

# INSPECTION REPORT

## **ANNS GROVE PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107086

Headteacher: Ms J Smalley

Lead inspector: Mrs L Murphy

Dates of inspection: 17 – 20 May 2004

Inspection number: 262905

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	306
School address:	Anns Road Heeley Sheffield
Postcode:	S2 3DJ
Telephone number:	0114 2550398
Fax number:	0114 2558798
Appropriate authority:	The governing body
Date of previous inspection:	1 – 5 October 2001

## CHARACTERISTICS OF THE SCHOOL

Anns Grove Primary School is situated near the centre of Sheffield. It draws its pupils from the surrounding area, which is a mixture of rented and local authority built housing. The school is larger than the average primary school. A third of the pupils are entitled to free school meals which is above average. A quarter of the pupils are from ethnic minority backgrounds, the main one represented being Asian or Asian British - Pakistani. A few pupils are refugees or asylum seekers. Very few pupils are in public care. At least one fifth of the pupils in Years 3 to Year 6 have not spent their whole primary school education in this school. Eleven per cent have English as an additional language, which is high compared with the national average; four pupils are not yet fluent English speakers. The proportion of pupils with special educational needs, 25 per cent, is above average; just over one per cent of these pupils have a formal Statement of Special Educational Need. The pupils' special needs include specific and moderate learning, social and emotional needs and speech and communication. The pupils' attainment on entry is well below that typically expected of pupils of their age. Since the last inspection the school has experienced a high level of staff changes including a new headteacher and deputy headteacher; a third of the staff joined the school in the same term as the inspection. The school attained a School Achievement Award in 2000. The school is in the Sharrow Education Action Zone (EAZ) and part of the Excellence in Cities initiative. A new school building is due for completion in 2005.

## INFORMATION ABOUT THE INSPECTION TEAM.

Members of the inspection team			Subject responsibilities
16173	Mrs L Murphy	Lead inspector	Science, design and technology and physical education.
32671	Mr C Gosling	Lay inspector	
25376	Mrs L Alvy	Team inspector	Foundation stage, mathematics, citizenship, religious education, special educational needs
8839	Mr M Egerton	Team inspector	English, information and communication technology, art and design, geography, history, music and English as an Additional Language.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of the school and the value for money it provides are satisfactory.**

Standards are well below average in the important subjects of English, mathematics and science by the end of Year 2 and Year 6. In the reception class, the rate of progress is unsatisfactory because the improvements in provision in the nursery have yet to impact fully on the Reception Year. The pupils' achievement by the end of Year 6 is sound. The quality of teaching is now good. The disparity in the good quality of the teaching and the pupils' achievement is due to the many staff changes over time. The school is overcoming this barrier because very recently a stable staff of good quality is quickly coming to grips with improving the pupils' progress in lessons but there are still some gaps in the pupils' skills and knowledge. Owing to the school's effective leadership, the rapidly improved ethos has produced a marked change in the pupils' personal development and their attitudes to school which is impacting well on their capacity to learn. The quality of the leadership and management is satisfactory overall.

The school's main strengths and weaknesses are:

- the pupils reach the nationally expected standards in information and communication technology (ICT) by the end of Year 2 and also in art and design and design and technology by the end of Year 6; standards in English, mathematics and science are well below average by the end of Year 2 and Year 6;
- the quality of teaching is good though assessment is under-developed;
- the pupils' attitudes and behaviour are very good because the school provides very well for their social, moral and personal development and cares for them well;
- good links with the community enhance the pupils' learning;
- the pupils' achievement is unsatisfactory in the Reception Year;
- the headteacher has a very good clarity of vision, sense of purpose and high aspirations and is rapidly bringing about improvements; the leadership of subjects is underdeveloped.

The school has improved satisfactorily since the last inspection; the response to the previous key issues has been sound. Good developments have been made in many aspects, including the pupils' achievement by the end of Year 6, the pupils' attitudes, their behaviour and their rate of attendance. The quality of teaching and learning has recently improved, as have the curriculum, pupils' care and welfare and partnerships with parents and the community. This is because the quality of leadership and management is much better than it was. The positive impact of these recent gains has yet to be seen in the standards, which are lower than at the last inspection other than in ICT which has improved. The school is well placed to swiftly bring about improvement.

### STANDARDS ACHIEVED

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

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

As can be seen from the table above, in 2003 the school's results in the national tests for pupils in Year 6 when compared to similar schools were in the bottom five per cent of the country in mathematics. The trend in recent years has been below the national trend.

**The pupils achieve satisfactorily.** By the end of Year 6 the pupils' achieve soundly. Overall, although there remain some gaps in the pupils' learning, improvements in the quality of teaching are leading to a better pattern of progress in lessons. Pupils with special educational needs achieve in line with other pupils in their class. Those pupils learning English as an additional language make good progress because of the support provided.

Standards are well below average by the end of Year 2 and Year 6 in English, mathematics and science. Relative strengths are in reading across the school and in speaking and listening by the end of Year 6, where standards are below average rather than well below. Standards are below average in religious education and ICT and geography. The pupils' attainment in art and design and design and technology is broadly typical for their ages across the school.

Standards by the end of the Reception Year are on course to be well below those goals children are expected to reach by the time they start Year 1 in communication, language and literacy, mathematical development and the pupils' knowledge and understanding of the world about them. The pupils' achievement in the Reception Year is unsatisfactory. In creative and personal development standards are below those expected but the pupils achieve soundly.

**The pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** As a result the pupils' attitudes and behaviour are very good. The rate of attendance is satisfactory.

#### **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. The quality of teaching and learning is good overall.** It is strongest in Year 3 to Year 6 where the teaching of the majority of subjects is good and the pupils are making good progress in lessons. The teaching of science is very good. In other year groups the quality of teaching and learning is satisfactory with strengths in the teaching of staff in key positions and occasional weaknesses in the Reception Year. In Year 1 to Year 6 a weakness is in the teachers' assessment of what the pupils know, understand and can do.

The curriculum is satisfactory. The care, guidance and support given to the pupils are good. The school's partnership with parents is sound and links with the community are good. The latter enriches the curriculum well.

#### **LEADERSHIP AND MANAGEMENT**

Overall **leadership and management are satisfactory.** The leadership of the headteacher is good. The role of the subject leaders is mostly satisfactory. Many are new to post and have not yet had time to impact favourably on standards, though the leaders of the year groupings within the school, including the deputy headteacher, are doing a good job in improving the quality of teaching. The work of the governing body is satisfactory. Statutory requirements are met.

#### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very satisfied with the recent changes and have much trust in the school and the headteacher to continue the path of improvement. The pupils like the school very much. They like learning new things in lessons and say that lessons are fun. They say they have to work hard and that the teachers help them to improve.

#### **IMPROVEMENTS NEEDED**

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

- raise standards in English, mathematics and science;

- raise the pupils' achievements in the Reception Year;
- develop the use of assessment; and
- develop the role and responsibilities of the subject leaders.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are well below average in all tested subjects by the end of Year 2 and Year 6. In the Reception Year, the pupils' achievement is unsatisfactory. Achievement is satisfactory by the end of Year 2 and Year 6.

#### Main strengths and weaknesses

- standards are broadly typical for the pupils ages by the end of Year 6 in art and design and design and technology and by the end of Year 2 in ICT but well below average in English, mathematics and science across the school;
- pupils achieve soundly in Year 1 to Year 6;
- pupils achievement is unsatisfactory in the Reception Year; and
- the pupils who learn English as an additional language achieve well.

#### Commentary

1. In the Reception Year the children are on course to reach standards that, in relation to the goals expected of their age, are well below average. In creative and personal development standards are likely to be below the level expected for pupils' ages. No judgement was made in physical development. Very recently appointed leaders for this stage of education have already had good impact on the provision and teaching in the nursery, which had declined dramatically between inspections. This level of change has not yet provided such a high degree of support to the Reception Year and as a result the provision and teaching are not of such high quality, which means that the under-achievement evident in the recent past has yet to be fully addressed. Currently, in the Reception Year, there is insufficient structure in the curriculum and its implementation to develop links between the different areas of learning. Consequently there are too few planned opportunities to support future work in the subjects of the National Curriculum. The significant variation in the pupils' achievement in creative development reflects the good subject knowledge of the teacher in the Reception Year. The school gives a consistently high focus to the pupils' personal development and this is raising standards already in the Reception Year though there is much to do to fully develop the pupils' independence.

