

INSPECTION REPORT

PYE BANK CE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 133324

Headteacher: Mrs R Storr

Lead inspector: Mr R Cheetham

Dates of inspection: 17 – 19 May 2004

Inspection number: 265788

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	234
School address:	Andover Street Sheffield
Postcode:	S3 9EF
Telephone number:	0114 276 0472
Fax number:	0114278 4730
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Smith
Date of previous inspection:	Not applicable

CHARACTERISTICS OF THE SCHOOL

This is a new, average sized, voluntary aided Church of England primary school with 234 pupils on roll, which includes 21 full-time equivalent children in the nursery. It opened in September 2002 and was formed by amalgamating a nursery and infant school and a junior school. Pupils were originally taught in the old nursery and infant building before moving to the present premises in February 2004. Pupils' attainment on entry is well below average. The school serves an area of very significant socio-economic deprivation, ethnic diversity and housing redevelopment and benefits from additional funding to help meet pupils' needs. It also receives additional support from Sheffield LEA as part of its Schools Requiring Additional Support programme and from September 2004 will be part of a national programme to raise pupils' attainment by improving the quality of teaching and learning and developing subject leaders' roles. A higher than average proportion of pupils start or leave the school at times other than usual. Eleven per cent of pupils are from White British backgrounds and nearly all of the remainder are from nine ethnic minority groups that include Asian or Black heritages. Sixteen per cent of pupils are from families that are refugees and seeking asylum. Most of these are from Somalia. A very high proportion of pupils (64 per cent) speak a language other than English as their first language and 22 per cent are at an early stage of learning English. Besides English, other languages spoken are Somali, Punjabi and Arabic. The proportion of pupils with special educational needs is above average and their needs include: specific and moderate learning difficulties, speech or communication difficulties and social, emotional and behavioural difficulties. The proportion entitled to a free school meal is well above average. The school participates in national initiatives, such as Excellence in Cities. This includes being part of an Education Action Zone, which means it works with local schools to raise pupils' achievement. It is also involved in Sure Start, New Deal for Communities, a gifted and talented pupils network and a Behaviour Improvement Project. The school is at an early stage of developing community provision to include adult education, family learning and community outreach programmes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2592	Mr R Cheetham	Lead inspector	Educational inclusion Science Art and design
19436	Mr M O'Malley	Lay inspector	
	Miss M Warner	Team inspector	Special educational needs English Geography Music
23004	Mr C Taylor	Team inspector	Foundation Stage Information and communication technology Physical education
28071	Mr A Williams	Team Inspector	English as an additional language The provision for and achievement of minority ethnic children Mathematics Design and technology History

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory standard of education for its pupils. Most pupils make satisfactory progress, reach below average standards in subjects and achieve soundly. School leadership is good and management is satisfactory. The amalgamation and the recent move to a new school have delayed some aspects of the school's progress. The quality of teaching and learning is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher and deputy headteacher are leading the creation of this new school well
- The right priorities were chosen to start its development
- Effective teams are being developed to meet the very wide range of pupils' needs
- Most pupils achieve satisfactorily from their low starting point
- In the Foundation Stage, there is good provision and children achieve well
- Pupils' good attitudes and behaviour are promoted well and all pupils are included very well in what the school provides
- Staff take very good care of the pupils and provide a wide range of additional learning activities
- There are effective community links
- The very high proportion of additional staffing is deployed well to meet pupils' needs
- The school offers very good accommodation
- Pupils' standards of attainment in English, mathematics, science and information and communication technology (ICT) are below average and ICT does not meet statutory requirements
- Assessment information is not used effectively to raise pupils' attainment
- The quality of teaching in Years 1 to 6 is not consistently high enough
- The monitoring and evaluation of school effectiveness is unsatisfactory
- Attendance is poor

This is the first inspection of this school and so there are no comments about its improvement since a previous one.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	Not applicable	Not applicable	E*	E*
mathematics	Not applicable	Not applicable	E*	E*
science	Not applicable	Not applicable	E	E

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

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

The school's results are affected by the rate at which a changing proportion of pupils learn English as an additional language and by the high proportion who start or leave school at times other than usual. In the table above, E* means that the school's results were in the lowest five per cent of schools nationally. In Year 2, standards in reading and mathematics were very low and were well below average in writing and science. **Current pupils' achievement is satisfactory, overall.** It is good in the Foundation Stage and in Years 1 and 2 and satisfactory in Years 3 to 6. Children start in the nursery with very low attainment in communication, language and literacy and in mathematical and personal, social and emotional development. They have well below average standards in other areas of learning. By the end of the Foundation Stage, children progress well and reach well below average standards in communication, language and literacy and in mathematics and below average standards in all other aspects. By Year 2, pupils reach below average standards in reading and writing and well below this in speaking and listening. They reach below average standards in all aspects of mathematics, science, ICT and physical education, although boys reach average standards in this latter subject. By Year 6, pupils have made satisfactory progress and reach below average standards

in English, mathematics, science, ICT and physical education. As in Year 2, boys reach average standards in physical education but girls' attainment is generally below average. Pupils with special educational needs make satisfactory progress towards their individual goals and achieve soundly. Pupils learning English as an additional language make satisfactory progress, overall, and those at an early stage of acquiring the language make good progress. Most ethnic minority pupils make similar progress to that of their peers but boys from Pakistani backgrounds make slower progress than other boys in reading. The school encourages pupils' personal development well. Their spiritual development is satisfactory and their moral, social and cultural development is good. Pupils have good attitudes to school and behave well. Relationships are good. Attendance is well below average and punctuality is good.

QUALITY OF EDUCATION

The school provides a satisfactory standard of education for its pupils and the quality of teaching and learning is satisfactory, overall. The quality of teaching and learning is good in the Foundation Stage (children in the nursery and reception classes) where knowledgeable staff work well together to understand and meet pupils' learning needs. It is satisfactory in Years 1 to 6, where teachers plan well, maintain good discipline, work well with other classroom staff and set homework regularly. They do not use information about pupils' progress well enough. The teaching of pupils learning English as an additional language is largely effective and the teaching of pupils from different ethnic backgrounds is sensitive to their needs and enables them to make satisfactory progress. Most pupils, whatever their background, do not know enough about how to improve their work. The teaching of pupils with special educational needs is satisfactory. All staff work hard to include all the pupils very effectively in what the school provides. The school provides a broad and balanced curriculum with a good range of extra learning opportunities. The school takes very good care of its pupils but does not make enough use of its information on their progress to improve it further. Resources are good and the new school provides very good accommodation, although the grounds are unfinished and the playground slopes. The school has satisfactory links with parents and is developing good links with the community.

LEADERSHIP AND MANAGEMENT

The school is led well and is soundly managed. Governance is satisfactory. The governors have been very involved in the amalgamation and have a sound grasp of the new school's strengths and weaknesses. Staff and governors work hard to include all pupils in what the school provides. However, they have not ensured that ICT meets statutory requirements but are aware of some omissions in the prospectus and annual report to parents. Provision for pupils learning English as an additional language is well managed. The school does not examine its provision systematically to make well-founded judgements about the value it provides. It has systems in place to track the progress pupils make but is not yet using them effectively. Although the Foundation Stage and the subjects of English, science, ICT and physical education are well led, and mathematics is soundly led, the remaining subjects are not led well enough largely because the responsibilities are new to the staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils think well of the school. Pupils like the school and feel they can turn readily to an adult for support. A minority of pupils and parents are concerned about bullying, but the inspection team could find little evidence of this. Parents feel that the school is approachable but that it should do more to communicate with them. The inspection team agrees that communication is an area for further development.

IMPROVEMENTS NEEDED

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

- Improve standards in English, mathematics, science and ICT
- Use assessment information effectively to promote higher standards
- Improve the overall quality of teaching in Years 1 to 6
- Implement a comprehensive system for monitoring and evaluating the school's effectiveness

and, to meet statutory requirements:

- Ensure that all aspects of ICT are taught

- Ensure that the school prospectus and the governors' annual report to parents contain all that they should

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Foundation Stage and in Years 1 and 2 achieve well from their low starting point. By the end of the Foundation Stage, children will reach well below average standards in the areas of communication, language and literacy, and in mathematics and personal social and emotional development. They will reach below average standards in the other areas of learning. By Year 2, pupils reach below average standards in the core subjects of English, mathematics and science. By Year 6, pupils' achievement is satisfactory and they reach below average standards in the core subjects.

