

INSPECTION REPORT

STOCKSBRIDGE NURSERY AND INFANT SCHOOL

Stocksbridge

LEA area: Sheffield

Unique reference number: 107054

Headteacher: Mrs L Trainor

Lead inspector: Dr B Blundell

Dates of inspection: 15 – 17 March 2004

Inspection number: 107054

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Nursery/Infant |
| School category: | Community |
| Age range of pupils: | 3 - 7 |
| Gender of pupils: | Mixed |
| Number on roll: | 264 |
| School address: | Pot House Lane Stocksbridge Sheffield South Yorkshire |
| Postcode: | S36 1EJ |
| Telephone number: | 0114 288 3109 |
| Fax number: | 0114 283 0204 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr E Wright |
| Date of previous inspection: | 27 April 1998 |

CHARACTERISTICS OF THE SCHOOL

Stocksbridge nursery and infant school is a school for boys and girls, aged 3 to 7, situated in Stocksbridge, Sheffield. It is larger than most infant schools, with 265 on roll. There is an overall gender balance among the pupils, who are mainly white British, with small minorities of white pupils with Irish and other backgrounds and Asian or Asian-British and black or black British-Caribbean backgrounds. No pupils are at an early stage in the acquisition of English as an additional language. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is low. The proportion of pupils having special educational needs is in line with the national average; the proportion having statements of special needs is below average. Pupils' special needs include specific and moderate learning difficulties, speech and communication difficulties, social, emotional and behavioural difficulties, physical difficulties and autism. The school, which is situated in a relatively deprived area, was awarded Investors in People status in 2002, and has received the Basic Skills Quality Mark in 2003. Pupils' attainment on entry is below average overall, due to a prevalent weakness in communication and language skills.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|--|
| 23868 | Dr B Blundell | Lead inspector | Mathematics Science Information and communication technology Design technology |
| 9002 | Mr D Ashton | Lay inspector | |
| 32261 | Mrs K Dean | Team inspector | Foundation stage Special educational needs English as an additional language Music Physical education Religious education |
| 30439 | Mr M Hayes | Team inspector | English Art and design Geography History |

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

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PART A: SUMMARY OF THE REPORT

STANDARDS ACHIEVED

OVERALL EVALUATION

The overall effectiveness of the school is very good; standards in English, mathematics and science for seven year-olds generally exceed national averages, pupils' achievement is good, teaching and learning are good and the school is very well led and managed. It provides very good value for money.

The school's main strengths and weaknesses are:

- Over the last three years averaged together, pupils have left the school over a term ahead of national averages in mathematics and writing, and half a term ahead in reading.
- Standards of attainment for those pupils currently aged seven match national standards in reading, writing and mathematics, and exceed them in science and music, despite attainment on entry for this group of pupils being well below average overall; pupils are achieving well overall and very well in science.
- The overall quality of teaching is good; pupils learn well.
- The headteacher and senior management team lead and manage the school very well.
- Learning support assistants play a vital and successful role in improving pupils' learning.
- The school cares very well for its pupils.
- Links with parents are very good.

The effectiveness of the school has improved very well since the last inspection. The teaching of English has improved appropriately. Marking and assessment of pupils' work has improved substantially. Pupils' reports have been upgraded and are now good.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 2, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| reading | C | B | C | C |
| writing | A | A | B | A |
| mathematics | A | B | B | B |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement is **good**; in both the Foundation Stage and the infant phase, pupils achieve well. In reading, writing, mathematics and ICT, standards meet national expectations, and they exceed them in science and music. In all other subject areas, standards meet national expectations and in religious education, they meet the requirements of the local agreed syllabus. The majority of the children are on course to achieve the nationally expected standards, known as the Early Learning Goals. Standards of attainment in the Foundation Stage have been broadly average on entry to the school except in communication and language skills, where they have been below average. An exception to this pattern is the current Year 2, where overall standards on entry were well below average.

Pupils' personal qualities are **good**. Their spiritual, moral, social and cultural development is **very good**. Pupils' attitudes are very good overall; behaviour is good. Pupils' attendance at this infant school in the last full reporting year was below the national average. However, the national average is based on figures for primary schools. In the latest academic year, attendance has improved considerably and matches national averages.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching is **good** overall, with a high proportion of it being very good. Staff work hard on behalf of their pupils. Pupils learn well throughout the school, and learning support assistants play a vital role in this.

The curriculum throughout the school is good. The school's partnership with parents is very good, and is having an increasing effect on helping to raise the level of pupils' achievement; the work of parents in making 'Story Sacks' for pupils is a notable example of this. The school cares very well for its pupils, and guides and supports them very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher is committed and caring and has a very clear understanding of the strengths and weaknesses of the school. The governing body is effective and fulfils its statutory duties; the governors visit school and liaise with the headteacher on a regular basis.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. They feel that teaching is good, that their children are making good progress, and that the school is well led and managed. Parents feel comfortable when approaching the school with problems. **Pupils' views of the school** are also positive.

IMPROVEMENTS NEEDED

No areas were identified.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement throughout the school is good; over the last three years averaged together, pupils have left the school with standards ahead of national averages. Girls and boys performed at a similar level overall during the inspection.

Main strengths and weaknesses

- Over the last three years averaged together, pupils have left the school over a term ahead of national averages in mathematics and writing, and half a term ahead in reading.
- Standards in reading, writing, speaking, listening and mathematics for pupils currently aged seven match national expectations, despite the attainment on entry of this group being well below average.
- Standards in science and music for pupils currently aged seven exceed those expected nationally, as a result of good quality teaching.
- Achievement throughout the school in literacy and numeracy is good, and, in science, it is very good.

Commentary

1. Table 1, below, shows that, in the national tests in 2003 for pupils aged seven, standards were in line with the national average in reading, and above average in writing and mathematics. Compared with that of pupils from similar schools, pupils' performance was average in reading, well above average in writing, and above average in mathematics. Over the three years from 2001 to 2003 averaged together, pupils left the infant phase half a term ahead of pupils nationally in reading, and just over a term ahead in writing and in mathematics. Girls performed a little better than the boys.