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

Standards in:	School results	National results
Reading	14.9 (15.7)	15.7 ( 15.8 )
Writing	13.3 (14.6)	14.6 (14.4)
Mathematics	15.0 (16.3 )	16.3 (16.5)

*There were 29 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 2003**

Standards in:	School results	National results
English	25.0 (24.7)	26.8 (27.0)
Mathematics	23.9 (25.1)	26.8 ( 26.7)
Science	27.6 (27.4)	28.6 (28.3 )

*There were 38 pupils in the year group. Figures in brackets are for the previous year*

- Standards by the end of Year 2 and Year 6 are lower than at the last inspection, perpetuating a trend in the school's results that has not kept up with the national pattern of improvement. Although the school's results paint a gloomy picture of the pupils' achievement, and standards of attainment remain well below the national average, much has been done over the past year to establish a better quality of education. The headteacher, governing body and local education authority have assembled a team of teachers whose work is beginning to bear fruit. In lessons and in the pupils' work books there are clear signs that higher expectations are leading to quicker progress lesson by lesson and, consequently, a better pattern of achievement than has been evident from test results in the past. While pockets of underachievement remain, notably in the Reception Year, where the quality of teaching and learning still has shortcomings, the building blocks are in place to improve the school's performance. Personnel in key positions as teachers and managers have already made inroads into developing the teaching and learning for the pupils in the nursery and Years 1 to Year 6. For example, the influence of good leadership is evident in the quality of teaching and learning in Year 1 to Year 6, and the combined skills of teachers in Year 3 to Year 6 are ensuring that the pupils achieve well in a high proportion of lessons. By the end of Year 6 the pupils' overall sound achievement is an improvement since the last inspection. Nevertheless the pupils still have many gaps in their basic skills and much catching up to do. The pupils in Year 2 have a well below average level of speaking and listening and are reluctant speakers. This lack of underlying skills in speaking is adversely affecting their progress. The school has taken on board a project which encourages the pupils to talk to partners and to speak in sentences. This represents good use of funding from the EAZ because the methods are used in all classes and the pupils are responding well.
- Reading is a comparative strength because extra curricular time has been allocated and reading is taught well. Writing is weaker because of a lack of opportunity to write at length. Handwriting is unsatisfactory because of a lack of a consistent style across the school. In mathematics and science a practical approach is serving the pupils well in Year 3 to Year 6, though in Year 1 and Year 2 the pupils spend too little time using and applying their learning in mathematics.
- The pupils achieve well in art and design and design and technology because the curriculum encourages a practical approach. The teachers as well as the pupils mostly enjoy these subjects and standards have been maintained since the last inspection in art and design because of this. The pupils' work is celebrated and displayed well, encouraging the pupils to give of their best. A range of visitors and visits enhances the curriculum in these subjects. The subjects, however, are not well led in part because the school has concentrated on English and mathematics and in part because the subject leaders have a limited understanding of their role and responsibilities. In common with many other subjects assessment is unsatisfactory.
- The pupils who speak English as an additional language achieve well because the school provides them with carefully considered opportunities to learn. This is an improvement since the last inspection.

6. A recent audit of procedures and systems has highlighted the need to address some underachievement in Years 1 and 2, a legacy from past staffing issues. The variable quality of teaching across the three classes, though sound overall, has yet to meet the consistently good or better teaching of the older pupils. Pupils who have special educational needs achieve satisfactorily and are fully included in the life of the school. The pupils' individual education plans are clearly focused on identified needs. This gives a good steer to the planning of additional teacher and classroom support. Provision for the gifted and talented pupils is satisfactory and external funds have been used to promote choral speaking in Year 5 and Year 6 as part of a shared project with other schools for the pupils who have particular talents.

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

The pupils' attitudes and their behaviour are very good because the provision for their spiritual, moral, social and cultural development is very effective. The rate of the pupils' attendance and their punctuality at the school are satisfactory.

### **Main strengths and weaknesses**

- strategies to ensure very good attitudes and behaviour are very well developed and have produced a conducive learning environment;
- the pupils' spiritual, moral, social and cultural development is very good;
- the school has developed a successful strategy to improve attendance;
- the much improved ethos of the school has resulted in a dramatic reduction in exclusions;
- the school has introduced several areas where pupils can take on extra responsibilities but overall such opportunities are under-developed; and
- the pupils' language skills are well below average and inhibit aspects of discussion.

### **Commentary**

7. The very caring ethos of the school is central to its development with pupils receiving praise before criticism and with a constructive relationship between the school, pupils and parents being developed. All groups of pupils are treated equally and as a result, for example, those who speak English as an additional language or who have special educational needs have positive attitudes to school and work.
8. Because lessons are interesting and taught well the pupils enjoy them very much and are keen to improve on their best. They behave very well in the classroom and around the school because right from the start the school places a great importance on very good manners, very good behaviour and great respect for the individual. They quickly learn to distinguish right from wrong because the school and class rules are made very clear. The pupils' relationships are very good. In the nursery to Year 2 the pupils' attitudes are good. The pupils' are often more reticent than the older pupils and at times appear tired though they behave well. The school places great importance on developing the pupils' language skills so that they can communicate and express their feelings to adults and other children. The use of 'talking partners' successfully promotes communication. The teachers use appropriate vocabulary but this is not always reinforced so pupils, particularly the younger ones, display skills that are well below average. As a result the quality of the discussion and the pupils' learning is adversely affected.
9. The staff ensure that the pupils are treated fairly and with sensitivity to their individual needs so that pupils are able to learn and develop in a secure and safe environment. The promotion of trusting relationships is central to the school's ethos and all staff work hard to maintain this. The majority of parents and pupils have confidence that any cases of bullying and other forms

of harassment are dealt with appropriately. The classroom and school rules are clear and the pupils believe that they are applied fairly by adults in the school. The school also takes every opportunity to make the curriculum more interesting and has expanded the range of after school activities to include street dance, drama, graffiti art and an art club. Because of the range of opportunities offered to them pupils are interested in school life, are enthusiastic, have very good attitudes and participate well in activities.

10. The pupils enthusiastically take on extra responsibilities such as being playground friends, helping other pupils at lunchtime and actively participating in the school council. There are also numerous occasions during some lessons and during assemblies when small areas of responsibility are given to pupils. This is not always the case, however, and the opportunities that the pupils have in taking on responsibilities is underdeveloped.
11. The pupils' well-developed spiritual awareness comes about because staff take time to help the pupils appreciate nature. Pupils have plenty of opportunity to express themselves through art and dance and to explain their thoughts and feelings in an atmosphere that is accepting of all. The school's values are made clear and the pupils are developing their self-esteem as their successes are recognised and shared with others. The pupils' very good social development enables them to relate very well to the adults and other children in school. They show much respect and appreciate the rights of others. This is because teachers make time to explain cause and effect and consequences of people's actions. Pupils respond very well to the very good opportunities to work with partners and in small groups and this promotes their social development very well. It sets very good foundations for their adult life. Pupils become culturally aware through the good range of visits and visitors to the school and through finding out about the culture and beliefs of their classmates.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	2.4
National data	0.4

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

12. Until very recently attendance at the school was unsatisfactory being well below the national average and with a high rate of unauthorised absence that adversely affected some pupils' learning. The school has developed a range of strategies to improve attendance including strengthening information to parents by stressing the importance of sending their child to school, providing details of their child's attendance rate and circulating leaflets stressing the importance of regular attendance. The procedure of contacting parents on the first day of any unexplained absence also has had a measurable effect on attendance rates and resulted in unauthorised absences, which had been as high as three per cent, now being consistently below one per cent since September 2003. Other strategies employed have included meetings to target individual pupils who find it difficult to attend school regularly and working closely with the Education Welfare Officer who visits the school regularly and conducts home visits if necessary. Pupils have been encouraged to attend by weekly award assemblies and by prominent displays in the school of individual and class attendance rates. These strategies have resulted in attendance being above the national average for the past four months and satisfactory overall.

**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	219	2	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	5	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	41	0	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	2	0	0
Chinese	2	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	10	0	0

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

13. Although there were three fixed period exclusions in the year 2002 to 2003, the changing ethos of the school has resulted in there being no exclusions so far this year which is a great improvement on the period prior to the last inspection when there were 38 exclusions.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory. Strengths are in the good quality of teaching and learning, the good care and welfare the school provides and the good links formed with the community. The satisfactorily broad curriculum is well enriched with visits and visitors. However, the quality of the assessment of the pupils' work is unsatisfactory.

### **Teaching and learning**

Overall the quality of teaching and learning is good and much improved since the time of the last inspection when a significant proportion was unsatisfactory. It is good in Year 3 to Year 6 and satisfactory in Year 1 to Year 2. In the Foundation Stage it is satisfactory overall with a small amount that is unsatisfactory in the Reception Year but much that is good in the nursery. Assessment is a weakness.

### **Main strengths and weaknesses**

- in Year 3 to Year 6 the good planning is implemented well;
- the leaders of each section of the school provide exemplary teaching for others to follow;
- across the school there is an insistence on high standards of behaviour;
- in Year 3 to Year 6 staff have high expectations of the pupils' pace and depth of learning though the level of expectation and challenge is lower in the Reception Year to Year 2;
- the teaching in science is very good;
- the time given to the end of lessons is often too short to be effective; and
- the systems and use of assessment are unsatisfactory.

