a very strong feature of the reception class. Activities are interesting and varied, and promote very good attitudes to learning from the start.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- All adults take every opportunity to develop children's speaking and listening skills;
 - Literacy sessions are interesting and effective;
 - The teacher makes very good use of demonstrations to help children learn;
 - Children read and write well.
47. Almost all children are on course to attain or exceed the expected targets by the end of the reception year. This is because the school has planned and implemented a very good strategy for teaching children the important basic skills of reading, writing, and speaking and listening that prepares them very well for literacy work in Year 1. Children are given every opportunity to listen and to speak, for example they are asked to explain how they have worked out their answers to number problems. Stories are interesting so children want to listen, and they join in well with repeating lines of poems. A very good strategy is the use of 'talking partners' for children to discuss their ideas before answering.
48. The teacher has a very good understanding of how young children learn. Children learn letter sounds quickly by the teacher showing how to write letters in the air and using rhymes to help them remember. Children build up a good reading vocabulary, and develop a love of books quickly by reading with an adult at school and taking books and words home to share with their parents.

Mathematical development

Provision for mathematical development is very good.

Main strengths and weaknesses

- Children attain standards which are well above average;
 - The teacher plans a very wide range of interesting activities to help learning;
 - Children are asked to explain their thinking and this develops understanding very well.
49. The teaching and learning are very good. Adults take every opportunity to develop children's mathematical skills and language. They build up a very good range of action rhymes and this promotes their counting skills and language very well. In specific numeracy lessons, the teacher uses lots of practical methods to help children learn. In one lesson, for example, children clapped as they counted and ordered the numbers on the 'washing line'. The nursery nurse is very skilled at spotting and helping children who are having difficulty in a class session, and this very good teamwork helps children achieve very well. A strong feature of teaching is the way understanding is developed as children are asked to explain their answers or what they have done. The teacher gives interesting and clear explanations of group tasks so that children listen carefully and are ready to start work quickly. The teacher assesses children's work carefully to provide the appropriate level of challenge so that some children are already gaining confidence in the language of addition and answer questions that could be expected for Year 1.
50. Children co-operate well when playing a good range of games to develop an understanding of number and shape and also design good repeating patterns on the computer.

Knowledge and understanding of the world

Provision for this area is good.

Main strengths and weaknesses

- Children use the computers well;
- Activities are well planned and varied.

51. It is not possible to make an overall judgement on teaching in this wide area of learning, but the range of activities observed and the work seen was good. The children use the computer confidently and know how to open their own file and print out their work. They make good, recognisable animal puppets using some discarded materials. The teacher uses the outdoor area well, and children learned quickly in one session when they discovered the effect of wind as they flew the simple kites they had made.

Physical development

The school makes good provision for physical development.

Main strengths and weaknesses

- Children are taught how to use a good range of implements correctly;
- Good opportunities for children to evaluate their learning;
- The accommodation available in school is unsatisfactory.

52. The teaching and learning are good overall, and so children achieve well. Children hold their pencils well and this improves their writing skills. Similarly, they use scissors carefully to cut accurately, and regular practice on the computer enables children to develop good control of the mouse.

53. The school does not have a suitable space available for physical education lessons. Children walk to the community centre to use the hall and this takes time that could be used more profitably. When there, however, the teacher provides a very good range of exciting activities that help children to develop a good awareness of space and to move well in time to the music. A strong feature is the way in which children are encouraged to evaluate what they have done and to think how they could make it better. This leads children to develop co-ordination that is above average for their age.

Creative development

54. It was not possible to make an overall judgement on provision and standards, but the work seen was good. Children have looked carefully at the work of Van Gogh and used their observations well to create their own very good paintings of sunflowers. Their pictures of themselves show good detail, and the collage of sea pictures show a good use of colour.

55. Children enjoy playing in the imaginative play area and the quality of their play is often enhanced by the skilled intervention of the nursery nurse. They join in well with singing in class and in assembly.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve very well in Years 1 and 2 where the quality of teaching is good;
- In Years 3 to 6, pupils do well in reading and speaking and listening but underachieve in writing;
- Teachers' marking does not always tell pupils how they can improve their writing;
- The subject co-ordinator does not evaluate the quality of teaching and learning enough;
- The library is poor.