Main strengths and weaknesses

- Children in the Foundation Stage make very good progress in personal, social and emotional development and make good progress in the other areas of learning
- Standards in the core subjects in Years 2 and 6 have risen slightly since last year but are below average
- Pupils at an early stage of learning English make good progress in learning the language
- Pupils from different ethnic minority backgrounds achieve as well as their peers, except boys from Pakistani backgrounds who do less well than other boys in reading
- Pupils are making good progress in science investigations in Years 3 to 6
- Boys achieve average standards in ball skills in physical education and achieve soundly
- Last year the school fell significantly short of its Year 6 targets in English and mathematics and, currently, it is making satisfactory progress towards its suitably challenging targets

Commentary

1. When children join the Foundation Stage Unit at three plus they have a broad range of abilities, though most attainment is well below that expected for their age, and is very low in communication and language skills, in numeracy and in personal, social and emotional development. Most have very little understanding of English and have little experience of playing with others or communicating with adults. Children of both age groups learn together in an integrated class. Two teachers, a nursery nurse, a teaching assistant and two language support assistants, work well as a team and teach children effectively, often in small groups. Although they make good progress towards the early learning goals for young children (the standard expected at the end of the Foundation Stage), most children's communication, language and literacy skills and mathematical understanding are still well below what is usually expected when they leave the Foundation Stage. Children gain social skills quickly, though their personal and social development is not as well developed as in most schools. They rapidly acquire a sound working knowledge of English, though many are far from fluent. There is a good improvement in children's knowledge and understanding of the world and in their physical and creative development, but these remain below what is usually expected for their age. Children with special educational needs are identified promptly and make good progress as they receive plenty of assistance from class teachers and teaching assistants.
2. In 2003, standards in Years 2 and 6 were mostly very low. This was partly to do with the disruption caused by the amalgamated school's temporary installation in the existing infant school building and to the high number of pupils starting or leaving the school at unusual times. Many of the new entrants were and continue to be pupils with little English, and some ethnic minority pupils have had unsettled backgrounds. The school failed to reach its targets because its use of assessment information was not accurate enough and because the make-up of the year groups changed significantly after the targets were set. The school succeeds in establishing a generally calm learning atmosphere in which pupils can settle and their needs can

be identified and start to be met. From their varied but often very low starting point, they began to make reasonable progress and this trend has developed with the move to the new school in February.

3. In the National Curriculum tests in reading at the end of Year 2, in 2003, results were low. Girls attained slightly higher results than boys. Since then, the school has developed its assessment procedures somewhat and has focused its attention on weaknesses in pupils' learning. It has successfully developed guided reading lessons and pupils are now achieving very well in reading by the end of Year 2. The exception is that boys from Pakistani backgrounds make slower progress than other boys. The school now provides them with extra support and resources. Pupils' speaking skills in English are well below average in both Years 2 and 6 because they have too few opportunities to practise. Improvement of this provision is a current school priority. Standards in writing, in the National Curriculum tests at the end of Year 2 in 2003, were well below the national average but were the same as those of similar schools. Few pupils reached above the nationally expected standards. The current pupils in Year 2 are making very good progress in their ability to write and are achieving very well, reaching levels that are below average. Standards in English of the present Year 6 pupils are, overall, below average, with a significant minority of pupils still at the early stages of learning English.
4. In 2003, mathematics standards were very low but current standards have improved. Pupils in Years 1 to 2 achieve well because of the good teaching they receive, particularly in Year 1, and the good support from additional well-trained adults. Overall, in Years 3 to 6 pupils' achievement is satisfactory and attainment is below average by Year 6. In 2003, in science, standards were well below average in Years 2 and 6 but now pupils are making better progress, especially in science investigations in Years 3 to 6, which have been a main focus for improvement. Current standards in Years 2 and 6 are below average. In ICT, standards are below average at the end of Year 2 and Year 6 mainly because neither staff nor pupils had access to adequate resources prior to the move to the new building and so pupils made very slow progress. Achievement is now improving, with better access. In physical education, standards in Years 2 and 6 are below average and most pupils achieve soundly. Standards in Years 2 and 6 are broadly in line with national expectations in games skills, though boys' attainment is higher than girls'. Pupils' skills are not as well developed in gymnastics, dance and swimming.
5. Pupils with special educational needs in Years 1 to 6 make satisfactory progress towards their targets in their individual education plans. They achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. Progress in their reading is better than their progress in writing and speaking. From the scrutiny of work and other evidence it is evident that the Early Learning Strategy is making a difference to the progress these pupils make in Year 1.
6. Pupils at an early stage of acquiring English as an additional language make good progress because their needs are assessed quickly and they are well supported. Those at later stages make satisfactory progress. The difference in the progress in the two groups is because: continuing support for Arabic and Somali-speaking pupils is not as comprehensive and although all staff have had extensive training to support the needs of pupils learning English as an additional language it is not equally effective in all classes.

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

Standards in:	School results	National results
English	21.0 (n/a)	26.8 (27.0)
mathematics	21.7 (n/a)	26.8(26.7)
science	25.7 (n/a)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their moral, social and cultural development is good. Their spiritual development is satisfactory. Punctuality is good but attendance is poor.

Main strengths and weaknesses

- Pupils are interested in their lessons and other school activities
- Pupils know what is expected of their behaviour and respond well
- There are good relationships and pupils respect each other
- Pupils' personal development is good
- Attendance has improved significantly

Commentary

7. Pupils like school. They work hard in lessons and many take part in the good range of activities outside class. The behaviour of the vast majority of pupils is good. A small minority of pupils can occasionally behave badly, but this is managed well by teachers and other staff. The exclusions last year were appropriate in the circumstances. This year there have been no exclusions.
8. Assemblies include themes such as "new beginnings" and "honesty". They include story, prayer and reflection that help pupils consider values and beliefs. However, subjects such as art and design and music do not make a strong enough contribution to pupils' spiritual development. The school is good at promoting mutual respect and concern for others. Pupils readily accept differences and they make sure no one is left out. There is very little racism or bullying and both are quickly tackled. Pupils can distinguish clearly between right and wrong, and they are encouraged to think through the consequences of their actions.
9. Pupils are keen to take responsibility, as when they take part in the School Council, "buddy" support (looking after new pupils), and helping one another to understand English. Pupils with English as an additional language, or those from an ethnic minority group, develop confident attitudes to school because they are well supported. Pupils in the early stages of learning English often work in small groups, and occasionally in a group withdrawn from the main classroom, and this arrangement gives pupils confidence to speak out clearly without fear of making a mistake. Pupils from different backgrounds mix well together, but a significant minority find it difficult to work independently. Pupils with special educational needs have positive attitudes to learning because they gain confidence through the encouragement of support staff and teachers.
10. Pupils take an active part in local community events such as the local carnival and Lord Mayor's Parade. Pupils learn about their own and other cultural traditions through assemblies, visits, a good range of extra-curricular activities, and their studies in class. There are dedicated projects such as "World issues" week in Literacy lessons. The teachers encourage the pupils to learn from one another about their own cultural experiences. They celebrate both Christmas and Eid and learn about Black History and festivals such as Chinese New Year.