## Commentary

### Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (10 %)	28 (58 %)	14 (29 %)	1 (2 %)	0 (0 %)	0 (0 %)

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

14. The proportion of teaching that is good or better in Year 4 to Year 6 is higher than that found in schools nationally. Teaching in these years has improved very much from the last inspection when it was judged to be unsatisfactory. This is a result of the staff having high expectations and using teaching methods that effectively engage the pupils and encourage them to give of their best. The improvements in teaching are having a positive impact on the pupils' achievement in lessons but they have not yet had time to raise standards. The majority of parents agree that the teaching is good. In teaching that is good or better day-to-day assessment is used through discussion, though this is not the case throughout the school. The leadership and management of the school have affected the quality of provision well by working with the local education authority to group together a stable staff that can provide an effective level of teaching over time and over a range of subjects. This means that the school is overcoming the barrier to pupils' learning caused in the recent past by a lack of such a workforce.
15. The leaders of each of the year groupings within the school teach well and at times very well and this means that the staff with whom they work have the advantage of their expertise in planning and in the good range of methods used. Because of staff changes this is most effective in Year 3 to Year 6. In Year 1 and Year 2 improved planning sets out clearly the expectations for each lesson but the implementation of the planning has weaknesses still to be addressed leading to inconsistency across the two year groups.
16. These weaknesses occur because at times the teaching makes too little demand on the higher attainers when they are not taught directly. This is linked to the fact that the pupils are not always given a timescale in which to complete their tasks and so pupils do not always work to their full ability. Lower attainers are sometimes unresponsive and this slows down the pace of the lessons. There are strengths, however, in the relationships between staff and pupils and between pupils, the insistence on high standards of behaviour and the deployment of teaching assistants. As a result the pace of gaining skills, knowledge and understanding is satisfactory. This is also the case in the Foundation Stage, where teaching in the nursery is good, though that in the Reception Year has weaknesses in the way that the children are prepared for daily lessons in literacy and numeracy.
17. Staff across the school insist on high standards of behaviour and the pupils, with the help of the local education authority's behaviour support team, have responded very well. A mark of the pupils' very good behaviour is that their attitudes to learning have improved and the pupils are mostly very keen to tackle challenging tasks.
18. The teaching of English including literacy and mathematics including numeracy is good in Year 3 to Year 6. Strengths are in the effective planning, the good teaching of reading, the promotion of the pupils' skills at speaking and listening and practical work in mathematics. The teaching and learning in science is very good in Year 3 to Year 6 because of the very practical approach which matches the pupils' interests and which they find challenging. It is good in Year 2 though other adults do not always have sufficient aids to help them promote

questioning. ICT is taught well across the school because staff have confidence in the subject and the pupils' learning is purposeful.

19. The teaching of pupils who speak English as an additional language is good. Teachers and classroom support staff make sure that they are fully included in all aspects of lessons and through carefully thought out questions provide good opportunities for them to use their language skills. Pupils who have special educational needs are included effectively in most lessons because the class teacher or other adult provides additional support. In the best teaching, lesson plans carefully ensure that pupils' needs are met. Teachers use a variety of effective methods such as 'talking partners', pair and group work or additional adult support to help pupils to achieve as well as they can. Planning, however, does not always take enough account of how pupils' individual targets are to be met and as a result the pupils' achievement is not always as good as it should be. Teamwork between teachers and support assistants in the more focused use of recently revised individual education plans is supporting pupils' progress. Work is becoming more clearly matched to pupils' levels of attainment as a result.
20. A common weakness in the teaching is that too little time is left at the end of lessons to properly conclude them. This means that opportunities are lost for assessing what has been learnt and rectifying any misunderstandings. When the management of time in the lessons is good then the end of lessons is fruitful. This was the case, for example, in art and design in Year 4, where the pupils' discussion with partners promoted improved evaluation of their work.
21. Assessment is unsatisfactory because given all the recent changes of staff the school has not yet been able to implement a consistent policy and procedures. A start has been made in helping the pupils assess their own learning. Pupils' skills of self-assessment in each lesson are improving but they have yet to be taught how to recognise what they need to do next. Targets have been set for groups of pupils in English and mathematics but these are not yet closely linked to the National Curriculum so the diagnostic use of targets is still at an early stage. Assessment in most other subjects is minimal.

## **The curriculum**

The school provides a satisfactory curriculum that is enriched by a good range of additional activities. The overall quality of resources satisfactorily meets the demands of the curriculum although there are some weaknesses in certain areas. The accommodation is satisfactory overall.

## **Main strengths and weaknesses**

- a stimulating programme of visits, visitors and practical activities enriches the basic curriculum and improves pupils' learning and personal development;
- the two programmes funded by the EAZ, developing pupils' thinking skills and the talking partners project, have raised the pupils' self-esteem and are having a positive impact on standards;
- provision for personal, social and health education is good;
- provision for pupils learning English as an additional language is good;
- the Foundation Stage, science and design and technology are under-resourced; and
- links between some subjects are at an early stage.

## Commentary

22. The curriculum for the children in the Foundation Stage is satisfactory overall. Effective planning by the recently appointed co-ordinators has increased the breadth and quality of provision. Organisation is satisfactory overall and good in the mixed nursery and reception classes. The accommodation and resources for outdoor play are unsatisfactory. Whilst appropriate planning is in place there are too few resources for physical development and in the reception class insufficient structured planning for adult interaction. The transition to Year 1 has been enhanced through the provision of structured role play for the pupils in the joint Year 1 and Year 2 classes and the pupils are responding well to this practical approach.
23. The school has maintained its provision since the last inspection. The national strategies are implemented soundly. Satisfactory opportunities are provided to use ICT to strengthen and extend the pupils' skills in literacy and numeracy and in learning in other subjects. Skills in science are not as successfully linked to other subjects and as a result the pupils are not adept at connecting their scientific work to everyday use. Links between English and other subjects is satisfactory and provides opportunities for a range of writing though not for pupils to write at length. Because the curricular links are not strong, the pupils lose out on a closer integration of their learning in these subjects and as a result they do not fully appreciate the purpose of the skills they are learning.
24. Parents agree that a good range of visits and visitors successfully promotes pupils' interest, learning and enthusiasm for school. Visits include a residential visit to Castleton that makes a valuable contribution to the pupils' personal development as well as extending learning in subjects such as geography and art and design. Visitors include a visiting artist who is working with older pupils on an Islamic mosaic, a poet who worked with all the year groups and people from the local church community. All these visitors help to bring learning to life for the pupils. Extra-curricular activities range from additional help with literacy and mathematics to the successful breakfast club and the lively and popular street dance club.
25. The school's involvement with the EAZ has led to the funding of two very successful ventures that are having an impact on the confidence of the pupils and thereby raising their achievement. The projects run side by side and are aimed at developing the thinking skills pupils have by improving their speaking and listening skills enabling them to use a richer vocabulary. By talking through their ideas with a partner they become much more confident in expressing their thoughts and contributing to whole class discussions. Where these opportunities were provided the pupils moved into activities prepared with ideas as to what they needed to do. Pupils in Year 3 had a positive start to the lesson when they discussed the mood and atmosphere created in compositions by famous artists prior to expressing their feelings through paint.
26. The school's emphasis on promoting pupils' personal, social and health education and its teaching about the importance of working and living together successfully reflects its values. The school nurse and police officers support the programme of sex and relationship education and pupils learn about keeping safe. Health related issues form a regular part of lessons. Pupils have regular, planned opportunities to develop greater self-awareness and confidence by talking over a wide range of general issues and those they face as part of everyday life. These arrangements successfully encourage pupils' very positive attitudes and very good behaviour.
27. The school is sensitive to the needs of individual pupils; teachers and support staff are committed to ensuring that all pupils are involved in all that the school has to offer. Provision for pupils learning English as an additional language is good. These pupils receive good and at times very good support from the classroom assistant and this enables them to succeed



alongside others in the class. During discussion they play a full part in putting forward their ideas and this gives them confidence and raises their self-esteem. The use of 'talking partners' helps much in this.

28. The provision for pupils who have special educational needs is satisfactory as similarly reported at the last inspection. The school is fully committed to including pupils in all aspects of the curriculum. The current buildings present barriers to those pupils who may have more specific needs but every consideration is given to this. For example, classroom organisation is revised so that pupils can benefit from all the school has to offer.
29. In the Foundation Stage resources for outdoor play are unsatisfactory and many of the resources for children to use in the classroom are reaching a time when they need to be upgraded. Similarly, resources for science and for design technology are not plentiful enough to provide the pupils with items of good quality with which to carry out their investigations and make their constructions.

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

The provision for the pupils' care, welfare and safety has improved since the last inspection and is good. The support, advice and guidance the pupils receive are satisfactory. The school satisfactorily seeks the views of the pupils.

### **Main strengths and weaknesses**

- the very positive ethos of the school ensures pupils develop in a caring and secure environment;
- the school has effective child protection arrangements;
- the guidance provided on how the pupils can use targets to improve academically is at an early stage;
- pupils have trusting relationships with adults in the school; and
- the school council provides a platform for the views of the pupils to be valued.