Commentary

56. Overall standards are well above average by Year 2 and average by Year 6. These findings are similar to those reported in the previous inspection by Year 6 but show a big improvement at Year 2. The quality of handwriting is much better throughout the school following a concerted effort by teachers to improve pupils' skills.
57. By Year 2, pupils achieve very well. They speak confidently and listen carefully. Their fluent reading and good understanding of how to work out unfamiliar words help them attain well in other subjects. Pupils write very well, using interesting words to describe the characters in their stories. A highlight of their writing is their understanding of how to write instructions complete with bullet points. In one lesson, for example, pupils wrote comprehensive instructions to play 'hide and seek' which showed clearly how the game is played.
58. By Year 6, pupils achieve well in speaking and listening and reading, and standards are above average. They underachieve in writing and this explains the weak performance in this year's national tests.
59. Pupils speak well and are confident addressing large audiences. Teachers do much to encourage pupils to use interesting descriptive words when explaining a point, and they do this well. Pupils read well good levels of accuracy, fluency and understanding. They skim text quickly to gain information and soon grasp the meaning of factual articles. Pupils with special educational needs make very good progress in their reading as a result of good support in lessons and effective teaching of word building skills. The teachers provide good examples to pupils by reading aloud enthusiastically, communicating their own pleasure in reading and underlining the importance of reading as a key skill in the pupils' learning. The teacher in Year 5 is especially good at this.
60. Pupils by Year 6 have developed many of the skills to write independently. They take pride in their work and most write neatly. A strength of their writing lies in their use of interesting words and phrases to make their stories exciting. This was illustrated well when one pupil wrote, '...her head lifted to catch the sight of a seagull gliding gracefully to the west of the beach'. Their weakness is in their spelling, punctuation and use of paragraphs and this is where they faltered in the national tests this year. They make the same mistakes time and again.
61. The quality of teaching and learning is satisfactory, overall, and good in Years 1 and 2. In the infants, teachers are good at sharing with pupils the aims of the lesson in terms of their learning. These are then reviewed in the discussions at the end to see how well pupils have learned. As a result, teachers and pupils have a clear idea of how well they have done and areas where they need further attention. Teachers are skilled at teaching reading and pupils soon grow in confidence. They work hard at giving pupils the technical skills of spelling and punctuation without stifling their creativity and this is why pupils produce work of high quality. In Years 3 to 6, teachers focus very well on ensuring that pupils read accurately and

expressively, and this develops pupils' skills well. They place great emphasis on pupils producing exciting writing and provide lots of work on how to start sentences in an interesting way, or join ideas together to form an argument. Where the teaching has shortcomings, pupils' errors are not corrected well enough and this affects the quality of their writing. Pupils are so keen to entertain their audience that they forget to put full stops at the end of a sentence, miss capital letters at the start or omit paragraphs. When these errors are left uncorrected by marking, pupils repeat them the next time.

62. The leadership and management of English are satisfactory. The co-ordinator has a clear view of the strengths and weaknesses in the subject, including the need to improve the standard of writing by older pupils. This is a priority in the school this year, and the school has produced an excellent analysis of pupils' national test results to help teachers improve the quality of the written work. There have been some evaluations of the quality of teaching by senior staff but little by the subject co-ordinator. This has restricted the improvement in standards of teaching and learning. There are good procedures for assessing the pupils' attainment. The library area is poor, with little room to sit and few times when the hall is quiet. Computers are used well to improve pupils' literacy skills.

Language and literacy across the curriculum

63. Teachers make good use of spoken language in all subjects, encouraging pupils to discuss which materials work best in art and design and design and technology, and explore some reasons for events in history happening. Pupils' reading skills are enhanced by good opportunities to conduct research in ICT and geography. Teachers are starting to structure pupils' writing tasks in all subjects as part of the school's strategy to improve the quality of writing. While this is generally working well, and pupils are producing longer pieces of writing, teachers do not always insist on pupils taking care with their spelling and punctuation and this affects the overall quality of the work.

MATHEMATICS

The school makes **good** provision for mathematics.

Main strengths and weaknesses

- Pupils achieve well;
- There is very good assessment, target setting and tracking of progress;
- Teachers' marking of pupils' work does not always identify what pupils need to do to improve;
- There is not enough evaluation of teaching by the subject co-ordinator.