Attendance

11. Attendance so far this year is 92.7 per cent. It has improved significantly since the amalgamation of the two schools, but is still poor compared with the average for English primary schools (94.2 per cent). Extended holidays during term-time to visit relatives abroad (0.9 per cent) and absence for religious festivals (1.4 per cent) have a significant impact on attendance performance. The school does all it can to minimise this absence. Unauthorised absence is high (1.7 per cent). Punctuality has improved significantly since last year and it is now good.
12. The procedures for monitoring and promoting attendance are satisfactory. Absence and lateness are monitored closely. Good attendance is rewarded. There are satisfactory

arrangements for keeping parents and governors informed about attendance. However, unauthorised absence and in particular unexplained absence is not followed up thoroughly enough. Pupils with unsatisfactory attendance need to be identified more accurately and followed up more rigorously.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	1.6
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
25	1	0
1	0	0
13	4	0
4	0	0
60	0	0
35	0	0
12	0	0
88	0	0
5	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory standard of education for its pupils. It provides well for pupils in the Foundation Stage and for those at an early stage of learning English as an additional language. All pupils are included very effectively in what the school provides, including access to a good range of extra activities. The accommodation is very good and resources are good. The school cares very well for its pupils but does not use its assessment information well enough. There are good links with the community.

Teaching and learning

The quality of teaching and learning is satisfactory, overall. It is good in the Foundation Stage and satisfactory in Years 1 to 6.

Main strengths and weaknesses

- Teachers and learning support assistants work well together to support all pupils' learning
- Staff in the Foundation Stage have a good understanding of how young children learn and organise their learning well
- All teachers plan their work carefully and have clear objectives for what they want the pupils to learn
- Teachers manage pupils' behaviour well and this gives opportunities for speaking and listening in a calm learning atmosphere
- Pupils' homework makes a good contribution to their progress
- Teachers do not use the information on pupils' progress well enough so that pupils are not sure how to improve their work
- Older, higher-attaining pupils are not given enough demanding work
- A minority of pupils work independently or with other pupils only for short periods
- Reading and writing skills are taught well and most pupils are making good progress
- Pupils in Years 4 to 6 are taught how to develop scientific investigations well

Commentary

13. In the Foundation Stage, there is a strong emphasis on individual children's needs. This is based on good initial assessments of the children and sensitive induction procedures. Staff work very well as a team. They know one another's responsibilities because the curriculum is well planned. Children in Foundation 1 and 2 (the nursery and reception classes) benefit from being taught in the same area because older ones provide good role models and the needs of the children, although wide, are not specific to their age. The very good accommodation and resources provide plenty of opportunities for a wide range of interesting activities, both indoors and outdoors, and children are cared for very well. They settle in quickly, behave well and are well motivated. As a result, they make good progress and achieve well.
14. In Years 1 to 6, teachers have a common framework for their planning. This brings consistency to their work, especially in the clarity of what they want the pupils to learn each lesson and where this fits into other lessons. While these expectations are appropriate for most pupils, a small minority of older pupils are not challenged enough because teachers do not group the pupils by ability for some parts of lessons and this holds them back. An example of this was in a Year 5 science lesson about the fair testing of plant growth. While most pupils were still busy arranging their experiments, a few were ready to move on to more demanding work but did not do so. In this class as in others, a small minority of pupils have limited spans of concentration and find it difficult to work either alone or with others without the direct support of the teacher. Teachers generally manage this satisfactorily by deploying learning support assistants well.
15. Teachers' subject knowledge is generally satisfactory, with strengths in Year 1 in art and design and physical education, Year 2 in English, Year 5 in mathematics and ICT and in Year 6 in English and science. These subjects are taught well in these classes and pupils make good progress in them. In Year 3, there are weaknesses in science subject knowledge particularly. This is coupled with relative unfamiliarity with the age group and results in some unsatisfactory teaching and learning. There is a general weakness in ICT subject knowledge that the school is addressing through additional training.
16. All teachers have had extensive training on teaching pupils who are learning English as an additional language, and this shows in most of their work. For instance, many regularly emphasise new vocabulary with their class and a minority reinforce this by displaying them and using them as a point of reference. Another good practice is when teachers allow children time to think before answering a question and encourage them to talk to one another to share their ideas and develop their spoken English. Bilingual support assistants play a valuable role here in offering some pupils translations and enabling them to play a more active part in the lesson. Teachers generally speak distinctly and are helped by having their voices amplified. Occasionally, they speak too quickly or do not repeat what they have said in a different way and do not check for understanding. Pupils who are at an early stage of acquiring English are

supported well. There is a system of partial withdrawal from class, when their stage of English language development is assessed and good relationships are established in a small group. At most other times, they work alongside their classmates. This works well but there is not enough bilingual support to meet the needs of all the pupils who are at an early stage of learning English. Although assessments of their early progress are sound, the means of assessing their later progress has not yet been introduced.

17. Pupils with special educational needs are supported well by teaching assistants and class teachers, both in class lessons and in small withdrawal groups. For example, in the withdrawal group from Year 3, during an English lesson, a pupil who had been disruptive in class was quick to answer all the teaching assistant's questions in the smaller group. In Year 6, these pupils were well supported by the class teacher, who provided work well-matched to their abilities at the same time as providing well for pupils with no understanding of the English language. Whilst the pupils with special educational needs are well supported, a regular analysis of their progress towards their individual educational plans, with an evaluation of their on-going needs, is not kept on a day-to-day basis.
18. The school has not yet got in place a range of assessments in all subjects to track pupils' progress, although a good start has been made. As a result, teachers are not using assessment information well enough to inform their planning and it is only in a few classes that children have individual targets to help them progress. Teachers' marking of pupils' work is up-to-date and supportive but does not point out where pupils specifically need to improve. As a result, most pupils are not aware of the key things they need to do to make faster progress. Teachers set homework regularly, mostly in aspects of English and mathematics. This is often based on work pupils do in class and serves to consolidate their learning. Guided reading is taught well through the school. Pupils learn how to use the sounds that letters make to understand unfamiliar words and to improve their spelling and writing. Older pupils are learning how to construct their own scientific experiments and to draw conclusions from their observations.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (7%)	21 (52%)	13 (32%)	4 (9%)	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.

The curriculum

The school provides a satisfactory curriculum that is enhanced by a good range of extra-curricular activities. The accommodation is very good and resources are good.

Main strengths and weaknesses

- There is a good range of suitable activities for children of nursery and reception age. These provide a good start to their education
- English, mathematics and science make a good contribution to the curriculum, but the use of ICT as a tool for learning is underdeveloped in many subjects
- The school makes good use of visits and visitors to enrich provision
- There is a good range of lunch-time and after-school clubs that involve a large number of pupils
- Accommodation provides additional spaces for learning and a good range of high quality resources supports the curriculum effectively

Commentary

19. The well-designed accommodation and range of resources provide good quality learning opportunities for children in the Foundation Stage. This promotes effectively progress towards the early learning goals for young children. A wide range of well-planned activities and experiences gives them a good start to their education.
20. The National Curriculum is fully covered in the school's provision, with the exception of control technology for older pupils in ICT. The curriculum is socially inclusive and strongly promotes equality of opportunity for all pupils. Planning is good and ensures that pupils' knowledge and skills build progressively as they move through the school. There is a strong emphasis on developing pupils' speaking and reading skills, and this is particularly appropriate for the large proportion of pupils learning English as an additional language. Teachers identify and plan good links between subjects. Literacy, for example, is well promoted in other subjects, but there is insufficient use of ICT as a tool to aid learning across the curriculum. The inclusion of a modern foreign language in Year 5 prepares pupils well for their transition to secondary school, but teaching Spanish to young children who have a very limited command of English is not the best use of the visiting teacher's expertise.
21. A good range of visits and visitors, together with many clubs and activities, enhances pupils' learning well. Lunch-time clubs include computing, cheer-leading, buddy groups and many different sports activities. Visits to places of historical interest, such as Eden Camp, enhance pupils' understanding of the past, while the local area is well used as a resource in geography. The school makes good use of qualified coaches to extend pupils' skills in football and swimming. Regular visits by the chair of governors, a gifted musician, enhance the provision for music and the standard of singing.
22. Provision for pupils from ethnic minorities and for pupils with English as an additional language is good, overall. Provision for pupils who are in the early stages of learning English is generally good, but the ethnic background of pupils has changed recently, and the support for Arabic and Somali-speaking pupils is insufficient to meet their needs fully. Provision for pupils with special educational needs is good in the Foundation Stage and ensures that they make good progress. Elsewhere, provision is satisfactory. Teachers make sure that work given to these pupils matches their ability. Teaching assistants make a valuable contribution in helping to raise standards. They are well deployed to assist pupils with special educational needs and to help others as the need arises. Provision for pupils with special educational needs is satisfactory, overall, and withdrawal groups in English provide well for these pupils. In these sessions, they make satisfactory, and sometimes good, progress both in what they learn and in gaining confidence. The school also has satisfactory external support and advice.
23. The new building, including the well-equipped computer suite and various smaller rooms for work in groups, provides very good accommodation, overall, though the sloping playground is not totally suitable for games lessons and the new playing-field has not yet been completed. The caretaker and his staff maintain all facilities to a high standard. A good range of high quality resources is generally used effectively to support the curriculum.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The provision for support and guidance is unsatisfactory.