### **Commentary**

30. The parents agree that the school places a high priority on the pupils' care and the pupils can learn and develop knowing that they are in a secure environment. All staff work hard to make the school a welcoming place for pupils. This includes the way in which children are welcomed into the nursery and equally to the pupils joining the school mid-term. Staff show concern and a high level of care for the pupils and the pupils have confidence in the staff and are frequently seen chatting to playground supervisors and midday assistants. The old school buildings, with their many internal stone staircases and the sloping playgrounds, are not conducive to a safe environment and the incidence of minor bumps and bruises is high. However, the school's procedures of always accompanying children as they move about the school and always closely observing them in the play areas helps to make this old accommodation as safe as possible. There is an adequate number of staff trained in first aid and the accident book adequately records incidents. The introduction of the breakfast club has proven to be very popular and has satisfied a recognised need that pupils should be comfortable and healthy and so able to learn more effectively from the start of the school day. The breakfast club has also helped to improve the rate of the pupils' attendance and address lateness. It also allows children that the staff are concerned about to be more closely monitored by the extension of the school day. The school makes good use of other agencies to ensure that pupils with particular problems are given the attention and care they need and Year 6 pupils benefit from programmes to assist them in their transition to secondary school.

31. The school's child protection policies are clear and teaching staff have all recently been trained in updated child protection procedures. Other adults in the school are aware of the delicate and sensitive issues involved but may not all have had training. The named child protection officer is readily available so that any concerns can be reported and advice obtained. The school also works with other agencies over child protection issues. Pupils in public care are looked after very well.
32. Targets are set for the pupils in English and mathematics but the pupils' involvement in this is minimal. Better involvement is clear in the targeting of improved attendance and behaviour. Effective systems are in place to monitor the progress of pupils who speak English as an additional language and careful watch is kept on how well they are achieving. The high proportion of pupils that join the school during the year are assessed by their new class teacher. The school has not yet developed an overview of standards of attainment on entry to the school from which to judge the pupils' subsequent achievement. Provision for pupils who are gifted or talented is at an early stage and mostly delivered through for opportunities provided by Excellence in Cities. This has included most pupils in Year 5 and Year 6 in presentations of choral speaking with pupils from other primary schools and work with a poet in residence.
33. The school's very good ethos promotes relationships that give confidence to pupils who may be otherwise lacking in self-assurance and self-esteem. The staff provide good role models for the pupils and work hard to encourage pupils to try hard; they praise them in their efforts. Relationships between parents, pupils and staff are therefore very good so that pupils are readily able to identify a member of staff they could approach if they have problems in the confidence that they will be dealt with fairly and with sensitivity. The school is welcoming, and the friendly atmosphere as pupils arrive with their parent to start the school day in the nursery and reception classes gives the pupils confidence that they will be treated fairly from very early on in their school life.
34. Although the school council is fairly new it has been involved in the design of the playground for the new school building and also developed the system to befriend lonely pupils during playtime. The pupils are gaining in confidence to act independently and are increasingly aware that their views are important to the school and their opinions valued.

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

The school has good links with the community, which significantly aids the learning and development of the pupils. Links with parents, other schools and colleges are satisfactory.

### **Main strengths and weaknesses**

- the school has developed strong links to the community that has improved the pupils' learning;
- the school works hard to encourage parents to participate in school life; but
- reports to parents do not provide information on how pupils are progressing in relation to national standards.

### **Commentary**

35. The school has established firm links with the community to the benefit of the pupils and the local community. This is an improvement since the last inspection. The chair of governors and the headteacher are both on the board of important local enterprises which has enabled a close and productive relationship to develop that has benefited the learning and development of pupils and has also enriched the curriculum. The chair of governors ensures that community newsletters always contain news about the school so that residents know about activities in the school. The new school building project has generated a lot of interest and has been used

well to involve the community in the life of the school. The pupils participate in various community activities including Sheffield's Young Voices concert, Heeley Lantern Festival and the Heeley Festival that attracts over 5,000 people onto the school's field. Visitors from the community help run various projects and after school clubs and the pupils' learning has benefited by their participation in these activities.

36. Partnership with parents has improved since the last inspection. Good provision is made for the pupils when they first start the nursery. The school is welcoming to pupils and parents so that as pupils arrive and depart it is normal to see parents and staff engaging in friendly conversation and exchanging information. A half-termly newsletter for parents celebrates the school's successes, informs parents of events and also informs them of new strategies such as the school's healthy fruit tuckshop and friendship week. A thriving parent and teacher association raises considerable funds, has achieved charitable status and regularly holds social events. The school has nearly a full complement of school governors with the parent governors being particularly valuable in canvassing opinions from parents. Parents also participate in the running of the self-funded breakfast club. Even so only a few parents regularly help in school though on recent educational visits parents have been very well represented. The school is using the new building project to involve parents. The architect's plans and drawings in the school hall and parents' room, together with real attempts to canvas parents' opinions, have interested parents in the new school building and are seen by the school as an educational opportunity that will not be repeated. The hard work of the school has resulted in parents having very positive opinions of the school.
37. The annual reports that parents receive on their child's learning are informative and give an indication of progress and what the child needs to do to improve. However, they do not give any information on how the child is progressing in relation to national standards. This makes it difficult for parents and carers to know how their child is doing when compared to others.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are now satisfactory overall. The good leadership of the headteacher provides a strong focus for the school's improvement. Management and governance are satisfactory.

### **Main strengths and weaknesses**

- effective leadership by the headteacher has raised parents' confidence in the school and its standing in the community;
- major personnel and recruitment issues have been effectively dealt with leaving the school poised and ready for the challenge of improvement and change;
- the governors have a positive influence on the school's improvement
- additional funding is used well to support projects and along with the earlier identification of pupils with special educational needs is being used to benefit pupils effectively;
- the satisfactory support by the new leadership team is in its early stages and has not had time to fully impact on standards; the leadership role of subject leaders is underdeveloped; and
- assessment systems are not yet used well enough to monitor data on standards.

## Particular aids or barriers to raising achievement, and their impact

- the headteacher has high aspirations and a great concern for individuals;
- progress has been slowed by staff changes overtime but quickened by recent appointments;
- a falling role has caused some reorganisation of classes;
- the staffing issues and falling roll have brought about a deficit budget.

## Commentary

38. The recently reviewed school mission statement and aims embody the telling changes in the culture of the school. The drive to increase pupils' participation and enjoyment in learning is at the heart of the school's aims. At the last inspection the impact of the leadership was unsatisfactory. Now the headteacher provides strong leadership, well supported by the deputy headteacher. Together with the chair of governors, the governing body and the staff are determined to give a major focus to raising standards and achievement in the school. The school is a cohesive unit and parents acknowledge and support the good changes that the new headteacher has quickly brought about including the caring atmosphere in the school and the strengthened links with the community. Together with the recently appointed key staff, and with the support of the governing body, an all-embracing plan for school improvement has focused, for instance, on introducing new systems for increasing attendance, encouraging positive behaviour and giving pupils the opportunity to 'have a voice' in the school. The introduction of an enriched curriculum that interests and excites pupils is slowly bearing fruit, thanks to the recruitment of staff, including key staff motivated to develop their practice, teach well and improve the school. The school recognises there is considerable work to do in raising standards across the school and achievement in particular in the Foundation Stage and in some classes in Years 1 and 2. Strong leadership in these areas provide good role models for teaching and learning and are already bringing about changes, albeit slowly. Rich questioning techniques, target-setting and pupils' self-assessment are strategies amongst others now in place to help raise standards and to help pupils demonstrate what they know more effectively.
39. The provision for pupils who speak English as an additional language is managed well and there are good systems in place for supporting these pupils. The management of the provision for pupils with special educational needs is satisfactory. The recent audit and subsequent appointment of a new co-ordinator has resulted in the efficient tightening up of existing procedures. A comprehensive action plan gives a good overview of developments that facilitate the earlier identification of pupils' needs and the involvement of parents in reviewing and supporting their progress. It ensures the joint responsibility of staff in meeting pupils' needs and in writing individual education plans. It also provides a vehicle for rigorous monitoring to check that pupils' needs are being met. Externally funded projects have resulted in the school's successful involvement in initiatives such as Thinking Skills and Talking Partners. In addition, locally based outside agencies provide training and support for staff on special educational needs issues. Both provide good examples of the schools' successful response to the educational inclusion issues identified as a weakness at the last inspection.
40. The school improvement plan is a well-planned and comprehensive document. It has been formulated in conjunction with the governing body which is conscious of its accountability and involvement in the process of school improvement. It clearly highlights the progress of initiatives made to date and those to be implemented since the recruitment of new staff, some of whom have only joined the school this term. A good action plan for the development of English is in place. Action plans for mathematics and science are satisfactory but are not sufficiently well linked to the analysis of data. Members of the newly formed leadership team have a shared view of where the school needs to improve and participation in the Leadership Project is helping to develop more effective teamwork. Systems for the assessment and the monitoring of standards are underdeveloped. The school is fully aware of the need to improve

the use of data to inform target-setting and planning. There has been an appropriate focus on professional development linked to the school improvement plan to improve standards of achievement and attainment. Key governors have a clear grasp of the financial issues relating to pupil numbers and how this impacts on the school improvement process. There is a three-year budget plan for the school that addresses this issue so that informed decisions can be made about the use and deployment of resources. With effective support from the local education authority predictions show that the budget deficit brought about by staff absence will be rectified by the time the school moves to the new premises. Clear analysis and astute understanding and management of the complex issues surrounding the past and current school situation have helped to bring about this change.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	823,178	Balance from previous year	3,950
Total expenditure	868,088	Balance carried forward to the next	- 40,960
Expenditure per pupil	2,913		

41. Good provision is made for the induction of staff, and performance management is effective in bringing about improvement. The training needs of support staff who provide invaluable assistance are now being addressed. Literacy and numeracy are managed well and resources have been prioritised to support these essential subjects. Key policies and procedures are in place including, for instance, anti-racism and anti-bullying, whilst the day-to-day administration is efficient. The principles of 'best value' are satisfactorily applied.