Commentary

64. By Year 2, pupils attain well above average standards. By Year 6, pupils attain above average standards. Achievement by Year 6 is good overall given their average standards on entry. Pupils with special educational needs make good progress. Pupils' very good attitudes and personal qualities make a significant contribution to levels of achievement throughout school. The much higher standards compared with the last inspection are a result of well planned teaching, a robust system of assessment coupled with effective target setting and tracking of pupil progress. All pupils take great pride in the presentation of their work. This is an improvement on the last inspection.
65. By Year 2, pupils are confident with number and use their skills well to solve simple problems. They have a clear understanding of shape and measure and collect data systematically to produce accurate graphs of their results.

66. By Year 6, pupils are very confident and accurate in their use of mathematical language. Most have a quick recall of multiplication tables and use this skill well to develop their knowledge and understanding of mathematics.
67. The quality of teaching is very good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching is well planned and generally ensures a good match of the work to pupils' abilities. Lessons start promptly, the pace is brisk and no time is lost. Resources are well prepared and usually chosen to meet individual needs.
68. In a very good Year 1 lesson that exemplifies some of the strengths in the teaching, pupils made very good progress in counting and ordering money to one pound. The teacher used interesting resources that stimulated pupils' interest. Support assistants were well briefed and effective in their support of the children. As a consequence, pupils with special educational needs participated confidently in the lesson. The class teacher was patient and reassuring with pupils who experienced difficulties with large amounts, and used pupils' errors very effectively to help them learn.
69. In Years 3 to 6, the teaching is more variable; while the teaching seen in this inspection was generally good, some of it provides too little challenge for more able pupils so that they work at tasks that are too easy for them. This was certainly the case last year, and is illustrated in the work in pupils' books that shows pupils of all abilities doing the same work.
70. Staff are proficient in their use of computers attached to whiteboards and these make lessons exciting for pupils. Teachers make good use of very effective assessment and monitoring procedures to track pupils' progress and provide work to rectify their weaknesses. Teachers set demanding targets for pupils to achieve and check on pupils' progress towards the targets carefully. Pupils who do not make sufficient progress have access to very effective 'booster' classes that give pupils important practice in basic skills. Marking of pupils' work includes lots of positive comments but does not always identify what they need to do to improve.
71. The leadership and management are satisfactory. The subject co-ordinator monitors lesson planning and pupils' work rigorously, making sure all aspects of the curriculum are covered. There has been considerable discussion on pupils' work and progress in Years 1 and 2, but not so much in other classes. Lesson observations are generally confined to senior staff as part of the performance management process and the subject co-ordinator has had little opportunity to observe lessons. This has held back further improvement.

Mathematics across the curriculum

72. In design and technology and history, the teachers' insistence on accurate measurement gives them good practice in using rulers carefully and calculating perimeters and lengths of materials required for particular projects like the Year 3 topic on flags. In science, pupils carry out cooling experiments and are able to record findings and produce accurate line graphs of their findings.

SCIENCE

The overall provision in science is good.

Main strengths and weaknesses

- Standards are well above average in Year 2 and Year 6;
- The quality of teaching and learning is good;
- The curriculum is good and well suited to the age of the pupils;
- Opportunities for pupils to develop independence in planning their own experiments are limited.