Table 1. Standards in national tests at the end of Year 2 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.8 (16.7) | 15.7 (15.8) |
| writing | 15.7 (15.7) | 14.6 (14.4) |
| mathematics | 17.1 (17.5) | 16.3 (16.5) |

There were 55 pupils in the year group. Figures in brackets are for the previous year

2. **Pupils achieve well** throughout the school. Children enter the school with average attainment overall, except in language and communication skills where they are below average (although the current Year 2 were well below average overall), and make good progress through the Foundation Stage and the infant phase. In the inspection, no difference in achievement between boys and girls was observed.
3. **Standards of attainment in English by the age of seven** are lower than at the last inspection; this is purely because the current seven year olds had a lower attainment on entry. Pupils make good progress in the subject as a result of the good teaching and high quality of leadership by the subject leader. Pupils currently aged seven are reaching standards that are broadly in line with national expectations. **In the infant phase, reading, writing, speaking and listening** are consistently developed across the curriculum; pupils are given the opportunities to extend their oral skills through assemblies. The school's work on phonics, the initiation of an individualised reading programme, and the emphasis on key words are all

having a positive effect on standards. **In the Foundation Stage, children's literacy skills** are appropriately developed with children generally reaching the expected standards, known as the Early Learning Goals. In this part of the school, a published phonics scheme is used most effectively to aid learning.

4. **Standards of attainment in mathematics** for pupils currently aged seven match those reported at the last inspection. The subject is taught well, and numeracy is well developed across the curriculum, especially in science and design and technology. The subject is particularly well led and the exemplary assessment scheme is further helping to raise standards. **Through the infant phase** pupils make good progress overall in the development of their mathematics, as a result of the high quality of leadership by the subject leader. **In the Foundation Stage, children's number work** is developed appropriately, as a result of the good resources and the teachers' generally high expectations.
5. **Standards of attainment in science** exceed those reported at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is well led and managed. The emphasis on pupils' rigorous recording of scientific investigations is bearing fruit. Achievement is very good.
6. **In other subject areas, including ICT**, standards meet national expectations and in the case of music, they are above those expected. In religious education, standards meet the requirements of the local agreed syllabus.
7. **Pupils with special educational needs** make a similar rate of progress in their learning as other pupils. The support that they receive, both in class and when withdrawn, is of good quality and helps learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and behaviour is good. Attendance is satisfactory and punctuality is good. Spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and good behaviour in the classroom and playground help them to achieve well.
- Relationships between pupils and between pupils and other adults are very good; this is the result of the very caring ethos of the school, and the very good example set by the staff.
- Pupils are confident and keen to take responsibility, because they are given opportunities to do so from the day they enter the nursery.
- Pupils' spiritual, moral, social and cultural development is very good because the school takes pains to ensure that pupils experience a wide range of activities.

Commentary

8. Pupils show very positive attitudes to learning in most lessons. Nearly all listen attentively, are keen to answer questions and undertake tasks enthusiastically. This is the result of good teaching where teachers maintain a high level of interest, and set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well.
9. Standards of behaviour are good throughout the school. Pupils know the school motto, follow the class rules, and are fully aware of the high standards expected and insisted upon by all staff. The very caring ethos of the school results in pupils knowing right from wrong, and showing consideration for others. Few signs of aggressive behaviour were seen, and both parents and pupils confirmed that if bullying should occur, it is quickly resolved. There have been no exclusions.

10. From the day they enter nursery, children are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. This contributes significantly to the ease with which children meet the goals they are expected to reach by the end of reception. Responsibilities range from playing the tambourine to start lessons in the nursery, to older children helping with equipment and in the library. Pupils take their responsibilities as members of a community seriously and achieve well, showing good levels of maturity as they move through the school.
11. Pupils play harmoniously together and work very well together in groups. They are friendly, talk together happily and are developing increasing confidence and self-esteem. Staff give a very positive lead in engendering very good relationships, by giving praise and encouragement at every opportunity, as well as acting as good role models.
12. The very good ethos of the school helps to promote spiritual development. Many opportunities exist for pupils to marvel at the wonder of living things; for example, a visit to an open farm and a lesson about dolphins. They also take part in baking, where they find the bread rising to be 'magical'. Pupils' cultural development is enhanced by the carefully chosen visits and guest speakers in assemblies.
13. Pupils' attendance in the last full reporting year was below the national average, as shown in Table 2 below, but in the latest academic year, attendance has improved considerably as a result of the school's efforts with poor attenders and now matches national averages. There have been no recent exclusions, as shown in Table 3.

Table 2. Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.8 | School data | 0.2 |
| 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

Table 3. Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 294 | 0 | 0 |
| White – Irish | 2 | 0 | 0 |
| White – any other White background | 2 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Black or Black British – Caribbean | 1 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is good. Teaching and learning are good and the curriculum is broad, balanced and suitably enriched. Pupils are very well cared for; the school works well in partnership with its parents.

Teaching and learning

The overall quality of teaching is good and as a result, learning is good; teachers assess pupils' work well overall.

Main strengths and weaknesses

- In both the Foundation Stage and infant phase, teaching is good, with examples of very good lessons throughout the school.
- The use of support staff is very good; they make a vital contribution to pupils' learning.
- Assessment is good throughout the school, and especially good in mathematics and English.
- In a small minority of lessons, the pace is too slow and there is insufficient challenge.

Commentary

14. The school has a group of teachers and support staff who are committed to their pupils and work hard on their behalf. They take their work seriously. This is recognised by pupils and parents alike, who feel that teaching is good and that their children learn well. The quality of teaching in literacy and numeracy is strong across the whole school, with teachers showing good command of these subjects.
15. Teachers plan their work in year groups and the atmosphere of co-operation and team-work that prevails in the school is such that teachers feel free to share ideas and seek advice from colleagues.
16. Table 4 below shows the quality of teaching observed during the inspection. In 80% of the lessons seen, teaching was good or better.
17. The greatest strengths in teaching include the use of the support staff, who work really well with teachers to promote pupils' learning, the expectation of good behaviour throughout the school, and the engagement of pupils. Teachers challenge their pupils well, for example in a Year 1 numeracy lesson, where pupils had to find the minimum number of coins to pay for particular items. Here, the teacher's use of the interactive whiteboard further aided learning. She was able to demonstrate clearly using 'giant' coins, which were the best solutions to the problems. In a very small number of lessons, the pace could have been brisker.