Main strengths and weaknesses

- The school takes very good care of pupils and takes good account of their views
- There are good induction arrangements for new pupils
- Pupils' personal development is supported well
- Assessment information is not analysed sufficiently to help pupils with their progress in class

Commentary

24. There are good induction arrangements for children in the Foundation Stage, other new entrants, including pupils learning English as an additional language, and those from ethnic minorities. Pupils build up a good trusting relationship with all adults in the school. Staff know the pupils very well. They understand and meet pupils' needs very well so that they are secure and confident to get on with their learning. There are very good arrangements for health and safety. Staff make sure that pupils learn and play safely. There is good first aid coverage and staff know pupils with medical conditions. The premises are checked systematically for hazards and improvements made where necessary. The school promotes healthy and safe living and there are effective procedures for child protection. Pupils are confident that there is someone to turn to if they have problems, and the school takes good account of their views and concerns through the School Council and circle time (when pupils sit in a circle in class and take turns in expressing their views).
25. There are good arrangements to help pupils settle into school. Pre-school children and their parents are invited to join the nursery and reception pupils every Tuesday afternoon for play, music, and dance. The nursery staff make home visits. They keep parents well informed and involved so that their children can quickly settle in. The children start school in small groups so they can have extra attention. Pupils who join the school at other times are given good support so that they can settle in, and their parents are kept well informed. Pupils with special educational needs are cared for well pastorally but their academic needs are not always analysed sufficiently.
26. Pupils' personal development is supported well through a wide range of additional projects. Pupils with emotional and behavioural problems are given very good support. However, because assessment procedures are not fully in place, they are unsatisfactory and support is not targeted accurately to help all pupils make good progress with their studies. Assessment of children's attainment on entry to the Foundation Stage is good and staff have good routines for tracking their subsequent progress. Systems are in the process of being introduced for tracking pupils' progress in English, mathematics and science in Years 1 to 6, but these are not yet used to track pupils' progress against their individual targets, or to measure added value on a whole-school basis. Optional Standardised Tests were used in Years 3 to 5 last year to set targets for the different year groups. There are no systematic systems in place for assessing pupils' progress in other subjects. Individual target-setting is not yet accepted practice throughout the school, so pupils do not always know what level they are working at or how they can improve. However, a good example of how this can be done in reading is in Year 3, where boxes of reading books clearly show at what level the group were reading at the start of the year, what level they are reading at present, and what the target is for the end of the year. Pupils can also see, from the level descriptors on the boxes, what they need to do to reach the next level.
27. The school has not yet analysed any differences in performance in English, mathematics and science by gender or ethnicity but from September 2004 the school will be able to do this using commercialised computer software. The progress of a group of Pakistani boys has been identified as an area of concern but is believed to be cohort-related rather than related to ethnicity. Pupils in Year 6 did not achieve the end-of-year targets set by the local education authority in 2003. At the time of setting these targets the school did not have the necessary data on which to base them. The school now has this data and future targets are more likely to be achieved, although a high rate of pupils starting or leaving the school makes setting accurate targets for performance at the end of Year 6 difficult.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents so that they can support their children's education. There are good links with the community and other schools.

Main strengths and weaknesses

- The school works closely with parents and responds to their concerns
- Parents are increasingly involved and give satisfactory support to the school's work
- The school works well with local agencies and schools to the pupils' benefit

Commentary

28. The school has satisfactory links with parents, and keeps them well informed about what is going on in through regular newsletters. The prospectus and governors' annual report are informative, but there are a few omissions and they do not meet statutory requirements. There are satisfactory arrangements for keeping parents informed about their children's progress. End of year reports are good. The home-school link worker and the learning mentor provide good additional contact for parents, including home visits. Currently, there are insufficient translators for Arabic and Somali-speaking parents and their children, but the school has plans to improve this.
29. The school works closely with parents and is quick to involve them when there are problems. There are good arrangements for introducing parents and their children to the school. The headteacher and other staff are readily accessible. They welcome parents' suggestions and the school has plans to seek parents' views more formally.
30. Parents are reasonably involved and give satisfactory support to the school's work. The majority of parents encourage their children to take part in after-school activities. There are good arrangements for homework. An increasing number of parents now attend meetings and support their children at concerts, and events such as family fun days. A few parents help in school.
31. The school makes good use of community links. Many visits and visitors enrich the curriculum. Pupils take part in the local carnival and parade. The family learning programme and adult courses have started in the dedicated community room and this brings parents and other members of the community into the school. Sheffield United FC run a study group in literacy and numeracy, and Sheffield Wednesday FC coach the pupils' football club. Pupils have taken part in the Burngreave Community Forest Project. Staff from the local sports centre lead playground games. The Burngreave sports network provides coaching in a range of activities for the pupils.
32. There is a good partnership with other schools for sport, dance and drama. As part of the Education Action Zone and the Burngreave Community, the school funds a wide range of projects to broaden pupils' education, and support their personal development. There are satisfactory arrangements for helping pupils to transfer to secondary school. There is an established link with the local special school and the pupils visit a primary school in West Sheffield to promote cultural development. The school liaises with other nurseries and playgroups and supports work experience students from Sheffield College. There are satisfactory management arrangements to share provision with other schools for community education and information and communication technology.
33. The school values its links with parents and carers. It works hard to develop further links with parents of ethnic minority pupils and those with English as an additional language. It tries hard to keep parents informed of their children's progress and of any concerns it may have, and does its best to ensure that someone is available for translating, for instance at parent-teacher meetings. Parents of pupils with special educational needs in Years 1 and 2 are kept well informed on a daily basis, as they often see the class teachers at the end of the school day. Formal meetings are also arranged. Parents of pupils with special educational needs in Year 3 to 6 meet teachers and the co-ordinator less often but it is planned to put a whole day aside each term, next year, for these meetings. All parents are kept informed, and their permission sought, before their child is put on the special educational needs register.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. Leadership is good, management is satisfactory and the school is governed soundly.

Main strengths and weaknesses

- The school promotes the inclusion of all its pupils very well
- The headteacher and deputy headteacher are an effective working partnership who lead the school well
- Since the amalgamation, several important management systems have been established but others, such as the use of assessment information to promote higher standards, are not fully effective
- The provision for pupils learning English as an additional language and that for ethnic minority pupils is well managed
- The governors played an important part during the amalgamation and removal to the new site and have a sound grasp of the new school's strengths and weaknesses
- The school does not examine systematically how well it is doing to make well-founded judgements about the value it adds to pupils' achievements
- The Foundation Stage and the subjects of English, science, ICT and physical education are well led, and mathematics is soundly led, but most remaining subjects are not led well enough