Commentary

73. By Year 2 and Year 6 pupils attain well above average standards and achieve very well given their average standards on entry. The good improvement in teaching, better use of assessment information and the introduction of a new scheme of work are responsible for the very good improvement in standards since the last inspection.
74. By Year 2, pupils have a very good understanding of how things grow and many more able pupils give very good detailed explanations of the life cycle of a plant. They are confident in sorting materials into groups, for example deciding which will bend or twist, and most pupils explain clearly which materials are most suitable for a task. Pupils have a good grasp of how electric circuits work.
75. By Year 6, all pupils label the major organs of the body, explain their function and use the correct technical language confidently. Most pupils recognise and explain changes in materials. They differentiate between those that are reversible and irreversible, for example combustion. Pupils conduct a good range of experiments to demonstrate and understand physical processes such as how shadows form. They achieve very well when plotting their measurements on a line graph to illustrate the effect of the changing position of the sun during the day.
76. The school conducts a detailed analysis of test results and has identified scientific enquiry as an area to improve further. The extra work on this has led to considerable improvement in pupils' experimental skills. Lessons are well structured to develop lines of investigation, and pupils show a good understanding of the meaning and the importance of a fair test. However, the outline of experiments is largely set by the teacher, and pupils are not given enough opportunities to develop their own experiments.
77. The quality of teaching and learning is good, and very good in Year 5. In an experiment to find out which material was most effective in reducing sound, the teacher in Year 5 made very good use of questions to help pupils to recall what they already knew and use this information to help in their task. This led pupils to link their knowledge about the insulation properties of double-glazing to discovering that bubble wrap has a similar effect in muffling sound.
78. Teachers are very good at asking pupils to explain their reasons for their actions and this encourages them to think carefully. Teachers have high expectations that pupils will use the correct scientific language from an early age and this improves their knowledge and understanding. Specialist visitors to school support teachers well. For example, the dental nurse provided a good introduction for the Year 2 project on teeth and used an appealing set of resources to illustrate the effect of sugar in tooth decay.
79. There are good links with literacy, numeracy and ICT as pupils write up their findings, measure carefully and record their findings in tables and graphs.
80. The leadership and management are good and have been crucial in raising standards. The good procedures for assessing pupils' work and evaluating teaching and learning give the school a good understanding of the strengths and weaknesses of the provision and ensure that prompt action is taken to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Pupils' standards are above average throughout the school;
- There is good leadership and management;
- Teachers are confident using ICT;
- Inadequate accommodation restricts opportunities for whole school teaching of ICT skills.

Commentary

81. Standards by Year 2 and 6 are above average and all groups of pupils achieve well. This represents a good improvement from the last inspection when the school was described as 'barely meeting the requirements of the National Curriculum' in this subject.
82. The good teaching of basic skills in Years 1 and 2 ensures that all pupils quickly become familiar with the keyboard and accurately enter text using a word-processing program. They confidently change font size, type and colour, use the shift key for capital letters and correct their story writing. They log on, save and print their work competently. Pupils provide a good sequence of instructions to control a floor robot. They use a paint program effectively to add illustrations and symmetrical patterns. Their good progress is maintained throughout the school. Pupils in Years 3 and 4 successfully work using art packages, databases and e-mail. Those in Year 5 demonstrate their good skills as they combine text and graphics to enhance the quality of their work on book reviews and poems. By Year 6 pupils, confidently make multimedia presentations of their work on planets and healthy foods. They successfully insert clipart, text and sound to enliven their work. In a good lesson in Year 6, pupils showed good skills as they controlled the motors on model aeroplanes made in their history topic on World War 2. In their best work, pupils in Year 6 achieved high standards as they controlled the sequence of traffic lights on both sides of a narrow bridge. Pupils confidently worked through the task entering into thoughtful and lively discussion. All were delighted as the task was difficult and they succeeded. Pupils are knowledgeable about the subject. They have a good understanding of the use of ICT in society and describe clearly how incorrect information yields wrong results.
83. Standards are significantly higher than at last inspection because of the more informed teaching, better quality of leadership and management, improved software and more up to date equipment. Teachers' knowledge has been improved significantly by well-focused training. Teachers plan effectively for the different levels of ability, have high expectations, give clear and precise instruction and are secure in their knowledge of ICT.
84. The subject leader evaluates provision well by monitoring pupils' work, teachers' planning and observing lessons. He is consequently well placed to appreciate the strengths and weaknesses within the subject. Pupils' access to computers is somewhat limited by the location and size of the computer area.

Information and communication technology across the curriculum.

85. The school make good use is made of ICT across the curriculum. It is used to support investigative work in science on gases, evaporation and healthy foods. A Year 3 class designed a very good leaflet on how to be safe with electricity. Poems, book reviews and story writing related to fables are indicative of the good contribution that the subject makes to literacy. Art packages enhance the quality of work in history and design technology.

HUMANITIES

Only one lesson was observed in history, and none in geography. Pupils' work was analysed and pupils in Year 6 were interviewed, but it is not possible to make a judgement about teaching in these subjects.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Pupils achieve well;
- Visits support learning well;
- Topics are planned well to link with other subjects;
- There is little space to store resources.