Summary of teaching observed during the inspection in 42 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------------|--------------|----------------|------|-----------|
| 0 (0%) | 9 (21.4%) | 24 (57.1%) | 8 (19%) | 1 (2.4%) | 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.

18. Teaching of pupils with special educational needs is of good quality. Pupils are well supported and have individual education plans with sharply focussed targets. There is equality of opportunity and all pupils have equal access to the curriculum.
19. In a very good science lesson on light, the session was conducted at a brisk but appropriate pace with plenty of challenge. The teacher captivated her Year 1 pupils by reading a "letter from a parent" addressed to them, asking the class for help. The parent's baby awoke very early each morning because light was getting through the curtains. She wanted the advice of the class as to the best material to prevent this happening. This really fired the pupils' enthusiasm and they worked independently and carefully to test a range of materials for

torchlight penetration, recording their results scientifically. The simple but most important strengths of this lesson were the teacher's introduction and the use made of the pupils' previous science training.

20. In a very good Year 2 music lesson, the teacher re-visited previous key words such as 'composition' and 'ostinato', before leading her pupils skilfully through a composition to accompany a story with musical patterns.
21. Teachers assess pupils' work very well indeed in mathematics and English, and assessments in science and ICT are good. The school has devised very useful assessment 'tests' which pupils take on a regular basis. These tests inform teachers of the precise level that pupils are working at. The school uses the assessments to plan future work and track pupils' progress. Assessment and tracking in the foundation subjects are generally good. Marking is good and shows pupils clearly how they can further improve their work.
22. Occasionally, the pace of lessons could be brisker, as in a lesson in one of the Reception classes and in a Year 1 English lesson. In these lessons, pupils' learning was not as good as it could have been.
23. The overall level of teaching has improved since the last inspection.

The curriculum

The Foundation Stage Curriculum provides a good range of learning opportunities. The curriculum for Year 1 and 2 is **good** and provides a wide-ranging and balanced curriculum.

Main strengths and weaknesses

- There is a good programme for the development of pupils' personal, social and health education.
- Good practice promotes inclusion throughout the school.
- There is good provision for pupils with special educational needs.
- A good range of enrichment activities is offered to all pupils.
- The school has an effective team of teachers and teaching assistants to deliver the curriculum.

Commentary

24. The curriculum is broad and balanced, and it is reviewed on a termly basis and updated to meet the needs of all pupils. It prepares pupils well for junior school. The curriculum benefits from the mini-ICT suites in the Year 1 and Year 2 classrooms that are used to promote cross-curricular activity. There is a designated environmental area with a pond in the school grounds, which furnishes the pupils with excellent opportunities for first-hand study.
25. There is good provision for personal, social and health education. A formal programme of lessons teaches pupils about issues ranging from the environment to personal development, in circle time. In a Year 2 lesson, pupils discussed the issues of litter and the need to recycle waste materials. There is an ethos of total inclusion, in which all pupils are valued and supported both academically and personally, and all have equal access to the curriculum.
26. The curriculum for pupils with special educational needs dovetails well with that for other pupils. On the occasions when pupils are withdrawn from class, the work, appropriately, bears as much resemblance as possible to that for other pupils.
27. There is a good range of enrichment activities for all pupils in the school, including the opportunity to play the violin and guitar, and there are appropriate visits to places of interest ranging from the Leeds Armoury to Butterfly House. Visitors from many disciplines and walks of life enhance the curriculum, and include the Salvation Army, a representative of the NSPCC, a visiting artist and poet and a puppet theatre. There is also Maypole dancing and an 'Activity Day' in the summer term.

28. The school has an effective team of suitably qualified teachers whose skills and experience match the demands of the curriculum well. The support assistants in the school are extremely proficient; they work well alongside the teachers and provide good support for pupils in lessons. This was demonstrated in a Year 2 art and design lesson, when the teaching support assistant helped pupils she was working with to complete their abstract pictures. There is ample accommodation for the needs of the curriculum. The learning resources are adequate; they are managed effectively and used well in lessons.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance.

Main strengths and weaknesses

- Pupils feel secure and work in a pleasant, healthy and safe environment.
- They achieve well because their progress is monitored closely.
- Pupils with special educational needs very well supported.
- Induction and transition arrangements are well organised.
- Support staff are very effective.
- Procedures to seek pupils' views could be further developed.

Commentary

29. The school provides a happy environment that is conducive to learning. Close attention is paid to health and safety issues and risk assessments, particularly when walking pupils to the nearby junior and high schools. Pupils' healthy and safe living is well promoted through the personal, social and health education programme, which is enhanced by talks from various guest speakers. First aid provision and arrangements for caring for sick children are very good. Child protection procedures are very good, and there is good liaison with outside agencies.
30. Teachers and support staff are sensitive to the needs of the pupils and thus able to provide very good support and guidance. Outdoor play is well supervised and supported. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing they will be dealt with sympathetically. Teachers track the progress and personal development of all pupils, including those with special educational needs, and this contributes to the high standards attained. A 'Thank You' book is used by adults to record significant events of the school year, and awards are presented in weekly assemblies. Pupils with special educational needs are well cared for.
31. Induction arrangements are very good, and ensure that children settle happily into school life. There are home visits, several opportunities to visit the reception classes and an informative booklet for families. Satisfactory arrangements are in place for transfer to junior school.
32. The school benefits from very effective support staff and a building supervisor who takes a pride in the maintenance of the premises.
33. The school has recognised that there is scope for developing consultation with pupils, and has already enlisted their help in decisions about playground markings and snack provision. Pupils clearly take their responsibilities very seriously and are eager to voice their opinions.

Partnership with parents, other schools and the community

Very good relations exist between the school and the parents. There are good links with other schools, and the school is well regarded within the local and wider community.

Main strengths and weaknesses

- Parents are well informed about the school and about the standards and progress of their children.
- The achievement of their children is greatly enhanced by the very good contribution made by the parents.
- The good community links help to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily to the next stage of their education.