Commentary

34. The governors and all staff are committed in principle and practice to ensuring that all pupils have equal access to what the school provides. This was an important feature of the school's work since it amalgamated. The formation of the Inclusion Team is a good example of this strategy. The deputy headteacher leads the work of staff with separate responsibilities for such aspects as home-school liaison, improving attendance and behaviour, pupils with special educational needs, and provision for pupils learning English as an additional language. Many of these are additionally funded and their impact could be dissipated, but the co-ordination of their efforts makes each one aware of the work of others and how this influences individual pupils. A good start has been made and they recognise the need to evaluate more closely the impact of their work on pupils' achievement. In a similar way, the headteacher leads the regular meetings of staff with lunch-time responsibility, at which they review the success of each session, focus on the attitudes and behaviour of individual pupils and use this information to plan improvements. Another example of management decisions to increase the way pupils are included are how staff and others run lunch-time clubs so that Muslim pupils, who tend to have after school commitments to do with their religion, can still benefit from attendance at the school clubs.
35. This co-ordinated approach has improved behaviour and attendance and is bringing about improvements to the provision for pupils learning English as an additional language and those from ethnic minorities. Although arrangements to track these pupils' progress are unsatisfactory, the co-ordinator has worked closely with the local education department to ensure that new systems are now ready to be used. The co-ordinator has introduced good induction procedures for those new to the school. She is well informed about current issues and works hard to keep her colleagues well informed.
36. An example of the clarity of view the headteacher has for school improvement was her choice of its early priorities. There was an immediate recognition that all teachers and support staff needed to be skilled in teaching English as an additional language as a routine part of their teaching strategies. As part of a good professional development and induction programme, an in-depth sequence of staff training has built staff confidence and now most teachers take the needs of pupils learning English as an additional language fully into account in their work. The headteacher has encouraged a sense of teamwork so that teachers, bilingual and other support staff share planning and present a mostly consistent approach to the pupils. In addition, she has handled a complex range of additional funding well against a background of financial complexities to do with bringing two former school budgets together into one. The balance carried forward from last year reflects this. The current financial carry-forward figure is high. The headteacher has worked well with governors and the local education authority to handle this satisfactorily.

Arrangements have included: making adequate contingency to offset the possibility of redundancy, taking effective staff on to the school payroll when national funding runs out, and reallocating staff to build a budget for employing more support for Arabic and Somali-speaking pupils.

37. Responsibilities are delegated soundly and this is reflected in the good leadership of some subjects (English and science, for instance) and the unsatisfactory leadership of others that are not current school priorities. The main weakness is the co-ordinators' role in monitoring and evaluating what the school provides and how well pupils progress. This does not give either senior staff or governors enough information about how well the school is progressing, what value it provides, and what the most important priorities over the next few years should be. These priorities are set out in the school improvement plan, but staff and governors were not involved enough in setting them. The lack of clear ways to judge the impact on school improvement of the effect of the work in the school development plan is an important weakness. On the other hand, senior staff have undertaken some monitoring of teaching and learning. As a result, they know some strengths and weaknesses and are taking steps to bring about improvement. Unfortunately, this monitoring is not part of a systematic plan and does not contribute to an adequate staff performance management programme.
38. The special educational needs co-ordinator has been in post since September and leadership and management are satisfactory. The class teachers and co-ordinator write pupils' individual education plans (IEPs) jointly, which enables the co-ordinator to monitor these pupils' needs. Whilst IEPs are written and revised, records of the small steps that pupils make from day to day are not kept systematically and progress is therefore difficult to judge. It is also not clear, such as in Year 3, whether pupils who can be disruptive are underachieving because they are not sufficiently challenged, or have other special educational needs. Diagnostic tests and cultural differences are not taken sufficiently into account and used to ascertain pupils' needs.
39. Governors were influential in appointing key staff, keeping a careful eye on the school building and setting the school's early priorities. They are soundly organised and have recognised the need to devote more of their meeting time to school issues. They are very committed to the school's development, and examples of this are the chair of governors regularly playing the piano for assemblies and singing lessons and the local vicar's lively school assemblies. Through these contacts, they build up a picture of the school, but there is no rota of visits to help other governors see similar things. There is full discussion of the headteacher's regular reports but little attempt to gather their own information. They have recognised that the current governing body does not reflect the ethnic make-up of the local area and have sought an early re-constitution of the governing body to get greater representation of parents and ethnic minorities. The application of best value principles is unsatisfactory. Governors are not in a good position to judge how well the school provides value for money. This is partly because pupil assessment systems do not readily provide information but also because there is no system for evaluating the impact of major investments on pupils' achievement, such as the effectiveness of ICT provision. Governors are aware that ICT provision does not meet statutory requirements and are planning action with the staff to remedy this.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	941,283
Total expenditure	918,861
Expenditure per pupil	3,893

Balances (£)	
Balance from previous year	125,591
Balance carried forward to the next	127,013

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for young children of nursery and reception age is good. The quality of teaching is good as all staff have a good understanding of how young children learn. Children behave well and are well motivated. As a result, they make good progress towards the goals children are expected to reach by the end of reception and achieve well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have many opportunities to select their own activities and to use resources independently
- They are keen to learn and co-operate sensibly with others

Commentary

40. Teaching is very good in this area. Children are happy to leave their parents on arrival and are quickly involved in choosing from a wide range of activities. This helps them to become responsible for their own learning. They look at books together and chat happily while building castles in the sandpit. They help to give out milk and pieces of fruit, and learn how to eat snacks politely. Children sit quietly and listen attentively to their teachers. They put their hands up when answering questions and wait their turn sensibly when sharing resources. Children make very good progress partly because they mix with a range of other children throughout the sessions. However, many are still very shy and their level of personal, social and emotional development is not as high as usual for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teamwork ensures children are taught effectively in small groups
- Children with little English receive plenty of individual help to develop their oracy and speaking skills
- Children enjoy looking at books and most identify initial sounds and a few words
- They write their own names and a few simple words unaided

Commentary

41. Communication, language and literacy skills are taught well. Staff talk continually with children to broaden their vocabulary. They ask many open-ended questions and frequently encourage children to discuss in pairs or to explain what they are doing. Children take part in role-play activities to develop their speaking skills. They man the 'police' enquiry desk, and prepare meals in the home area. They act out a story with finger puppets, and invent their own stories using models of butterflies and ladybirds. Children with little English are assessed effectively and are given plenty of help and encouragement from bilingual support staff. As a result, children achieve well, though their language development is often still well below that usually expected by the end of the reception year. Reception age children enjoy learning a few words of Spanish once a week with a specialist teacher from the local secondary school. While this increases some children's confidence to speak out loud, others find the lessons confusing, as they cannot understand much of the English.

42. Children enjoy listening to stories and join in reading familiar words and phrases. They re-tell the story of the hungry caterpillar and put pictures of Little Miss Muffet in the correct sequence. A few higher-attaining children are beginning to read simple sentences, while most recognise a few words encountered frequently. Younger children and those with little English enjoy looking at the illustrations and answer questions sensibly. Teachers encourage children to identify the sounds made by the initial letters of words. Children achieve well, though by the end of the reception year, standards are still lower than in most schools.
43. Children are given frequent opportunities to develop their writing skills. They begin to write the letters of the alphabet and are taught the sounds associated with each letter. They practise writing letters in coloured sand and on paper and soon learn to recognise and write their own name. Higher-achieving children write simple sentences with some help. Children's individual needs are met well because they are often taught in small groups. By the time they leave the Foundation Stage, most children can write a few words in a clear, legible script, while higher-attaining children are beginning to write short sentences. Children achieve well, although standards in writing are usually well below those expected nationally.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy practical investigations, such as sorting and weighing objects
- They learn to use numbers to ten accurately
- Children identify common two-dimensional shapes

Commentary

44. Teaching of mathematical concepts is good. Children enjoy counting objects and exploring shape and size. They use weighing scales to identify *heavier* and *lighter* objects, and use computer games and number jigsaws to help them learn numbers to ten. They use a number line to count to 10 and back, count the number of children present in the mornings and learn to add simple numbers by counting out the appropriate number of cubes. By the end of the reception year, most children recognise numbers within ten and add one more accurately. They recognise circles, squares and triangles. Higher-attaining pupils use numbers within 20 and can add on two more within 10. Children achieve well, though by the end of the Foundation Stage, most children's mathematical skills are much lower than expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn effectively by carry out their own investigations
- There is a good emphasis on learning about different environments