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

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

The quality of learning for children in the Foundation Stage is satisfactory. Since the last inspection where it was reported as very good the school has undergone considerable changes in personnel and reorganisation due to a falling roll. The nursery and younger reception children are taught together well whilst the majority of the reception children are taught satisfactorily in a separate class. Two new members of staff have very recently joined the mixed nursery and reception class to share the post of leader for the Foundation Stage. They are already working well with the phase leader for Year 1 to improve the transition of the children into Year 1. Children's attainment on entry is on balance well below what is typically expected for their age. A significantly large proportion of children have impoverished communication and language skills.

### **PHYSICAL DEVELOPMENT**

No direct teaching was seen in this area to make a judgement on standards. Planning for outdoor activities is significantly limited by the accommodation. In the joint nursery and reception class the lack of space and sloping yard makes provision of a wide range of experiences very difficult. Staff made the most of the area by planning role-play linked to the current theme of small creatures but opportunities to improve climbing and balancing or to learn to co-operate using wheeled toys are severely limited making the range of activities too narrow. Nevertheless children co-operated sensibly with others because of good adult guidance and support. In the reception class outdoor provision and resources are unsatisfactory although weekly use of the local area and the small hall provides some access to physical activity. Children have sound opportunities to develop their finer control through opportunities to cut, paste, draw and paint.

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

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

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

- relationships are good enabling rules and routines to be established early on although children need much guidance from adults;
- planning is thorough; though
- expectations are not always high enough.

#### **Commentary**

42. Children achieve satisfactorily from a low starting point although most are unlikely to attain the goals expected for their age by the time they leave the reception class. The teaching is good in the nursery but satisfactory overall. Children settle well into the nursery because staff encourage parents and carers to become involved. This results in a calm and productive start to the sessions. Staff work well as a team encouraging children to listen, to play together and to make choices. The recent review of planning and assessment practice has led to the re-organisation of the joint nursery and reception class to ensure that children at each level of attainment are catered for well. Children are now introduced to activities in two separate groups. This gives the nursery children more opportunities to develop their confidence in contributing to discussions. It is also helping younger reception children to maintain attention and to work as part of a larger group. Adults work hard to help children by sensitive interventions and this encourages them to listen to each other and take turns in speaking. In

the discrete reception class, children need the support of an adult to help them to co-operate and social skills are still immature. For instance in role-play lower attaining children do not readily interact together although higher attaining children carry out tasks independently or socialise in small groups. There are missed opportunities to develop children's independence at snack-time because they take too little responsibility for organising it themselves. Expectations of good listening and concentration have not always been high enough and so many children still need to be reminded about the appropriate attitudes and behaviour when in a large group.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- staff in the nursery promote early language development well;
- practical tasks encourage children to develop interest in speaking, listening and writing;
- 'Talking Partners' is helping children to develop confidence in communication; and
- planning for the development of literacy skills is not used rigorously enough.

### **Commentary**

43. The overall quality of teaching is satisfactory although only a few children are on course to attain the early learning goals by the end of the year in reception. The majority are at a level well below that typically expected of pupils of their age. Achievement is unsatisfactory overtime due to staff changes and also because learning experiences in the reception class are not always sufficiently well structured to maximise the development of literacy skills in all the areas of learning. They do not always build sufficiently well on prior experiences in the nursery and so progress is slowed. Introductions to activities and tasks are used effectively in the mixed nursery and reception class to develop speaking and listening skills. Children are placed in small groups so that they have good opportunities to learn to listen attentively. Nursery children were responsive and interested when the nursery nurse introduced the theme of small creatures but much nodding of heads and one-word answers greeted her lively commentary. Adults work with and alongside children to encourage the development of new vocabulary and its use. Recent changes in planning provide for well-structured purposeful teaching based on a good understanding of children's individual needs and linked to the development of basic skills. The revision of assessment procedures is leading to more specific observations of children's progress so that work is becoming more carefully matched to individual children's needs.
44. Teaching is satisfactory overall in the discrete reception class although too few children show good development of emerging letter formation and simple spelling by the end of the reception year. Here the planning is not always used rigorously enough to structure or link opportunities for speaking, listening, reading and writing in each area of learning. When practical tasks are well thought out children's interest and motivation in learning was increased and they eagerly tried to write independently. The recent introduction of 'talking partners' for small groups of children plus an additional trained adult to work with children with very specific language needs is contributing well to individual children's achievement. Books are not taken home regularly enough for parents to fully support their children's work at home.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**

### **Main strengths and weaknesses**

- children respond well when activities are planned to focus on purposeful early mathematical development;
- effective questioning is matched well to the pupils' needs;
- the impact of whole class teaching is sometimes lost when planning does not extend experiences further; and
- continuous provision is not planned well enough to support learning.

### **Commentary**

45. Children enter the nursery with little mathematical language and need many reminders to look and listen carefully during simple practical tasks. The quality of teaching and learning in the joint nursery and reception class is good because resources are well prepared and carefully matched to the children's level of development. The teachers use day-to-day assessment effectively by the use of lively questioning well matched to the children's needs. Higher attaining reception aged children have a well below average level of understanding of mathematical vocabulary but made good gains in understanding numbers smaller than five. The teacher encouraged them to answer in sentences but average and below average children only responded with one or two word answers. Firm teaching and activities that promote a smart approach harness children's energy although they need constant reminders to concentrate. In the nursery, two nursery nurses work well as a team. Each is well capable of taking responsibility for group teaching but at times one may be under deployed. This is the case, for example, when one takes a supporting role rather than having a group of their own to provide more opportunities for the pupils to contribute orally.
46. Over time, the lack of assessment and well-matched provision has led to underachievement in the reception class. Whilst teaching is satisfactory it lacks urgency and rigour. For instance, a practical counting task lost impetus because the children were not well versed in listening in a large group. The provision includes opportunities for the pupils to work practically, for example, in sand and water to improve their understanding of measure and planning in areas of continuous provision is a recent improvement and has yet to be fine-tuned to ensure that children have plenty of reinforcement of the key mathematical objectives taught.

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

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

### **Main strengths and weaknesses**

- practical activities encourage exploration and observation;
- interesting themes and topics enhance this area of learning; and
- limitations in outdoor accommodation adversely affects the provision.

### **Commentary**

47. The quality of teaching is satisfactory. The choice of themes and topics is planned carefully to increase children's knowledge, skills and understanding in this area of learning. Planning ensures that children have a sound range of first-hand experiences that encourage exploration and observation. The children's achievement is unsatisfactory overall; the lack of suitable outdoor space restricts this provision significantly though the adults in the nursery make the most of what they have by setting up an inviting role-play area 'the garden centre' where



children with support take turns to be the shop assistant and learn to communicate with customers. Nursery children were effectively encouraged to observe and talk about living creatures in the introduction to an activity linked to their scientific study. This was linked well with an activity outdoors where excited children found worms in the soil and made immature marks to record their discoveries. Literacy and numeracy were included well in this activity where children increased their understanding of writing and counting skills. Photographic evidence shows that children in the reception class with adult support planted seeds and learned about growth whilst others drew butterflies using a computer software program.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**

### **Main strengths and weaknesses**

- children enjoy painting and with adult support persevere with tasks;
- children are given time to express their ideas; though
- attention is not always given to teaching precise skills in painting.

### **Commentary**

48. Creative experiences often linked to themes are well planned and this means that the children achieve satisfactorily. Teaching in this area of learning is satisfactory overall. Children have opportunities to express themselves using paint, paper, glue and a variety of reclaimed materials. Adults often help them to make choices as they work such as how to create a game or story and adults are on hand to offer support with developing and extending play. In the reception class effective links were made with the study of snails as groups of children used a variety of materials to paint and draw snails. On this occasion planning carefully incorporated good opportunities to discuss shape and texture for instance and children benefited from focussed intervention when learning how to observe the shape of a snail shell and to mix paints. Good opportunities were planned for the development of speaking and listening at the end of the lesson. Children with much sensitive support from the teacher and the teaching assistant talked about their work. Children were eager to share their ideas but had to be reminded frequently about taking turns and listening to others. Children achieved satisfactorily. On the other hand when pupils were painting patterns from ready mixed paint they had little or no guidance on how to gain fluency in controlling the brush and paint. This reflects the lack of structure in self-chosen activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**

#### Main strengths and weaknesses

- the pupils' attainment declined after the last inspection but is now improving;
- teachers use their good subject knowledge to plan lessons that interest and motivate the pupils, but assessment is unsatisfactory;
- reading is the strongest aspect of English;
- teachers take great care to value the work the pupils produce; and
- skills in writing and are well below average. The pupils in Year 2 have well below average skills at speaking but by the end of Year 6 standards are below average.