Commentary

34. Parents are well informed about the school through the prospectus, regular newsletters and other correspondence. They are also well informed about their children's progress through consultation evenings, open days, and more detailed annual reports, as recommended at the last inspection. Parents are also welcome to discuss concerns at any time. Home school agreements are in place, and reading records are used effectively to enable parents and teachers to monitor progress. Parents are consulted on certain issues and they help their children with "Busy Bee" activities before lessons commence.
35. Parents are very satisfied with the school. They feel comfortable in approaching the school with any concerns. They feel that their children are encouraged to be mature and responsible, and they appreciate the range of extra curricular activities. Parents of children entering the nursery receive very good advice on how to help their child to cope with school life. They are involved in the making and working of the "story sacks" scheme.
36. Parents make a very good contribution to their children's learning by providing assistance in the class room and on trips and visits. Significant funds for the school are raised through the Friends of Stocksbridge Nursery and Infant School Association. A substantial sum was won through a newspaper competition that was well supported by parents and the local community. Family curriculum evenings help to keep parents fully informed about their children's learning and indicate how they can help them at home.
37. The good links with the community include one with the local Salvation Army centre, where Christian festivals are celebrated. Pupils sing carols at the nearby residential home for the elderly and take part in musical events, sporting activities and charity fund raising. Members of the community give talks at the school, and these include church representatives, speakers from several charitable organisations and the local fire brigade.
38. Good working relationships exist with the junior and high schools, the collaboration of staff and the sharing of resources enhance teaching and learning for all pupils. The school provides work experience for students from the local college, and teacher training placements for Sheffield Hallam University. All these initiatives contribute positively to the progress and achievements of the pupils.
39. Parents of pupils with special educational needs are kept well informed about their children's progress. They are appropriately involved in reviews of educational plans and any necessary target setting.

LEADERSHIP AND MANAGEMENT

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

Main strengths and weaknesses

- The headteacher and senior managers are committed, caring and capable.
- Management by the headteacher is efficient, and she is aware of the strengths and weaknesses of the school.
- The governing body is involved in the school's initiatives and fulfils its statutory duties well.
- The management of special educational needs is good.

Commentary

40. The headteacher is a dedicated leader, who works very hard indeed for the school and is a very good role model for all. She wants the very best for her pupils. She has moulded together a team of committed professionals. The headteacher knows her school very well indeed and is constantly seeking ways to further improve.
41. The headteacher manages the school's budget efficiently and applies the principles of best value. The surplus shown in the Table 5 below, however, is set to fall in the current year.
42. The management team comprises of the headteacher, deputy headteacher and Foundation Stage coordinator. They meet weekly and with other members of staff as needed. They monitor and evaluate teaching regularly and effectively through the school, in their roles as team leaders in performance management. The school frequently provides teacher training placements which benefit both the school and the students.
43. Performance management is well on track, with whole-school targets for improving boys' attainment and teaching phonics currently in place. Whereas previous test results have shown boys to be performing less well than girls, this is no longer the case as a direct result of the school's actions.
44. Governors fulfil their duties effectively overall. The chair of governors is a regular visitor to the school and governors are in place for all the key positions. Subject coordinators provide reports appropriately for the curriculum committee of the governing body on a rolling programme.
45. Governance and management of the school mesh well. Coordinators draw up annual subject improvement plans, which feed into the school's improvement plan. A day is set aside each year for staff and governors to meet and thrash out issues for the forthcoming academic year.
46. The coordinator for special educational needs is providing very good leadership for this area. She has worked hard to put systems in place that support pupils' learning and maximise standards of attainment.

Table 5. Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 577,430 | Balance from previous year | 24,952 |
| Total expenditure | 577,231 | Balance carried forward to the next | 20,483 |
| Expenditure per pupil | 2,180 | | |

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 **good overall** with some very good features. Children enter the nursery and reception at two points in the school year, although some children begin nursery when they are just three years old and have a longer period in that class. Children's attainment on entry fluctuates from year to year, but for most children is below average in most areas, most particularly in communication, language and literacy. Children achieve well throughout the Foundation Stage, including those with special educational needs. Evidence indicates that by the end of the reception year, most children meet the expected standards - the Early Learning Goals - and a small group exceed them. This good progress in both nursery and reception is a result of good teaching.

Teaching is good overall, covering a range from satisfactory to very good, with one unsatisfactory lesson. There is a good balance of effective teaching in groups and opportunities for children to plan their own learning through play. Play areas are attractive, well organised and resourced, particularly in the nursery class, enabling children to make choices and explore their ideas. Where the teaching is good or better, adults use conversation and open-ended questions to support children in their talking and thinking. In the unsatisfactory lesson, however, there was insufficient challenge. The curriculum is carefully planned by the staff team to ensure continuity and progression across the year groups, and to link with children's interests. Adults have a good understanding of the requirements of the Foundation Stage.

Adults in the Foundation Stage work well as a team, planning and organising the curriculum and assessing children's learning. There is careful tracking of children's progress throughout the Foundation Stage. Assessments made over time provide a profile of children's achievement and areas where they need further support. Adults make time to observe children during their play as well as during adult-led activities, providing a rounded picture of children's learning and interests.

The co-ordinator provides effective leadership and management of this stage. She is knowledgeable and reflective, and has a clear vision for future development. She provides good support for new and temporary staff on the team, and ensures that the expertise of teaching assistants is used well. The Foundation Stage is organised well, with effective systems in place to ensure that children have good and safe access to all areas of the curriculum. The school has maintained its good provision in the Foundation Stage since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- There are good opportunities for children to plan and work independently.
- Behaviour is very good and children work well together.

Commentary

47. A high priority is rightly given to this area of learning throughout the Foundation Stage, and particularly when children start in nursery. There are good induction arrangements and staff make home visits. Teaching is very good overall. Adults have a good knowledge of how children learn, and use this to plan activities that are linked to children's interests. The environment is organised so that children are provided with a good range of opportunities for independent learning, and children are taught how to select and use activities by themselves.

This means that children quickly gain the security and confidence to learn new things. After only a short time in nursery, children are deciding when and what to eat as a snack, and confidently making their own models in the workshop area.

48. Good relationships are fostered. Children show an awareness of and care for others; for example, explaining something to a much younger child who needed help. Through the support of the teaching assistant, children who do not speak are included well. They are encouraged to take part in discussions through signing, which other children accept and respond to. Children's behaviour is consistently very good. Positive and innovative strategies reinforce good behaviour. Children achieve very well overall and almost all are on track to reach expected standards by the end of the reception year, and a significant group are expected to exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well in their early writing.
- There is a good range of opportunities for children to develop their speaking and listening and writing.
- Adults provide good models in using language for thinking.