Commentary

86. Standards are above average throughout the school and pupils achieve well. Pupils in Years 1 and 2 have a good knowledge of famous people in history and a good awareness of important events since the last war. By Year 3, pupils write well about the Vikings and life in Tudor times. Year 4 work on Egyptians is enhanced by a visit to the City museum where staff dress in character. By Year 6, pupils are gaining a deeper insight into history, and achieved well in one lesson when they related their work on democracy in Ancient Greece to the election of the school council. They were clearly aware of the alternatives to democracy, and confidently expressed opinions in respect of these. Pupils use good skimming and scanning techniques to research information to present to the whole group.
87. The curriculum is enhanced by the schools' adoption of a topic approach, which provides interesting links between subjects. Visits do much to support learning in history, and the trip to Eden Camp brought to life the pupils' topic on life during World War Two. Parents and Grandparents are invited to school and pupils learn much from their first hand experiences. This develops speaking and listening skills, historical enquiry and gives pupils a deeper understanding of the period. The Vikings Historical Enactment Society visit ensures that the children can see authentic dress and feel the presence of such warriors.
88. The leadership and management are good. The subject leader works well with colleagues to develop their skills and provide ideas. The co-ordinator keeps a close eye on teachers' planning and pupils' work to ensure all the elements are covered, and that more able pupils are presented with challenging work. As part of the school's drive to improve writing across the school, teachers use the same structured approach to the recording of history that is used in English lessons, and this works well. Lack of space for the central storage of resources is a limiting factor for the further development of the subject.

Geography

The provision for geography is satisfactory.

Main strengths and weaknesses:

- Pupils have a good awareness of environmental issues;
- The school provides a very good range of visits;
- Some work is poorly written.

Commentary

89. Standards are average by Year 2 and Year 6. By Year 2, pupils have a good knowledge of how man pollutes the planet and the benefits of recycling materials. They use ICT well to write lively accounts of their findings. Pupils know their local area well and produce reasonably accurate maps.
90. By Year 6, pupils have developed their mapping skills well, and have a sound grasp of scale and distance. They write knowledgeably about their local village and produce good maps of the use of land. Often, however, this work is poorly written and is littered with spelling and punctuation errors. In their best work, pupils produced very good 'Visitors' Guides' following their visit to the Humber Bridge, and this was presented very well with good attention to detail. Pupils make good use of ICT to research European countries and the features of Whitby.
91. The curriculum is planned well. Teachers make interesting links with other subjects such as history and these enhance pupils' understanding well.
92. The leadership and management are good. The subject co-ordinator evaluates the quality of teaching and learning well by looking at the work pupils do and talking to them at the end of topics to see how much they have learned.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in physical education, and two in design and technology and music. The pupils' work was analysed but it is not possible to make an overall judgement on teaching in these subjects.

Art and design

Provision in art and design is very good.

Main strengths and weaknesses

- The quality of pupils' work throughout the school is very good;
- The quality of leadership and management is very good and motivates colleagues through initiatives such as arts week;
- Out of school activities contribute very well to pupils' learning.

Commentary

93. Pupils attain standards that are well above average in Year 2 and Year 6 and achievement is very good. By Year 2, pupils have developed good sketching skills and these are evident in their design and technology plans. They use pencil and pastels very well to create a three-dimensional effect when drawing buildings. Following a visit to the sculpture park, pupils used a variety of materials to create their own varied sculptures that were of a high quality. By Year 6, pupils show a very good sense of proportion and detail in their self-portraits and use paint to good effect when painting pictures in the style of Monet. Sketchbooks show good progression of skills throughout the school with extensive opportunities to practise and develop skills such as colour mixing and picture composition.
94. In a very good lesson in Year 3, the teacher combined a very good knowledge of the work of Matisse and the computer linked to a whiteboard to illustrate how the artist produced his pictures. Pupils were encouraged to say what they saw and how the picture made them feel. This provided a very good stimulus for making their own pictures and pupils learned very well.

95. A particularly good feature of the provision is the arts week in which all classes contributed work on the theme of The Elements, Earth, Wind, Water and Fire. The very detailed planning and organisation by the co-ordinator, including contributions from visiting artists and supported very well by all the staff, resulted in work of a high quality from all the pupils. Another very good feature is the popular art club, which provides a wide range of experiences, including making the scenery for school productions. These experiences contribute well to pupils' personal development.
96. The subject is very well led and managed. The enthusiastic and committed approach is shared with colleagues and this helps to raise standards. Samples of work are collected to assess progress and provide a good record of pupils' successes.

Design and technology

The overall provision for design and technology is very good.

Main strengths and weaknesses

- The curriculum is planned well;
- Pupils achieve well;
- The leadership and management is good;
- There is little space to store resources.