#### Commentary

49. Current standards are lower than they were at the time of the last inspection. A major factor in this has been the considerable staffing difficulties the school has faced and the well below average level of attainment on entry. In the national tests of 2003 the pupils' attainment at the end of Year 2 was below the national average in reading and well below in writing. By the time pupils had reached Year 6 the school's results in English were well below the national average. Pupils do better in reading than in writing, where weak speaking and pronunciation inhibit pupils' progress. The standards are rising although in the short-term they are likely to remain well below average as too few pupils achieve high levels.
50. The pupils' achievement is satisfactory across the school now though overtime there have been gaps in the pupils' learning brought about by the many changes of staff. This has adversely affected a rise in standards. Teaching and learning are satisfactory in Years 1 and 2 and now good in Years 3 to 6. Based on a good knowledge of the subject, teachers plan lessons that are imaginative and often come up with appealing projects that interest and motivate the pupils to want to learn. Pupils in Year 6 have produced some well thought out and highly emotive pieces of writing about growing up and moving on. In this work they assume the role of an agony aunt, responding to letters from pupils of their own age. By relating the work to the experiences of the pupils it gives them confidence and makes the work relevant. The quality of teaching throughout the school is enhanced by the warm and pleasant relationships teachers have with the pupils; this leads to very positive attitudes to learning.
51. Although standards in reading are below the national average, the achievement pupils make in this aspect of English is good when compared with their low starting point. Pupils in Year 6 have a very positive attitude to reading and have developed a love of books of all kinds. They can identify their favourite authors and books and read with good expression and understanding. The school makes sure that reading has a purpose beyond the classroom and the older pupils take part in the Sheffield book awards by reviewing books from a range of authors and thereby being part of the judging panel. Particular times are set aside for guided reading and this is lifting the standards.
52. As part of the drive to raise standards, teachers give all aspects of the subject a very high priority, both in displays throughout the classrooms and the school as a whole and through praise and reward. In the main hall there are very good displays of poems written by the pupils, reviews of books and pieces of writing on pollution. In Year 1 and Year 2 displays are neatly labelled with clear and neat words to encourage pupils to read them and learn new words. Pupils in Year 3 have an excellent display of poems about Anns Grove School and the

pupils are keen to point out the work they have done. By taking this care to celebrate what the pupils have done staff are increasing the self-esteem of the pupils and this is bringing about improvement in their work.

53. By the time pupils are in Year 2 and in Year 6, standards in all aspects of writing are well below the national average. Though the teaching is satisfactory writing is restricted by the curriculum. Writing is limited in its range; insufficient opportunities are created for extended writing in other subjects and the quality of the pupils' handwriting is unsatisfactory. The school is very well aware of the need to improve all these aspects and has put in place strategies to bring about a rise in standards. Indeed, it is very apparent that improvement is already taking place. The school recognises that without spoken language the pupils have nothing to draw on when coming to write, therefore, there needed to be a major emphasis on improving speaking and listening. The 'talking partners' project funded by the EAZ was aimed at doing just that and it is having a high success rate in encouraging confident talking between pupils. This way of working helps pupils learning English as an additional language and provides sound support for those pupils who have special educational needs. As a means of raising the confidence of pupils in writing, draft books are being introduced, where pupils can try out ideas without being intimidated by getting the correct spelling or the appropriate punctuation. In every lesson pupils are given the opportunity to develop speaking and listening skills through skilful discussion and questioning. The Year 6 pupils as a group show how much progress they have made as they chat away very confidently about their work. The subject leader is new to post and though no overall judgement is made on the quality of leadership and management, a good start has been made in analysing the strengths and areas to develop in English. Assessment is inconsistent and not yet sufficiently well supporting the lesson planning.

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

54. Though literacy skills are well below average they are developed satisfactorily in other subjects. Particularly good links are forged through the use of computers. Writing is used to record scientific investigations and educational visits in history and geography, for example, though times when the pupils can write at length have yet to be built into the curriculum.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- standards, though well below average, are rising albeit slowly as a result of good teaching;
- clear learning objectives and success criteria encourage pupils to assess their own achievement in lessons;
- additional adult support is used well to support pupils with specific needs;
- progress in developing problem solving is satisfactory overall but is underdeveloped in Years 1 and 2;
- target setting is not sufficiently well linked to tracking the progress of the pupils; and
- insufficient rigour is applied to the teaching of mathematics in Year 1 and Year 2.

## Commentary

55. Standards in mathematics are well below average at Year 6 as they were in the national test in 2003. This is despite the hard work and extra support given to the pupils resulting in a slight rise in pupils' achieving the expected level and above. This is due to a combination of factors not least the lower levels of attainment of the pupils joining the school during Year 6 and the proportion of pupils who have special educational needs. Furthermore, many changes in staffing over the recent years has adversely effected the pupils' achievement overtime. When compared with similar schools standards were too low.
56. In Year 2 the pupils' achievement overtime has been unsatisfactory due to lack of consistency in teaching because of staff illness. This has prevented standards from rising. Presently achievement and teaching are satisfactory overall in the three mixed Year 1 and 2 classes but there are inconsistencies in its quality leading at times to insufficient challenge for the higher attainers. A lack of rigour and pace means that pupils do not always complete enough work in lessons for example and this still leads to some unsatisfactory achievement. There is an obvious weakness overall in the pupils' ability to identify number processes and apply them to solve problems for instance. Teachers mark pupils' work consistently but rarely give pointers for improvement and insufficient use is made of time at the beginning and end of lessons to assess and check the pupils' understanding.
57. Pupils' achievement is sound in Year 3 to Year 6 overall given the past problems in the continuity of their teaching which has left some gaps in their knowledge of mathematics. However, effective initiatives are beginning to show an improving picture. This is because there is more consistently good teaching and learning in Years 3 to 6 for instance where teachers take a good account of the structure of the national guidelines for numeracy. Teachers plan clear learning objectives and success criteria so that pupils understand what they are to learn. Self-assessment is used effectively at the end of a lesson to help pupils to judge how their knowledge has improved. A brisk start to a good Year 3 lesson challenged pupils to complete mental calculations. Very good relationships, effective use of pair work and skilled support for pupils with special educational needs meant that no time was wasted and pupils worked quickly and confidently and consequently achieved well. In Year 4 pupils achieved well because the teacher's good use of questions and clear explanations helped pupils to listen carefully and work diligently. Effective planning ensures good organisation so that lessons run smoothly and work closely matches the differing needs of the pupils including those who are learning English as an additional language. Both lessons included good opportunities to carry out mathematical investigations. Teachers place a good emphasis on the correct use of mathematical language and provide encouragement to help pupils explain how they work out their answers. Teachers assess pupils' work effectively throughout the lessons so that they understand what they are doing and how they can improve. In year groups where there are a number of classes, joint planning ensures that all pupils receive similar mathematical experiences and the use of 'talking partners' is effective in helping pupils to develop their thinking and use of technical vocabulary. This consistent approach to teaching and learning is not yet as well established in Years 1 and 2. In the best lessons expectations are high, skills are taught systematically and pupils' books show much more work. Practical activities such as role-play support the lesson objectives very well and a good use of literacy encourages interest and enthusiasm for the development of problem-solving skills. Very good deployment of teaching assistants and exciting challenges leads to the pupils making much better gains. In general younger pupils have positive attitudes to mathematics although in some classes they are too passive.
58. The subject is satisfactorily led and managed. Whilst targets are set they are too broad to support pupils' individual progress and are insufficiently well linked to the pupils' levels of attainment. The analysis of the school's test results is continuous and this has yet to fully

impact on the raising of standards. Some monitoring and evaluation has taken place hence the recent introduction of such strategies as 'talking partners' and pupil self-assessment that contribute to the improving picture in mathematics. The current action plan gives a sound steer to the continuing improvements needed to raise standards though this is not linked precisely enough to the tracking of progress from one-year group to the next. Regular monitoring of the quality of teaching and of pupils' work has yet to be established. The assessment strategies are underdeveloped and unsatisfactory.

### **Mathematics across the curriculum**

59. Mathematics plays a satisfactory role in the support of other subjects. There are some good links with information and communication technology where lessons are planned to develop investigative skills and help pupils to understand graphs and charts. Opportunities to use graphs and tables occur in science and geography although opportunities to develop numeracy generally are not planned in a systematic way and so opportunities are lost to raise the well below average standards in mathematics.

## **SCIENCE**

Provision in science is **satisfactory**

### **Main strengths and weaknesses**

- standards are well below average though the quality of teaching is recently very good and is improving the rate of the pupils' progress;
- the use of practical tasks engages the pupils' interest very well though they have a low understanding of the application of science to everyday life;
- the pupils' use of scientific vocabulary is a weakness;
- science contributes well to the pupils' spirituality;
- assessment and resources are unsatisfactory.