Commentary

49. Teaching is good overall and children achieve well. Children's communication skills are good. Adults value talk and other forms of communication, showing children how to use language for thinking. This is most evident where adults interact with children in their play, listening to children, tuning in to children's interests and challenging them further. Children are given good support in hearing and recognising the sounds of letters, and this is a focus of the school. One child can pick out and name the letters in his name from an alphabet strip. Children are also given plenty of opportunities to write independently and, as a result, their early writing is good. Some children in the nursery and many in reception can write independently, making plausible spellings for many words. Children in reception write for different purposes, such as cards, notes, captions and appointments in the role play area, as well as stories.
50. Children throughout the Foundation Stage enjoy listening to stories and rhymes. This was exemplified by both nursery and reception children who gleefully joined in the giant's refrain in the story of "Jack and the Beanstalk", using "giant" voices. The reception teacher told the story skilfully, using her voice and body language well to keep all the children's attention. They were also kept listening and thinking through quick questions to individual children, who answered eagerly. Children could retell the story and recognise familiar words. Some children read with confidence and fluency in the book area. Support from parents at home and volunteers in the classroom also reinforce children's progress in reading. Parents are also making "Story Sacks" for Foundation Stage children to take home. Standards are in line with national expectations for most children, and exceed them in writing for some children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Focused and practical teaching in groups helps children understand mathematical concepts.
- Adults support children well in seeing themselves as mathematicians.

Commentary

51. The teaching is good overall and, as a result, children achieve well. By the end of reception, children meet the national standards. Adults plan well for mathematical development in focused activities as well as through structured play. There is good direct teaching in small and large groups. Adults plan carefully for these sessions, using attractive apparatus and resources that engage the children. In the nursery, the adult uses a whiteboard and pictures to support number concepts, while she and the children sing counting rhymes. The pace is good; children predict the next number and develop number vocabulary. During a lively oral session, children in reception count numbers to twenty in ones and twos, and count to a hundred in tens. The teacher challenges higher-attaining children, who can identify and order two-digit numbers beyond twenty. Most children can identify one more or one less than a given number, and can combine groups of objects to give a total. There are many opportunities for children to use games, sand and water and construction to explore and develop their understanding of shape, space and measures. For example, one child names the shapes of cutters in the play dough, and another predicts that water will flow over a container he is pouring into.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children use tools and equipment correctly and safely.
- There are good opportunities for children to explore materials.
- Provision for the use of information and communication technology is good.

Commentary

52. The teaching and learning are good overall and help the children to achieve well. Children are expected to reach national targets by the end of the Foundation Stage. There are good opportunities for children to explore materials and objects first hand. In the nursery, children have the opportunity to cut up fruit, look at the seeds and skin, and learn new vocabulary such as 'stone', 'flesh', 'knobbly' and 'smooth'. They use all their senses, handling and tasting the fruit, some of which is unfamiliar, such as passion fruit, pineapple and pomegranate. They explore the feel of wet bark and stones in the "swamp" in the water tray. Children in reception classes plant seeds. They discuss what the seeds need in order to grow, and look at a variety of seeds using magnifiers. These concepts are reinforced through their play by the provision of compost, seeds and tools.

53. Throughout the Foundation Stage, children are skilled designers and makers. They have a very good grasp of techniques for cutting and joining materials, and handle tools accurately. Adults support these skills very well through the provision of good, clearly organised resources and the direct teaching of skills. Children are given the time and encouragement to explore and practise, and as a result, develop confidence and expertise. Children learn about the cultures of others. During Chinese New Year, they have their own celebrations; cooking and tasting Chinese food, making a dragon's head, and writing Chinese characters with brushes. There is good provision for exploring everyday technology, including information and communication technology. Children use phones and modern shopping tills in role play. They use simple computer programs to paint and write, clearing the computer screen and printing the finished piece without help.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Outdoor provision and lessons in the school hall are well planned.
- Teaching is good and children achieve well.
- Children have a limited time allocation for outdoor activities.

Commentary

54. Adults plan for outdoor and indoor activities carefully, ensuring that children have opportunity to develop their physical skills. The reception playground and nursery yard are timetabled for groups of children. However, children only have a limited time outside, and those in the nursery have little opportunity to mix with different groups.
55. Children have scope to balance, climb and explore different perspectives, such as from inside a barrel or on the top of a climbing frame. Children in the reception year follow an activity circuit outside, which involves balancing while walking, crawling, climbing and jumping. During an energetic parachute activity in the hall, nursery children enjoy a range of movements, developing their co-ordination and control of the space well. They follow the teacher's instructions carefully, learning to adjust their speed and direction. On a smaller scale, children demonstrate their skill in manipulating small items in purposeful play, as when making collages or using the computer mouse to create a design. Under the careful supervision and support of an adult, children cut up fruit for a fruit salad, using tools safely and correctly. Most children are on track to meet national expectations.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Opportunities for making music are good.
- There is limited opportunity to work in large dimensions.

Commentary

56. Teaching and learning are good, and children seem likely to meet national expectations by the end of the reception year. Children are given opportunities for exploring, developing and expressing their ideas, particularly in music. In the nursery class, a range of African instruments is available and a tape playing African music. Supported well by the adult, children shake and strike the instruments, playing together and dancing to the sounds. Children in a reception class make musical instruments using containers, boxes and other materials. They join together, describing themselves as "a band" and play for other children and adults. Children's collage work in both nursery and reception is very good. They are given many opportunities to use collage materials and are skilful in doing so. Children in the nursery engage in imaginative play in the "Giant's Castle" and in the role play area outside. In a reception class, children plan and organise "holidays" in the "Travel Agents", skilfully steered through the activity by the teacher's questions and comments. Where there is play dough, children play imaginatively around the theme of birthdays, supported well by the props and resources made available to them. In both year groups, children make observational drawings and representational paintings of fruit. Provision for children to represent their ideas on a large scale is less well developed.

SUBJECTS IN KEY STAGE 1

English

The provision for English is **good**.