Commentary

45. Teaching is good and involves opportunities for children to learn through practical investigations. Children observe minibeasts in the school grounds and use computers effectively to learn about the life cycle of caterpillars. They talk about different environments around the world and share their own experiences of different countries. They achieve well, although their levels of knowledge and understanding by the end of the reception year are still below those expected nationally.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children handle tools and small equipment safely and with increasing control
- They develop their co-ordination by engaging in a variety of energetic activities

Commentary

46. Good teaching helps children to develop their manipulative skills and their co-ordination by using finger puppets, pencils, crayons and paint-brushes. They pour water into funnels and containers, roll and shape play-dough, assemble jigsaws and learn to use scissors correctly. Children take part in more energetic activities both indoors and outside. They improve their co-ordination as they peddle tricycles and ride scooters round the yard. They develop their balancing skills well as they jump across stepping-stones and negotiate a trim trail. Visiting football players help children to develop their throwing, catching and kicking skills. In the school hall, children march in time to the music and play dancing games to develop their movement skills. Children achieve well, although their manipulative skills and co-ordination are not as good as expected by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children use a variety of paints, fabrics and construction materials to create a range of imaginative work
- Children enjoy singing and playing a variety of percussion instruments

Commentary

47. Good teaching helps children to develop their creative skills. Teachers make a good variety of paints, paper, card, fabrics and construction materials available for children to choose from. Children use coloured pipe cleaners and tissue paper, for example, when creating flower collages or models of spiders. They create faces by sticking pieces of wool, cork and feathers on to paper plates, and stick felt faces on fabric bodies they have sewn together to make attractive finger puppets. Children use white paint and pastels effectively to draw spiders' webs and paint bold pictures of flowers, caterpillars and butterflies. They use construction toys to build vehicles and aeroplanes and use a painting program on the computer to draw colourful spiders and ladybirds. They sing a variety of songs enthusiastically to a lively musical accompaniment, and enjoy exploring the sounds made by a variety of percussion instruments. Children achieve well, though their creative skills are not as well developed for their age as in many schools.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The very good teaching of letter sounds and the organisation of guided reading throughout the school enable pupils to achieve well in reading
- Pupils achieve very well in writing in Years 1 and 2 and they achieve well in Years 3 to 6
- The meaning of new vocabulary is taught very well in Year 5
- Teachers mark pupils' work thoroughly throughout the school
- Teaching assistants and bilingual support staff make a considerable contribution to pupils' learning
- Pupils are not given enough opportunities to use the language they learn through speaking to a partner or a larger group

Commentary

48. Guided reading lessons are well established throughout the school and enable pupils to acquire vocabulary and gain confidence quickly. As a result, more able and average pupils, who begin school in the nursery with no knowledge of English, are reaching average standards in reading by Year 2. The teaching of letter sounds, for example, in Year 1, is very good, with a wide range of stimuli used to promote pupils' interest. Teachers continue to increase pupils' vocabulary in a variety of ways in Years 3 to 6 so that, in Year 6, pupils continue to achieve well and higher-attaining pupils reach average standards in reading. In Year 5, the regular defining of words is a particularly strong feature, which aids the understanding of words by the large number of pupils who speak English as an additional language. Pupils of all abilities enjoy books, read enthusiastically aloud to themselves or with a partner and demonstrate a determination to succeed. In Year 6, the range of reading attainment is wide and pupils of all abilities show an interest in the books they are reading. Very good support is given by bilingual support staff and teaching assistants. For example, a pupil who had begun with no understanding of English two weeks before the inspection was saying the alphabet confidently out loud to herself, after being supported by an adult who also spoke Urdu. All teaching assistants have good knowledge of how to promote pupils' understanding of the text in guided reading. Withdrawal groups are also successful in Years 1 and 3, and pupils look forward to the twelve-week course to help them read.
49. Pupils' speaking skills in English are well below average in both Years 2 and 6. Too few opportunities are given for pupils to use the vocabulary they learn by rehearsing answers and speaking to one another before speaking to the class. The school has identified oracy as an area for development and is introducing the idea of talking partners, when pupils turn to the person next to them to discuss an answer before answering a question in front of the class. This strategy for promoting pupils' confidence in speaking was observed intermittently during the inspection. Neither were pupils always given sufficient opportunities to talk in small groups, although they listen well. Pupils' listening skills, however, are generally very good: with a few exceptions, pupils are attentive and listen well in most lessons.
50. Standards in writing, in the National Curriculum tests at the end of Year 2 in 2003, were well below the national average but were the same as those of similar schools. Few pupils reach above the nationally expected standards. The current pupils in Year 2 are making very good progress in their ability to write, from a low knowledge of English on entry to the school. They are achieving very well, reaching levels that are below the national average. The amount of written work they produce increases considerably during Years 1 and 2 when they begin to use their good understanding of phonics and letter sounds to help them to write stories. Most pupils know how to use full stops and capital letters correctly and some are beginning to use speech marks, although few are beginning to join their handwriting by the end of Year 2. Teaching is generally

good, but in the literacy lesson observed in Year 2, too little time was given for pupils to develop their use of language verbally, and tasks were not clearly outlined so that only a minority of pupils achieved satisfactorily. Assessment is well established in Years 1 and 2 and pupils complete an assessment journal six times a year to check on their progress.

51. Literacy is taught well in Years 3 to 6 and, as a result, pupils learn successfully. The National Literacy Strategy is implemented well, although sometimes at a slower pace than is usual so that pupils have time to consolidate what they learn. Teaching assistants and bilingual support assistants make a strong contribution to both class lessons and withdrawal groups. In class, pupils are introduced to a good range of texts and write in a variety of genres, such as writing letters, instructions and factual information in Year 3, and writing from different viewpoints and a script for an interview in Year 5. In Years 5, pupils also have a separate exercise book of the definition of the spellings, which they learn, which becomes a helpful reference book. Poetry is covered well in Year 3, but not so thoroughly in other years. In Year 4, pupils compile a fact file about people such as Nelson Mandela. Information and communication technology is used well both to develop language and general knowledge. For example, one pupil in Year 3 was proud of the facts she knew about Neil Armstrong and Napoleon. The interactive whiteboard is used very well in Year 5 to develop pupils' oracy, reading and writing skills. By Year 6, pupils understand the active and passive voice, are beginning to use complex sentences and can turn a story into a play script. In a Year 6 lesson, the activities ensured that pupils moved towards their individual targets, but target-setting is not developed well in most other classes. In this Year 6 lesson, however, pupils' vocabulary was extended well by the good intervention of adults working with groups. Teachers mark the pupils' work thoroughly across the school but do not always pick out areas for improvement. The subject is well led by the two co-ordinators.

Language and literacy across the curriculum

52. Literacy is developed well across the curriculum in some years and subjects. For example, during the inspection it was used very well in geography in Year 6. There was also evidence of literacy being developed through information and communication technology. The school has not yet focused on the foundation subjects and, generally, therefore, this is not an area that is developed well.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are below average. Pupils in Year 2 achieve well and pupils in Year 6 achieve satisfactorily
- Number skills are taught well in Year 6
- Support staff are used effectively to support pupils' learning
- Correct mathematical language is used well by pupils and staff
- Using and applying mathematics to solve problems in a variety of contexts is not used well enough

Commentary

53. Pupils start Year 1 with well below average mathematical understanding. In Years 1 to 2 they achieve well because of the good teaching they receive, particularly in Year 1, and good support from additional well-trained support staff. Teaching is satisfactory, overall, in Years 3 to 6, and pupils' achievement is sound. Few pupils achieve the higher levels of attainment in Years 2 and 6.
54. By Year 2, most pupils can count in 2s, know odd and even numbers and can name some common three-dimensional shapes. They can place numbers to 100 in the correct order and know halves and quarters. In a good lesson in Year 1, pupils used computers to find the

multiples of 3 and used correct mathematical language when discussing work with their partners. As a result of this good teaching, effective extra support and tasks carefully graded to match their needs, pupils of all abilities achieved well. Pupils in Years 1 to 2 do not experience enough opportunities to investigate and solve problems in a variety of contexts.