### **Commentary**

60. Standards have fallen since the last inspection and are well below average. The pupils' attainment is lower by the end of Year 6 than in the previous two years with too few pupils reaching the expected level. This is in part because of a lack of continuity in teaching but also because of the high proportion of pupils with special educational needs and a high proportion of pupils who have joined the school toward the end of their primary education. When compared to similar schools in the national tests in 2003 the results from Anns Grove show pupils to be below average nationally and in comparison to similar schools well below average. Importantly, by the end of Year 6, the pupils' achievement is now satisfactory.
61. The school has recently struck the right curricular balance by a very clear focus on the pupils' using and applying their knowledge through practical applications. This has engendered a thoughtful approach to problem solving by the pupils and a quest for knowledge, which is met very well through the very good teaching and learning in Year 3 to Year 6. Nonetheless the older pupils have gaps in their knowledge where in the past they have not retained the detail of their studies and therefore at times have too little information to draw on. When pupils in Year 4 and 6 experimented and investigated simple circuits and planning investigations respectively their work was slowed down because they had not always got the knowledge of previous learning at their finger tips to draw on and apply. The teachers have to spend much time helping the pupils to catch up on their studies. In Years 1 and 2, the pupils are achieving satisfactorily or better in lessons and this is addressing the gaps in their work over time. An

investigative approach is being nurtured very well by the leader for Year 1 and Year 2 and in these year groups the quality of teaching and learning is good overall.

62. A strength in the teaching is the use of a wide range of resources collected by the teachers. For example, in Year 1 and Year 2 the pupils made good gains in identifying weeds and finding out about plant growth because of the many plants, seeds and compost readily available for investigation. Moreover the pupils' spirituality was nurtured exceedingly well. As they created miniature gardens the pupils had time to reflect and enjoy the feel, colour and patterns of their gardens and exploit their imagination to the full. The questioning by other adults was at a low level and they had no guidelines to aid the development of the pupils' vocabulary and thinking skills, though a very good example was set by the class teacher. The school is under-resourced for science in terms of basic equipment such as sufficient magnifying glasses for the pupils to observe the detail and differences in the plants being studied.
63. Good and often very good quality questioning promotes scientific vocabulary well but the pupils' rate of retention is slow and they need much reinforcement which reflects the general below average standard of their skills at speaking and listening. The pupils with special educational need progress at the same rate as others because the teachers make sure that they have the adult help that they need to understand and undertake the tasks. A range of groupings also helps the pupils learning English as an additional language have the support that they need. Processes to use information from assessment to speed up the pupils' learning are underdeveloped and lack consistency.
64. The subject leader is skilful at developing the pupils' skills of thinking but this practice has not yet been harnessed by the school or shared with other staff. The impact of the subject leader is unsatisfactory because of a lack of opportunity to influence the teaching and learning in the subject across the school. Good support from the local education authority is helping to give confidence to the subject leader though the understanding of how standards relate to those nationally is embryonic and so the urgency for improvement is reliant upon senior leaders of the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**

### **Main strengths and weaknesses**

- standards are higher than at the time of the last inspection;
- the school makes good use of the computer suite;
- effective subject leadership has resulted in improvements including improvements in the quality of teaching;
- the use of ICT across the curriculum is developing though the range of software is limited.

### **Commentary**

65. Pupils are attaining average standards in all aspects of ICT by the end of Year 2. Although standards are below average in Year 6, this is due to the fact that the ICT teaching they received in their earlier years has been somewhat hit and miss and means the pupils' achievement is satisfactory rather than good. Importantly they are now learning at a good rate and improving their skills rapidly. At the time of the last inspection standards in ICT at the end of Year 6 were a key issue for action. There has been substantial improvement and this is no longer an area of concern.

66. Standards are rising partly because the school's resources are better but mainly because the confidence and competence of staff has significantly improved. In conjunction with the local education authority the subject leader has identified strengths and weaknesses in the teaching, areas where people feel less confident and where skills can be improved. Training has been given to classroom assistants so that they can provide good quality support when working alongside teachers in the suite. Basic training has also been provided for those parents who are interested, although this number is small as the majority of pupils do not have access to computers at home. The quality of teaching in the computer suite is good. Teachers are clear about what they want the pupils to learn, so that lessons are purposeful and time is used constructively. The teachers structure sessions carefully and use the computer projection equipment competently to engage the pupils' interest and to demonstrate new skills and techniques. The pupils are attentive to instructions and share equipment extremely well. They really enjoy their work on the computers, they are confident and if something goes wrong they will have a go at rectifying it, or help each other, before resorting to asking the teacher. This confident attitude has been instilled into them through the good teaching and is the reason why they are making such good progress in all the year groups.
67. A strength of the work in ICT is the very regular use of the computer suite. All year groups have carefully allocated sessions that are long enough for pupils to be able to achieve worthwhile results. The sessions are also balanced between skill development and opportunities to use those skills in other subjects. This makes each lesson very worthwhile and enables pupils, over time, to build up their skills and knowledge. At the end of the lessons observed the concluding plenary sessions were used well to review what the pupils had gained during the session and what they now understood that they hadn't known earlier. The access the pupils have to programs in the suite is not replicated in the classroom. One pupil, eager to show some work he had done, spent some time searching for the programme on the classroom computer before realising it was only available in the suite. An area yet to be improved is the range and uniformity of software though this is part of the effective action plan for the subject. The capacity for improvement is good.

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

68. Teachers make satisfactory use of ICT to extend the pupils' learning within other subjects. Pupils in Year 3 have created a database containing information about members of their class and are using it to answer a series of questions. In Year 5 pupils are working on a holiday poster for a visit to Kenya, not only are they learning how to access different web-sites for photographs and how to move them into their own folder but they are extending their geographical knowledge. Year 6 pupils are using their writing, speaking and listening skills to build up a computer presentation. Working in pairs they are looking at famous structures around the world so that they can present their findings to the class.

### **HUMANITIES**

There was insufficient evidence to make judgements about provision, standards or the quality of teaching and learning in history as no lessons were observed. Planning documents and discussions with pupils show that there is a satisfactory curriculum in history though some comparative weaknesses in the long-term planning in relation to the order in which the past is studied. Visits to places of interest and good use of the local environment are enhancing the pupils' knowledge and understanding. They obviously enjoy the work they do in history and the pupils in Year 6 talked at length about work on the Victorians, particularly the work they had done about chimney sweeps, something that had caught their imagination.

### **Geography**

Provision in geography is **satisfactory**

### **Main strengths and weaknesses**

- visits and visitors enhance the curriculum;
- good use is made of the ICT suite; and
- skills at writing which are well below average inhibit the quality of recording.

### **Commentary**

69. The quality of teaching and learning is good in part because good use is made of visits and visitors to add richness to the pupils' learning. Pupils speak with great enthusiasm about the places they have visited and though standards are overall below those expected nationally they are higher in aspects where first hand experience has formed a major part of the work. When studying rivers they went to Mayfield to see the source of the River Sheaf and following a visit to Abbeydale Industrial Hamlet, they made clay tiles to help them recall that Abbeydale was famous for its clay work. In Year 3 a local resident and member of the Heeley Historical Society answered questions prepared by the pupils about how Heeley had changed over time. This followed a survey pupils had undertaken looking at the locality as it is today. Investigating local traffic helped pupils to have a clearer understanding of the positive and negative aspects of living in an urban environment.
70. The computer suite provides access to web-sites where the pupils can add to their knowledge of countries that they study such as Africa. They researched information about Castleton before going on their residential visits. Skill in using maps and planning routes gives them a clearer understanding of the world.
71. The pupils' achievement is satisfactory overall though standards are lower than at the time of the last inspection. This is in part due to the pupils' well below average skills in writing. Although the pupils take a keen interest in the practical aspects of geography it has yet to provide a means of improving their writing skills by using the experiences they have had as a means to inspire pupils to want to record and report on what they have done and seen. As a result the recording of work is under-developed. The pupils lack confidence in using subject vocabulary and this is a subject where the practice of talking with partners to express themselves has not yet been used.

### **Religious education**

Provision in religious education **satisfactory**

### **Main strengths and weaknesses**

- the curriculum is well planned to help pupils to study major world faiths;
- visits and visitors enrich the curriculum ;
- the use of 'talking partners' supports discussion and helps pupils to develop good attitudes to learning;
- insufficient written work to revise and reinforce learning in Years 1 and 2.