Main strengths and weaknesses

- The subject is very well led and managed by the subject co-ordinator.
- Very effective procedures and systems for monitoring, assessing and tracking pupils' achievements are in place.
- Initiatives to raise standards in pupils' reading have been implemented to good effect.
- Teaching is of a good quality, and account is taken of pupils' different learning needs in lessons.
- Teaching assistants are deployed well in lessons, ensuring effective inclusion.

Commentary

57. Inspection evidence indicates that standards at Year 2 are in line with the national average. The current Year 2 pupils will not achieve the high standards achieved over the last three years in test results. This is due to the low level of literacy with which these pupils entered the school, and the high proportion of pupils with special educational needs in the Year 2 classes.
58. The leadership and management of the subject are very strong and effective, and the co-ordinator has a very clear overview of how the subject is being developed in the school. He is currently monitoring initiatives such as a whole school approach to the teaching of phonics, and the use of personalised reading schemes to help raise pupils' achievement in reading, which have been successfully implemented. There are very thorough monitoring and assessment procedures in place to track pupils' achievement in the subject. Statutory test results are carefully analysed to identify strengths and weaknesses in the delivery of the subject, such as the need to teach inference skills to high attaining pupils' when reading text. This analysis results in pupils of all abilities, including those with special educational needs, achieving well as they move through the infant phase of the school.
59. Standards in speaking and listening are in line with the average at Year 2, and are reinforced across the curriculum. There is a positive and supportive atmosphere in all classrooms, which encourages pupils to share their thoughts, ideas and findings. This was seen in a Year 2 art and design lesson, in which pupils answered questions about the properties of the materials they would use when creating their abstract picture. Personal, social and health education lessons are also used effectively to develop pupils' speaking and listening skills, as in a Year 2 lesson on recycling waste. By Year 2, pupils have gained sufficient confidence to use a range of vocabulary and expression when they speak in both formal and informal situations.
60. Standards in reading are in line with the national average at Year 2. Throughout the school, there is a major focus on improving standards in pupils' reading. There are personal reading schemes, which take account of the attainment levels of pupils to ensure that books are best suited to meet their needs. Each pupil has a reading diary and personal tracker, which involves parents helping with their child's reading development. There is also a focus throughout the school on the use of phonics in lessons, to help pupils with the development of their reading.
61. Standards in writing are in line with the average at Year 2. The school ensures that writing is developed in all areas of the curriculum, with specially designated lessons in the timetable for such purposes. High attaining pupils in Year 2 can write legibly, using capital letters and full stops. Lower attaining pupils can spell simple words correctly, but need reminding to use capital letters and full stops in their sentences. Year 2 pupils have written for a variety of

purposes such as a story in religious education about Moses leading his people out of Egypt, and, in history, recording the life of Florence Nightingale.

62. The overall quality of teaching seen in lessons is good. All teachers plan effectively for lessons, ensuring that all pupils are included with activities and that work is well matched to specific needs. The deployment of teaching assistants in lessons plays a significant role, supporting both teachers and pupils. This was demonstrated in a Year 2 lesson, when a teaching assistant worked very effectively with a lower-attaining group, putting simple phrases into sentence form. The specific needs of pupils with educational needs are well met, and they achieve well in lessons and make good progress over time. This was seen in a Year 1 lesson, when a group of pupils were withdrawn for targeted support on phonic work. Teachers ensure that there is a supportive atmosphere in lessons, which helps pupils overcome any difficulties they may encounter. In a Year 2 lesson, questions about the sounds of letters on flash cards were effective, including questions for both high and low attaining pupils. The mini-computer suites in each classroom are used effectively to support pupils' learning in lessons, as was seen in Year 2, when pupils were composing sentences.

Language and literacy across the curriculum

The use of literacy skills across the curriculum is **good**. There are good opportunities for pupils' to develop their speaking and listening skills in circle time, and in subjects such as geography, history and art and design. Also, classrooms have specialised vocabulary on display, each focussing on a different subject such as mathematics or science. Writing is fostered across the curriculum in all classes, to help pupils to write for a variety of purposes and audiences.

Mathematics

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well overall by the age of seven, and over recent years averaged together, their results have exceeded national expectations by over one term.
- Current seven year olds, whose attainment on entry to the school was well below average, meet national expectations.
- Teaching and learning are good overall.
- Assessment is exemplary.
- The subject is very effectively led and managed.

Commentary

63. Children currently enter the school with standards in mathematics in line with the national average, but leave with standards that exceed those of pupils nationally. Over the years from 2001 to 2003 taken together, pupils have left the school with attainment over a term ahead of national standards. Although over this period boys have left the school with slightly lower standards than the girls, no difference in attainment levels was noted during the inspection. Achievement overall is good.
64. Pupils in the current Year 2, whose attainment on entry to the school was well below average and who have a higher proportion of pupils with special educational needs, are meeting national expectations in all areas of mathematics.
65. Pupils' learning is good as a result of the good quality of teaching. In the lessons seen during the inspection, teaching was at least good and sometimes very good. No differences were observed between the learning of boys and girls. In the best lessons, the pace was very brisk, with pupils given a very short but appropriate time to complete each task. Expectations were

high, and the pupils were very well managed. In a Year 2 lesson on classifying numbers using Venn diagrams, pupils worked hard and rose to the teacher's expectations. No time was wasted, and pupils' learning was very good. ICT is used well to support pupils' learning and the one interactive whiteboard in Year 1 is used very effectively to maximise learning.

66. Discussions with the mathematics coordinator showed her to have a very good grasp indeed on standards through the school, and the targets for the current Year 2 are suitably ambitious. Assessment systems are exemplary. Pupils are assessed three times a year by taking assessment papers that are graded according to national curriculum levels. These papers have been devised by the school and inform teachers exactly what level their pupils are achieving. If a pupil reaches, for example, level 1c, then a target is set for 12 months hence of level 1a. Workshops for parents have had a positive effect on informing parents just how they can help their children to learn.
67. Standards have been maintained since the last inspection; mathematics continues to be a strength of the school.

Mathematics across the curriculum

Mathematics is developed appropriately across the curriculum in subjects such as science, ICT and design and technology. It is used regularly as a tool to aid pupils' work across the curriculum.

Science

Provision in science is **good**.