55. Pupils build on their knowledge and skills satisfactorily in Years 3 to 6. Their knowledge of number grows and they learn more formal written methods of calculating. In a good Year 5 lesson, the teacher used the interactive whiteboard well to display nine two-dimensional shapes and the class played a form of Bingo, whereby pupils had to classify six of the shapes from the teacher's instructions. Pupils made good use of information and communication technology during the lesson by using a database to explore the properties of all the shapes. Year 6 pupils solve number problems when using only subtraction and addition. Most can add a three-digit number to another three-digit number with accuracy, and know about negative numbers when they measure temperatures. The highest-attaining pupils can measure angles of shapes accurately to the nearest degree. Pupils in Year 5 carry out an investigation into the roll of a dice and try to find the probability of a certain number being on top and present their findings by making frequency charts. They use the language associated with the topic, such as mean, mode and average correctly.
56. Teaching and learning are satisfactory, overall. Some teaching is good but occasionally it is unsatisfactory. Most lessons are well planned and teachers use resources soundly to help pupils learn. Teachers set high expectations of pupils' behaviour and they respond positively. Teachers, support staff and most pupils use correct mathematical language. Support staff are used effectively to support pupils' mathematical development and pupils new to learning English receive good support. Most aspects of mathematics are taught satisfactorily, with number being well taught in Year 6, but skills in problem-solving and applying mathematics are not taught systematically.
57. Leadership and management of the subject are satisfactory. The co-ordinator has ensured a good level of resources, and monitors the quality of teachers' plans and teaching, but does not do so in a systematic or rigorous way. Results of national tests are analysed, strengths celebrated and weaknesses addressed. She works well with staff from the local education department, for example, in the development of a new system for assessing pupils' progress.

Mathematics across the curriculum

58. Pupils apply mathematics across the curriculum satisfactorily in a range of subjects. Pupils measure the lengths of shadows in science, and in history pupils use time-lines and use subtraction to find out how long ago a particular event happened.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The subject is well led
- Standards are below average and achievement is satisfactory
- Pupils in Years 4 to 6 are developing good scientific investigative approaches
- Teachers' planning is good and teaching and learning are satisfactory, overall
- Assessment of pupils' learning is not being used effectively to promote higher attainment
- There are very good opportunities to learn science outside of lessons

Commentary

59. Standards at the end of Years 2 and 6 are below average, there is little higher attainment and pupils achieve soundly from their low starting points. This satisfactory achievement is because most teachers plan their lessons well and are clear with the pupils as to what they wish them to

achieve. They then go on to provide opportunities for them to discuss their work in small groups and these are often supported well by learning support assistants or bilingual assistants. As a result, pupils in Years 4 to 6 are making good progress in developing their own experiments and older pupils are finding ways to record and analyse their findings. For instance, Year 5 pupils planned group experiments on plant growth, set these up, and a few more able pupils were ready to begin to design tables to show their predictions and results. However, there are gaps in older pupils' knowledge and understanding, for instance, in their work on forces. Investigative work by Year 2 is unsatisfactory because this aspect is not stressed enough and there is more emphasis on developing pupils' knowledge in other aspects of science. As a result, their attainment in life and living processes is broadly average and they achieve soundly. Pupils make slow progress in Year 3 because the teacher lacks subject knowledge and classroom organisation is weak.

60. Pupils enjoy their science lessons and older pupils particularly enjoy the practicalities of experimenting and thinking about what might happen. The Year 6 lesson, in which pupils found out the bubble-making capacities of different strengths of washing-up liquid on a windy day in the playground, was great fun. The discussion afterwards showed some keen observation and good scientific deduction. In most classes, teachers do not set slightly more demanding work for some more able pupils and these pupils do not make enough progress. Teachers now have target levels of attainment for their pupils to reach. This is a recent introduction and is not influencing teachers' lesson planning enough to set individual targets with pupils, or to mark their written work so that they know how to improve. Most teachers have high expectations of pupils' behaviour and they respond well. Teachers work well with their classroom support workers, and this teamwork enables all pupils to access the curriculum equally well. Occasionally, when bilingual support is not available, the progress of a minority of pupils slows. Although there is a little use of information and communication technology in science lessons, it is not used well enough to promote the skills satisfactorily.
61. The subject leader does not have a full-time class commitment and uses this time well to raise standards and achievement in science by focusing her work in Years 3 to 6. This is improving teaching consistency by supporting planning, leading training, furnishing resources and ideas and teaching demonstration lessons. In this way, she builds up a good picture of the strengths and weaknesses of teaching and learning but this now needs to be done more systematically. She also works with colleagues to provide pupils with additional learning opportunities when they attend the science club or work with pupils from other schools as part of a gifted and talented pupils' initiative.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordinator is knowledgeable and supportive and this is having a positive impact on the provision
- Pupils and teachers are using computers with growing confidence, but there is a need for more staff training
- The school does not yet meet the requirements of the National Curriculum in the teaching of control technology
- Assessment is too informal to ensure that work is well-matched to pupils' individual needs
- There is insufficient use of ICT to assist teaching and learning across the curriculum

Commentary

62. Standards in ICT are below national expectations at the end of Year 2 and Year 6. This is because facilities were inadequate before the school moved into the new building and pupils are only now able use the ICT suite and the networked computers in each classroom. As a result, both staff and pupils have had only limited experience in using computers until very recently.

Achievement is now satisfactory, and pupils are beginning to catch up on the skills they need for using ICT as an effective tool for learning. The school has purchased a flexible range of resources, including a digital camera, microscopes and two interactive whiteboards, and has well-structured plans to expand its facilities and to improve provision further.

63. The quality of teaching is satisfactory in Years 3 to 6. No teaching of ICT skills was seen in Years 1 and 2. Teaching methods are effective, but teachers are not routinely giving sufficient time during lessons for pupils to reinforce the basic skills that they have previously had little opportunity to practise. Teachers also need to develop their own skills in using the interactive whiteboard. There is a good balance of time between teaching skills and hands-on activities, so pupils have sufficient opportunities to use the computers and achieve for themselves.
64. Lesson planning is based on national guidance and ensures a logical progression in the development of skills. The school does not currently teach elements of control technology to older pupils, but has recently purchased suitable equipment so that it can provide satisfactory coverage of all aspects of the subject. The co-ordinator is knowledgeable and is supporting staff effectively. His involvement in local projects has enabled him to upgrade his knowledge and understanding, and the school benefits from being involved in local initiatives.
65. Assessment of pupils' ICT skills is not systematic and the co-ordinator is aware that this needs to be addressed. Currently, there is insufficient information about pupils' knowledge and skills to enable teachers to plan work that closely matches each individual's needs. As standards improve, this will become increasingly important to ensure that all pupils achieve as well as they should.

Information and communication technology across the curriculum

66. The use of ICT as a tool to aid teaching and learning is not developed sufficiently well across the whole curriculum. Computers are used in English for word processing pupils' poems and stories, but are rarely used for drafting and redrafting work. Older pupils use ICT in mathematics to examine the properties of two-dimensional shapes and to use spreadsheets to create a formula for generating the six times table. Teachers sometimes make good use of ICT in other subjects, for example, when pupils in Year 2 learn about The Great Fire of London and when pupils in Year 6 use the Internet to research information on the French resort of Chamonix. ICT is used well in design and technology when younger pupils use a painting program to draw designs for a "gooney", and when older pupils use clip-art to create greetings cards. However, there is not enough regular, planned use of ICT to assist teaching and learning across all subjects.