## Commentary

72. Standards by the end of Year 2 are well below those typically expected of pupils of their age. The pupils' attainment at the end of Year 6 is below the standard expected and lower than at the time of the last inspection. Despite some good teaching and additional support in lessons from teachers and classroom assistants most pupils' level of expressive language and communication hampers their ability to develop a broader understanding and explanation of ideas. Nevertheless their achievement is satisfactory overall. For instance pupils in Year 6 pupils have a lively interest and recall of some of the key beliefs and teachings of world religions and try hard to make comparisons. Many understand what belonging to a religion involves. But pupils' use of technical terminology is limited as is their ability to suggest answers and ask questions about the more puzzling moral and religious issues of life.
73. Planning in the lessons seen show that religious education is taught in a systematic way and is carefully linked to the Agreed Syllabus. The quality of teaching is good overall though satisfactory in Year 1 and Year 2. In lessons in Years 1, 2 and 4 the teacher's good use of 'talking partners' was successful in helping the pupils to develop their thinking, their communication and their attitudes to learning. A good introduction in a Year 4 lesson using this method really helped the pupils to co-operate and share ideas. Effective teamwork between the teacher and the classroom assistant offered sensitive support to the pupils who had special educational needs so that everyone contributed to key questions about 'giving'. In a good lesson in Year 5 drama was used effectively to help pupils to explore the Christian belief of sharing and helping. A good balance of practical activity and well-differentiated and appropriate written tasks helped pupils of all abilities to reflect on their learning about the parable of 'The Good Samaritan'. However, the pupils in Year 2 have a limited recall of stories from the Bible such as the story of Noah for instance and artwork linked to the story demonstrated disappointingly missed opportunities to develop further cross-curricular links with literacy. There have been too few opportunities for pupils in Years 1 and 2 to reflect on their learning in written work. Planning in a satisfactory lesson seen in a mixed class of Year 1 and Year 2 pupils, however, gave them satisfactory opportunity to extend their understanding about the story of Noah by writing about their own experience of 'keeping a promise'.
74. The curriculum is made more meaningful to pupils through the use of visitors. Year 6 pupils proudly talked about their knowledge of Buddhism because a recent visitor had fired their enthusiasm and interest. Higher attaining pupils quickly recalled what it meant to be a Buddhist. From this effective introduction the teacher had capitalised on the pupils' interest by instigating group discussions and written ideas about the similarities and differences between different religions. Through good teaching and effective methods such as these pupils are beginning to extend their understanding that different religions have common aspects.
75. The management of the subject is satisfactory in the absence of a permanent co-ordinator. Leadership in the development of the subject through monitoring and evaluation of the curriculum for example, is inadequate.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Music

No lessons were observed in music therefore it is not possible to form any judgements about provision, standards, teaching or learning. Evidence from planning and from discussions with pupils indicates that the school provides a satisfactory curriculum in music.

### Design and technology

Insufficient teaching was seen in design and technology to make a judgement on its quality. In the lessons seen the quality of teaching and learning varied between satisfactory and good. A range of pupils' work was scrutinised and discussions held with pupils and teachers. Standards are broadly typical for the pupils' ages by the end of Year 2 and Year 6 and the pupils achieve well. This is because the staff enjoy the subject and the school has maintained a basic curriculum that mostly builds upon the pupils' skills step-by-step. A relative weakness is in the planning and recording of planning including sequencing the work and thinking of alternatives – much relies on the pupils' imaginative response to the materials. The subject leader provides little guidance or leadership. This is in part because the school has concentrated on English and mathematics but very little guidance or support has been provided to staff so that, for example, assessment is unsatisfactory.

### Art and design

Provision in art and design is **good**

### Main strengths and weaknesses

- the school makes good use of visiting artists;
- art and design supports work in other subjects; and
- the range of materials and the opportunities to develop them are limited.

### Commentary

76. The pupils' attainment is at nationally expected levels as it was at the last inspection. The teaching and learning is good and the pupils achieve well in art. A number of factors influences this. A visiting artist is working effectively with pupils from Year 5. All the pupils were involved in the creating of an Islamic mosaic using pieces of tile of different colours. The reason for this particular piece of work was twofold. On the one hand, the school wanted to provide the pupils with a rich artistic experience, and one which they would treasure. On the other hand, the school sees the experience as one which will give pupils more understanding of the Islamic people at a time of international tension. The mosaic, when complete, will accompany the pupils to the new school where it will be hung.
77. Much of the artwork supports work in other subjects. Following a visit to a butterfly farm, pupils in Year 1 and Year 2 produced good quality representations of some of the butterflies they had seen, using collages of fabric and paint. Those of the higher attainers are particularly intricate. On returning from Heeley City Farm they recorded some of the animals they had observed such as goats and sheep. This work not only helped them to remember what they had seen but also enabled them to use materials to a real purpose. In Year 6 the pupils thoroughly enjoyed making their posters that advertised a vacancy for a chimney sweep as part of their work on Victorians. A group of pupils had worked together to produce a very good mural that depicted industrial and rural scenes. Work in geography on rivers had been illustrated with

pictures of meanders and other aspects of river development and the language of rivers carefully linked to the pictures.

78. Although there are opportunities for pupils to use materials there is insufficient opportunity to work in depth with any particular material. For example, although the pupils used pencil to draw there is little to suggest that through observational drawing and regular experience with pencils, they were becoming skilled in aspects such as shading and creating different tones. In part standards are held back because the range of materials is somewhat limited and although the pupils occasionally use clay for tiles and fabric for collage these opportunities are restricted. The subject leadership is unsatisfactory and provides little guidance on how to raise standards. Much relies on the interest of staff and this is one reason why standards have been maintained but not improved since the last inspection. Where pupils are given the opportunity to extend their work over a period of time the results are of much better quality. A good example of this was the work in Year 4 where they were on their second session making a mask and where they had the time to discuss the quality of their work. Also in this work much self-respect and respect for others was strong. When work is in depth then the pupils show sustained effort and are confident to ask for help. As one pupil said 'I couldn't have done this alone'.

## **Physical education**

Provision in physical education is **satisfactory**

### **Main strengths and weaknesses**

- the pupils have many opportunities to collaborate and respond to these very well;
- use of demonstration improves the pupils' skills though there are too few opportunities for oral contributions;
- accommodation is unsatisfactory for physical development;
- assessment of pupils' achievements is not well developed.

### **Commentary**

79. Standards are below those typically expected by the end of Year 6 in games and dance. The pupils' achievement is satisfactory.
80. The quality of teaching and learning is satisfactory overall. A strength is in the tasks presented to the pupils where they have to work together in small groups or teams. At these times the pupils show much maturity in their approach to working as a team following very well the example set by the headteacher and staff. This was the case in Year 6 when small groups of pupils quickly set out a circuit for athletics making sure each had a role to play and was able to work for the good of the team. Later the pupils were good at urging their group to improve on their best. As a result pupils with special educational needs achieved equally as well as others. The pupils carefully measured and timed their results drawing soundly on their skills at numeracy. Teachers satisfactorily demonstrate the techniques they want pupils their pupils to acquire and this gives pupils a sound understanding of how to improve. Too little time is given to inviting comment from the pupils and as a result their assessment of their own and others' work is underdeveloped.
81. One reason that the pupils in Year 6 have not yet met the required standards in physical education is that the school is unable to make much use of its playing field. This is because of its location slightly away from the school and because of health and safety considerations. When Year 6 undertook an athletics lesson on the hard surface of the playground they were inhibited in the type of activities and jumps they could undertake. Nonetheless, the pupils

behave very well during lessons and are keen to do well. The school only spends one hour each week on physical education in Years 3 to Year 6 which is considerably under the time suggested nationally. There are few regular opportunities to take part in competitive and friendly games with pupils from other schools and very few extra-curricular activities to promote the subject. A class in street dance was very well attended and shows that the interest is there on the part of the pupils.

82. The assessment of pupils' achievements is not well developed. There is a lack of a consistent approach and as a result the end of year reporting to parents relies too much on the teachers' instinct as opposed to careful assessment. No judgement can be made on the subject leadership because the appointee is very new to post.

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

83. The three lessons observed were very short and no judgment can be made on the quality of teaching and learning. Although many of the pupils struggle to convey their thoughts and feelings expressively the teacher's patient encouragement and good use of focus questions help even the least able pupils to contribute. The curriculum, particularly activities for older pupils, captures their interest and enthusiasm and provides very effective support for developing the pupils' confidence and self-esteem. Consequently pupils are developing positive attitudes to early citizenship. The pupils eagerly explained how they worked in groups to discuss the effects of drugs and alcohol on the body and gave a good account of the events they took part in.
84. A programme of visits and visitors introduces pupils to wider issues of health and safety and effectively planned lessons consider human rights and community issues. Not only has the school a very supportive system to help pupils to understand why rules are necessary it provides structured times for the pupils to discuss issues such as kindness, care for others and responsibility. 'Teachers help you to be confident, you don't have to keep problems to yourself' was a typical comment from Year 6 pupils. During lunchtime a small group of pupils with the support and encouragement of a skilled adult explored how to become 'a better friend'. Careful monitoring of the pupils' day-to-day responses to school life, good role models provided by a dedicated staff and cohesive systems help pupils to understand the importance of working and playing together in harmony. The school community provides a very good base to develop pupils' understanding and knowledge of citizenship. Good links are building up with the community to broaden the pupils' perception of the wider aspects of citizenship.
85. The recently formed school council, and the playground partners initiatives, for example, help pupils to develop maturity and as one Year 6 pupil said so clearly 'you feel important to be a good citizen everywhere you go'. Parents are positive about the personal development of their children and clearly state the school helps their children to care for others and to understand other people's points of view. The pupils' understanding of the importance of a healthy life style is addressed well and often very well across the curriculum in subjects such as science and physical education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

**Grade**

<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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