Commentary

97. Pupils' work in design and technology is above average by Year 2 and Year 6. All pupils achieve well and produce interesting and varied work that is much in evidence around the school. Pupils participate with enthusiasm and make very good progress through school.
98. In Year 1, pupils successfully design, make and evaluate fruit salads along with their work on moving bodies based on a nursery rhyme. By Year 2, pupils design and make exciting models using reclaimed materials. In some of the best work in the school, pupils in Year 3 achieved very well as they built a large model of the Mary Rose to complement their work on Tudors. Parent helpers are used very effectively to support work in designing models based on the local area. The accurate work in measuring and marking does much to support pupils' work in numeracy. By Year 6, pupils' skills have developed well, and their Egyptian board games, musical instruments and moving toys are of good quality.
99. The leadership and management of the subject are good. The subject co-ordinator works well with colleagues to develop their skills and provide ideas. The co-ordinator monitors pupils' work and teachers' planning effectively. Lack of space for the central storage of resources is a limiting factor for the further development of the subject.

Music

Provision in music is good.

Main strengths and weaknesses

- The quality of singing is good throughout the school;
- Pupils have the opportunity to participate in a good range of activities outside the school day;
- There are no procedures for assessing pupils' progress.

Commentary

100. Standards are above average by Year 2 and Year 6, and pupils achieve well. By Year 2, pupils sing with great sensitivity and feeling and know a good range of songs by heart. They develop a good sense of beat, repeat a rhythm and spot the teacher's deliberate mistake in a tune. More able pupils play tuned percussion instruments with skill and confidence. By Year 6, the quality of pupils' singing is very good and is improved through regular practice and good teaching of skills. The emotion displayed through pupils' singing, particularly of hymns, makes a very good contribution to pupils' spiritual development. Pupils achieved well in one lesson as they improvised a rhythm in small groups. They improved their performance well by listening to a recording of their work and discussing how they could make it better.
101. There are many opportunities for pupils to make music outside lesson time. They attend a good range of clubs, including guitars, recorders and a folk group. In addition, some pupils achieve a high standard through specialist instrumental lessons. Pupils listen to a good range of music coming into assembly and as a stimulus in art and design and music lessons. During two inter-school arts projects, pupils in Year 5 and Year 2 benefited from working with specialist songwriters to compose their own work.
102. The subject is managed well. The knowledgeable co-ordinator and the headteacher enrich the learning in lessons through their musical expertise. The school is introducing a new scheme of work steadily to support and guide the planning of non-specialist teachers. A weakness is the lack of agreed assessment procedures to track pupils' progress and raise standards further.

Physical Education

Provision for physical education is good.

Main strengths and weaknesses

- Pupils' gain considerable success in competitive sports;
 - Pupils have a reputation for their fair play;
 - There is a very good range of clubs after school;
 - The hall is inadequate.
103. In the one lesson seen in Year 2, pupils' standards in gymnastics were average. They moved easily around the hall and put together some good sequences of jumps and twists. They learned well from watching other pupils and refined their own moves well as a result. A few more able pupils who attend gymnastics clubs achieved very well and showed excellent control when jumping and landing.
104. It was not possible to see any games, dance or swimming. The school's records show that nearly all pupils swim the expected distance of 25 metres by the time they leave. Some talented divers have been identified and are benefiting from professional coaching to make the best of their skills. Pupils do well in competitive sports against other schools, particularly in football and netball. Pupils have a very good reputation in the area for their sportsmanship, whether or not they have performed well. The subject co-ordinator and school secretary (who helps coach the netball team) collected a coaching award this year and were justifiably praised for the high quality of pupils' attitudes in competitions.
105. The school suffers from poor facilities for physical education and these restrict the further development of their skills. The school makes a good attempt at compensating for the poor hall in school by renting the gymnasium at the nearby sports centre. While this provides a good space for dance and some gymnastics it does not have wall bars or other equipment to develop pupils' skills further.
106. There is a very good range of activities after school to develop pupils' skills, particularly in football and netball. The school benefits from good links with the local secondary school and a teacher comes to provide valuable assistance teaching netball.

107. The leadership and management of the subject are good. The co-ordinator has a clear understanding of the subject and of the way ahead in order to make improvements. The co-ordinator has provided good curricular guidance to teachers and enhances their skills well by teaching demonstration lessons.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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