Main strengths and weaknesses

- Standards by the age of seven exceed national expectations.
- Pupils' achievement in science is very good.
- Pupils greatly enjoy their science.
- The subject is very effectively led and managed.

Commentary

68. In the 2003 national teacher assessments, results were above average overall and very high, being in the top five per cent of similar schools. Pupils achieve particularly well.
69. Pupils really enjoy their science and this motivates them to work hard and be curious. A typical example of this was seen in a Year 2 lesson. Here, pupils tackled an investigation into which materials were the most magnetic, discovering in the process that many two pence pieces are magnetic and contain iron, but that many others are not! Teachers use a practical approach to teaching science, and this stimulates pupils' learning, resulting in good achievement.
70. Teaching is good and teachers use correct scientific vocabulary. Learning objectives are sharply focussed, so that pupils know the purpose of their lesson. Teachers really challenge their pupils in such lessons, expecting them to try to explain their answers. The co-ordinator has introduced a system of recording work that is greatly helping to raise standards further. Pupils are full of ideas. They find science fun, and look forward eagerly to 'science week', when the school timetable is abandoned and pupils can all get stuck into tricky investigations such as friction and froth.
71. The subject is very well led by the most diligent science co-ordinator. Assessment is good and pupils record their work in an exemplary, scientific manner. ICT is used well, and the school makes good use of the dedicated environmental area for teaching science.

72. All pupils are fully included in science; no discernible differences were observed between the performances of boys and girls. Standards have improved since those reported at the last inspection.

Information and communication technology

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

Main strengths and weaknesses

- The school benefits from recently installed mini- ICTsuites in the Year 1 and Year 2 classes.
- Standards of attainment match national expectations; pupils' achievement is good.
- The subject is well led and managed and has good assessment systems in place.

Commentary

73. The recently installed mini-suites, consisting of four or five networked computers in the infant classes, are helping to raise standards. Children in the nursery and reception classes also utilise ICT from an early age, with the youngest children particularly enjoying 'paint'.
74. Standards in all areas of ICT match national expectations. ICT is routinely used to support other subjects across the curriculum.
75. Teaching and learning are both good. Pupils want to learn because they really enjoy their ICT lessons. In a good Year 2 lesson, pupils used a word processing package competently to answer questions about a previous piece of work involving "paint". This linked well with literacy. Pupils handled the keyboard well and showed good ability to save and print. One group of pupils successfully retrieved previous work, to show the inspector what the current work referred to. The positioning of 'mini-suites' in each of the classrooms means that they are used with no fuss or time-wastage. The teachers are skilled in ICT and this all contributes to the good rate of learning.
76. The subject is well led and managed. Assessment procedures are good, but are not yet used to track pupils' skills. The subject benefits from the skills of a part-time ICT technician.

Information and communication technology across the curriculum

ICT is used well to support pupils' learning across the curriculum. For example, literacy and numeracy lessons regularly take place in the suite, further enhancing pupils' learning.

HUMANITIES

Geography and history

Only one lesson in geography was seen, and there was insufficient evidence to make judgements about standards achieved or about the quality of teaching and learning. Planning documents indicate appropriate coverage of the National Curriculum in this subject. In a Year 1 geography lesson, pupils knew and understood that different locations in the United Kingdom have different weather conditions, which can be represented by weather symbols.

The provision for history is **satisfactory**.

Main strengths and weaknesses

- Good use is made of photographs, reference books and ICT to support pupils' learning in the subject.

- Effective questioning and guidance by staff help pupils look for historical links with the past.
- The quality of teaching is good, and the deployment of teaching assistants effective.

Commentary

77. By Year 2, pupils are attaining standards expected nationally, and they are achieving well as they move through the infant phase of the school. At the time of the previous inspection, history was judged to be above the national expectation, but the current cohort of Year 2 pupils has a lower literacy level than in previous years and a high proportion of pupils with special educational needs, both of which have lowered attainment levels. The school has made satisfactory improvement since the previous inspection.
78. The quality of teaching in the lessons observed was judged to be good. Effective use was made of photographs, reference books and ICT to support pupils' learning. In a Year 2 lesson, pupils used old photographs and drawings to help them describe the conditions at the hospitals in the Crimea when Florence Nightingale arrived to help the wounded soldiers. A group of pupils in the same lesson used a website to answer questions about the life of Florence Nightingale. This type of activity increases pupils' awareness that topics in history can be investigated from a variety of sources.
79. Questioning and intervention used by class teachers is effective, and helps build pupils' understanding of the past and the people associated with it, as when the teacher asked pupils, "Is Florence Nightingale old or young in this photograph?" In all lessons seen, the teaching assistants played a significant part in the activities undertaken by pupils. They are well briefed by teachers, which ensures that pupils under their direction learn well. There are good opportunities for pupils to develop their historical vocabulary through speaking and listening and through writing, which makes a good contribution to the development of literacy in school.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject is well led and managed.
- There are good resources and artefacts to support the subject.
- There are few opportunities for pupils to gain first hand experiences of people of other faiths.

Commentary

80. Pupils meet the expected standards in religious education as identified in the Sheffield Agreed Syllabus, and their achievement is satisfactory. Pupils learn about different world faiths, including Christianity, Hinduism and Judaism. They know stories about the Hindu god, Ganesh, and make Diva lamps to mark the Hindu festival of Divali. Year 1 pupils retell the Old Testament story of Jonah and the whale, relating the Christian concept of forgiveness to their own experience. Pupils in Year 2 know the story of the Israelites' deliverance from Egypt under Moses, and why the Jewish festival of Passover is so named.
81. In the three lessons seen, teaching was satisfactory or good. In a Year 2 lesson, the teacher introduced the Jewish festival of Passover using good resources, such as photographs and a Seder plate. Pupils treated the items with care and respect, showing that they have been taught to value and respect faiths and religious icons other than their own. Good use of questions enables pupils develop their understanding and make pertinent contributions to the class discussion. Pupils are helped to make links between the topic and their own experiences. An example of this was during the lessons on the Seder meal, where pupils remembered experiences that were special to them.

82. The subject is well led and managed. The co-ordinator is knowledgeable and able to support her colleagues well. She monitors planning and pupils' work each term, and carries out lesson observations in her allocated subject time. The school has good assessment systems in place, which identify pupils' learning and achievement. Local church leaders visit the school and take assemblies. However, the co-ordinator rightly acknowledges that there is a need for more opportunities for children to meet people of faiths and traditions other than their own.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The provision for art and design is **satisfactory**.