HUMANITIES

67. In geography and history, only two lessons were seen and it is therefore not possible to make a firm judgement about provision. Inspectors examined pupils' work, interviewed the subject co-ordinators and held discussions with pupils, in addition to the lesson observations.
68. A subject specialist leads **geography** and she has ensured that teachers are following the national guidance for the subject. However, geography has not been a priority since the school opened and practice is inconsistent. Management of the subject is unsatisfactory mainly because a robust system for monitoring the provision is not in place. However, the school has not modified the national guidance to make a school scheme of work, and the development of literacy through this subject is only promoted very well in Year 6. The expertise of the geography specialist is not being fully utilised.
69. In the Year 6 lesson observed, teaching and learning were good and, as a result, pupils of most levels of attainment achieved well. Higher-attainers, however, are not always sufficiently challenged when working on their own. Teaching assistants develop pupils' knowledge and understanding well through good questioning. Very good support was given to those at the early stages of learning English, as questions had been translated into their home language and they

could listen to these on a tape recorder, which enabled them to record their own answers successfully. Pupils with special educational needs were also supported well by the class teacher. Further links between geography and English are developed in Year 6 through literacy lessons, for example, where pupils plan holidays to different places, and in drama, where pupils work in groups to act out these holidays, for example, skiing in the Alps or climbing in the Lake District.

70. The scrutiny of pupils' work and discussion with Year 5 pupils shows that geography is being taught in all classes, but there is not sufficient evidence to judge what overall standards are or whether the requirements of the National Curriculum are being fully met. Limited use is made of information and communication technology.
71. In the one **history** lesson seen in Year 6, teaching and learning were good and the pupils made good progress in understanding the effects of rationing during World War II. The lesson was made more interesting with artefacts that included powdered egg and parts of rationing books. Pupils' speaking and listening skills were developed well when they worked in small groups to discuss the effects of rationing. Pupils in Year 6 know about life in the 1960s, including aspects of fashion, transport and the civil rights movement in America. They know some of the important events in history such as The Great Fire of London and The Plague, but are unable to put major events into chronological order. They develop their literacy skills well when they study one of the Beatles' songs, "Imagine," and write and discuss the possible meanings of some of its words and phrases. Their cultural awareness is well developed when they know about famous people of different nationalities including Nelson Mandela, Martin Luther King and Heroes of Jamaica, as well as Henry VIII and Queen Victoria. They know we find out about the past by studying artefacts, written and spoken records, and research events using the Internet. They remember visits and visitors to the school, such as a trip to Liverpool when studying the 1960s and Eden Camp when studying World War II. These visits bring the subject alive for pupils, help maintain their enthusiasm and make a satisfactory contribution to their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. In the subjects of art and design, design and technology and music only four lessons were seen and it is therefore not possible to make a firm judgement about provision. Inspectors examined pupils' work, interviewed the subject co-ordinators and held discussions with pupils, in addition to the lesson observations.
73. Pupils enjoy their work in **art and design** and have a satisfactory range of techniques, with strength in clay work in Year 1. Pupils in Year 4 have used a computer program to generate plans for their colourful paper mosaics and Year 6 pupils have won a regional award for designing a poster against racism. In the very good lesson observed in Year 1, the teacher had good subject knowledge and taught the skills of clay modelling a "gooney" monster very well so that pupils could make alterations to their models as their work progressed. At this stage in the school's development, subject management is unsatisfactory. Although the subject meets statutory requirements it lacks recording systems to evaluate pupils' progress and there is no systematic monitoring of the subject's provision. The school has just commissioned an artist to create a wall mosaic in the courtyard and pupils have begun to contribute their ideas.
74. One lesson of **design and technology** was observed, samples of pupils' work in the subject reviewed and pupils in Year 6 were interviewed. In this one lesson, pupils in Year 3 made, "Moving Monsters". When they design and plan their models, pupils know they need different materials but when making the models most pupils do not use their plans or think ahead to the next step, resulting in an unsatisfactory standard of work. A few pupils do not use or look after resources in the correct way and materials are wasted. The teacher did, however, make good use of the models of higher-achieving pupils to encourage all pupils to consider how to improve their models. Year 6 pupils had made slippers, from the initial design briefs to the finished article. They understood the reasons for their choice of materials and followed all the planning

stages. They made templates before cutting out materials and learned how to use blanket stitches. The subject is not monitored or evaluated systematically and so its management is unsatisfactory.

75. In the two **music** lessons, teaching was satisfactory in one and good in another. The teaching of percussion was good in both classes, but pupils had little sense of pitch when singing. However, there was good teaching and learning of rhythm in Year 2, where pupils learned to play their instruments in turn, watching the conductors. Musical vocabulary was taught well in Year 3, where pupils composed a short piece of music using different rhythms, levels of pitch, quality of sound and length of notes. Pupils enjoyed the lessons and achieved very well.
76. The acting co-ordinator is covering in the short-term absence of the co-ordinator. Although having previously been the music co-ordinator, she has limited opportunities to develop the subject at present. However, she is very enthusiastic and has many ideas worth developing. The school is very well resourced with percussion instruments through additional funding and the acting co-ordinator has planned an in-service day later this term to introduce these to teachers. However, management of the subject is unsatisfactory because provision is not monitored systematically. Musicians from a wide variety of ethnic backgrounds have performed at the school. Year 6 pupils have recently used the BBC broadcast as a starting point for a performance of *A Midsummer Night's Dream* to parents.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- There is a good stress on warm-up and cool-down exercises
- There are insufficient opportunities for pupils to evaluate one another's progress
- Good links with the local community include specialist coaching
- Strenuous efforts are made to include children from all community backgrounds in a variety of sporting activities
- An extensive range of extra-curricular sports activities helps pupils to develop their skills further

Commentary

77. Standards in Years 2 and 6 are broadly in line with national expectations in games skills, though boys' attainment is higher than girls'. Pupils' skills are not as well developed in gymnastics, dance and swimming, and overall standards are below average in Years 2 and 6. Teaching and learning are good in Years 1 and 2, and are satisfactory, overall, in Years 3 to 6. As a result, pupils' achievement is good in Years 1 and 2, and satisfactory in Years 3 to 6. The school has made a concerted effort to gain the support of parents from all communities to allow girls to take part in games, swimming and gymnastic activities. As a result, all girls and boys are fully included in all activities. Pupils have good attitudes to physical education and are well-behaved. There is a good emphasis on warm-up and cool-down sequences so that pupils understand how to exercise safely. Occasionally, however, the teacher fails to check that pupils understand why warm-up exercises are necessary.
78. Pupils cover all areas of the National Curriculum Programmes of Study, though not all aspects were observed during the inspection. There is a good stress on developing skills in a range of games, including cricket, tennis, football and rounders. In a lesson in Year 1, for example, pupils were taught effectively how to throw a beanbag and to catch it using a racquet, while in Year 6, pupils developed throwing and catching skills for use in rounders. All pupils, including those with special educational needs, joined in enthusiastically and made good progress. While teachers gave good advice to pupils to reinforce their learning, both lessons lacked sufficient

opportunities for pupils themselves to evaluate the performance of other pupils. In an athletics lesson in Year 3, teaching and learning were less successful as the teacher lacked the specialist knowledge needed to teach the skills required for shot-putting.

79. Enthusiastic leadership and good management ensure that good planning is in place so pupils build progressively on existing skills. Effective links have been developed with the Football Association and with Sheffield Wednesday Football Club. This means that pupils benefit from specialist sports coaching. All pupils receive swimming lessons from specialist coaches in Years 5 and 6, but less than half are able to swim at least 25 metres. Resources, including a well-equipped sports hall and a large hard play area, are good, though more mats are needed for gymnastics. The school playing-field has not yet been completed and the sloping playground adds an unnecessary dimension to the teaching and learning of ball control skills. A wide variety of lunch-time and after-school clubs includes cricket, netball, football and cross-country, and pupils benefit from competing against other local schools. At the time of writing, the school had achieved its first success as the girls won a local netball tournament.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) is **satisfactory**.

Main strengths and weaknesses

- PSHE lessons and class discussion times are used satisfactorily to promote social skills and health, drugs and sex education.

Commentary

80. Only one lesson was seen in this area of the school's work, but planning and discussions with pupils and staff provided sufficient evidence of an appropriate personal, social and health education programme. Teachers use PSHE lessons and class discussion times to encourage pupils to talk about working and living together. In Year 1, for example, pupils suggested how they could share with others. Older pupils learn about the use and misuse of drugs and the importance of a balanced diet as part of a healthy life style. Sex education is taught according to agreed approaches.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
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	3
The leadership and management of the school	4
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), not applicable (8).