Main strengths and weaknesses

- The teaching is good, and includes effective questioning and guidance to support pupils' learning in the subject.
- There are well-planned opportunities for pupils to work independently to develop their skills in lessons.
- Good cross-curricular links are made with other subject areas, and effective displays of pupils' work throughout the school promote the subject.

Commentary

83. By Year 2 pupils are attaining standards found nationally and are achieving well, a similar judgement to that of the last inspection. The quality of teaching seen in lessons was judged to be good. This includes effective questioning and guidance to help develop pupils' skills and understanding in the subject, as was seen in a Year 1 lesson, when the teacher offered pupils suggestions as to how they could improve their aboriginal pictures, using paint and seeds.
84. Teachers' planning includes opportunities for pupils to work independently in small groups to develop their skills in art and design. This was seen in a Year 2 lesson, when high attaining pupils knew and understood how to complete an abstract picture using different materials and techniques. Lower attaining pupils needed adult guidance in using the appropriate techniques to cut and stick different materials to complete their pictures. There are good cross-curricular links with other subjects; for example, in a Year 2 class, pupils have used the different tools on the 'paint' programme to create their own pictures. Pupils' work is effectively displayed to promote the subject in the library and in the corridors.

Design and technology

Owing to timetable constraints, it was not possible to judge the overall provision in this subject. Nonetheless, an analysis of previous work on subjects as diverse as the planning, designing, making and evaluating of cereal boxes and bird feeders shows standards to meet national expectations. A discussion with the hard working coordinator showed the subject to be well managed and led.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well, and by the age of seven, their attainment is above national expectations.

- The quality of pupils' composing and performing skills is very good.
- Teaching is good overall.
- The range and quality of resources for music is good.

Commentary

85. Attainment in music is above national expectations. Pupils in Year 2 are able to work collaboratively on combining sounds into short sequences. In a musical narrative of the story of "The Elves and the Shoemaker", children perform a series of musical patterns using tuned, percussion instruments and voice. This is efficiently recorded by a pupil for later analysis by the class. Each group of pupils follows graphic notation that they have produced in earlier lessons, led by a "conductor". The pupils hold and play their instruments with accuracy and control, listening carefully to others. They demonstrate a good understanding of rhythm and duration (groups of beats), as well as the different ways sounds are combined.
86. Another group of Year 2 pupils listen to an extract from "Peter and the Wolf", then answer questions about the story. They recognise that each musical instrument creates a different sound, which reflects a character or mood. In group activities, pupils work with musical instruments, rehearsing their contribution to the story and improving their performance. Pupils listen to a variety of music in assemblies as well as lessons. During a special "arts week" in the summer, a visitor to the school played and shared Indian music with pupils. Pupils perform in assemblies and concerts throughout the school year.
87. In the two lessons observed, teaching was good or very good. Teachers plan well and demonstrate secure subject knowledge. The lessons are well organised and prepared. Pupils are enthusiastic about the subject and behave well. Teaching assistants are deployed effectively, supporting pupils with special educational needs who achieve well and are fully included. The school's resources for music are good and used well. They represent musical traditions from a range of cultures.
88. The school has maintained the high standards in music since the previous inspection. The subject co-ordinator, who was a music specialist, recently moved from the school, so music is now managed by the senior management team, who continue to monitor the subject regularly and effectively. Teachers are confident and knowledgeable, and there are supportive mechanisms in place for planning for music and assessing pupils' progress.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- Teaching is good or better.
- Pupils' behaviour and attitudes are very good.

Commentary

89. Standards in physical education are line in with national expectations, which is different from the previous inspection, when attainment was judged to be above the standard expected in Year 2. However, in the lessons observed, pupils made good progress in dance, games and gymnastics. During a lesson on ball skills, Year 1 pupils worked with partners on throwing and catching. They showed that they are developing good body position and co-ordination. In dance, pupils in Year 2 create movements in response to a picture. They move rhythmically and safely, changing the direction, level and speed of their movements. Pupils evaluate their performance and imitate others. During another lesson, pupils developed their rolling and

balancing skills well. They learned to repeat their simple sequences with increasing control. They worked in pairs, commenting on one another's performance.

90. As in the previous inspection, teaching was found to be good, and sometimes very good. Teaching is well planned and organised, with appropriate attention to health and safety issues. Teachers use a range of strategies to engage and support pupils, including demonstration, evaluation and support; for example, encouraging pupils to count their balance for five seconds. Their praise of effort, engagement and progress motivates pupils to achieve well. Lessons have a good pace and teachers engage with the pupils well through their energetic participation in the activities. Teachers have a confident grasp of the subject and high expectations of pupils.
91. Pupils demonstrate very good attitudes towards physical education. They behave very responsibly, working as individuals and collaboratively. Pupils show good regard for health and safety, for example when moving apparatus. They concentrate well in lessons and are able to describe and evaluate what they and others have done.
92. The leadership of the subject currently rests with the senior management team, who monitor and evaluate it on a regular basis through analysis of teachers' planning and assessment. Thorough monitoring of teaching through lesson observation took place in the previous academic year. There are individual records of pupils' progress, which are updated on a termly basis. These actions are moving the subject standards upwards once again.
93. In the summer term, a physical education specialist from the high school works with Year 2 pupils on a range of games and skills, particularly supporting their tactical skills. The school has planned a visit from a circus, when pupils will have an opportunity to develop circus skills. During an "arts week", pupils took part in Indian dance movements led by a visitor to the school and, in the summer, they participated in the Heart Foundation's "Jump Rope for Heart" scheme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of the provision is **good**.

Main strengths and weaknesses

- The syllabus contributes well to the ethos of care in the school.
- The subject is well led.

Commentary

94. The programme makes a significant contribution to the school's care, support and welfare arrangements. The good quality teaching engages the pupils in a wide exploration of issues related to personal, social and health education. Much of the work involves pupils learning new skills to deal with these issues responsibly, now and in the future as mature adults. The work is well co-ordinated and the learning of the pupils is closely monitored. Provision in PSHE has a significant impact on the pupils, learning and self esteem.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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