

# INSPECTION REPORT

## **ECCLESALL C.E. JUNIOR SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107105

Headteacher: Mr. P. Hopkinson

Lead inspector: Mrs. D.J. Brigstock

Dates of inspection: 16<sup>th</sup> - 19<sup>th</sup> May 2005

Inspection number: 266779

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	365
School address:	Ringinglow Road Sheffield South Yorkshire
Postcode:	S11 7PQ
Telephone number:	0114 2361992
Fax number:	0114 2356452
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Canon Dr. P. Williams
Date of previous inspection:	May 1999

## CHARACTERISTICS OF THE SCHOOL

Ecclesall is a large voluntary controlled primary school. Pupils are mainly from a white British background but over 17 per cent of pupils come from a broad range of different ethnic backgrounds; none are in the early stages of acquiring English. The socio-economic profile of the area is above average with most families having a professional background. Attainment on entry to the school is above average. Mobility is high, as families move in and out of the area. In addition, some pupils with special educational needs (SEN) have recently been admitted from well outside the locality. An average proportion of pupils have special educational needs and the number of pupils with a statement of special educational needs is also average. These include pupils with specific learning and physical difficulties such as autism. In 2003 the school won the Artsmark Gold award. In 2004 it achieved the Investors in People award and in 2005, the FA Charter Standard. The school provides teaching in French and Spanish.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23067	Mrs. D. Brigstock	Lead inspector	Mathematics, art and design, design and technology
11229	Dr. M. Freeman	Lay inspector	
20877	Mr. D. Pink	Team inspector	English, information and communication technology, physical education, religious education
32048	Dr. R. Grigg	Team inspector	Science, geography, history, music, personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is effective** and provides good value for money. Pupils' achievement is good overall due to the good quality of leadership, management and teaching plus the particularly well enriched curriculum.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average and pupils achieve well.
- The headteacher, ably supported by his deputy and the governors, leads the school's development very well.
- The quality of teaching and learning is good overall and a strong contributory factor in the standards being attained.
- The achievement of the highest attaining pupils, whilst satisfactory, is held back by the inconsistent quality of teachers' lesson planning and marking.
- The curriculum is good and the school provides an outstanding variety of stimulating learning experiences, particularly in sports and the creative arts.
- Pupils' spiritual, moral social and cultural education is very good.
- The accommodation is unsatisfactory.

Improvement since the last inspection is good. The key issues of improving standards in information and communication technology (ICT), improving planning in science to avoid repetition, increasing the number of lunchtime staff on duty and replacing two dilapidated mobile classrooms have all been successfully addressed. Well above average standards of attainment and the good quality of teaching have been maintained.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	C
mathematics	A	A	A	B
science	A	A	A	C

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

**Pupils' achievement is good overall.** As pupil mobility is high, standards are not compared against pupils' prior attainment. The B in the table for English in 2004 was due to a weaker performance in writing. Current standards in Year 6, however, are well above average in English, mathematics, science and art and design. Standards are above average in religious education (RE) and average in ICT. Compared to pupils' above average attainment on entry in school, these results reflect good achievement in all the subjects inspected in depth. Pupils with special educational needs (SEN) achieve well throughout the school as a result of good support from their teachers and learning support

assistants, who have a good understanding of the specific learning needs for this group of pupils, and whose relationships with pupils are very good. Achievement for the oldest and highest attaining pupils is satisfactory in English and mathematics but good in other curriculum areas.

**Pupils' personal qualities are very good.** Their spiritual development is outstanding and their moral, social and cultural development is very good. Pupils' attitudes towards school are generally very good, as is their behaviour. Attendance is well above average

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** Assessment is satisfactory overall. Assessment and target-setting systems are good in English, mathematics and science, but they are not always used to best effect and are underdeveloped in other subjects. The quality of teachers' planning and marking is variable. In the best examples, teachers refer to pupils' targets for improvement, but this is not implemented consistently in each class or set. This is most noticeable in mathematics, where the pupils are in sets for lessons from Years 4 to 6. Planning for different groups within these sets is not consistently challenging enough for the highest attaining pupils, particularly in Year 6. The curriculum is good and is enriched very well. Teaching in French and Spanish has been included for two year groups and will be extended to all year groups next year. Support for learning outside the school day and participation in the arts are outstanding. The extra-curricular activities support pupils' learning very well and make a major contribution to their good achievement. The school cares for its pupils well but the accommodation of the school is unsatisfactory, particularly the classroom block in the playground.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The leadership of the headteacher and the governance of the school are very good. All statutory requirements are met. Through a detailed and forward-looking school improvement plan, the headteacher, in partnership with a good senior management team, has successfully broadened and enriched the curriculum to provide opportunities for talented pupils to realise their potential in extra-curricular areas of learning. Leadership and management are very good in most subject areas, but some curriculum leaders are recent appointments and few have yet had the opportunity to take part in the planned monitoring of teaching and learning in classrooms.

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

The majority of parents are very positive about the school. However, a large proportion of parents and pupils had serious concerns about the state of parts of the buildings, in particular the pupils' toilets. The inspection team uphold these concerns. There is a planned refurbishment and building project for the main building but the state of the 'Spooner' building in the playground is poor. 15 per cent of parents who responded to the questionnaire had concerns about the quality of homework being set. Homework is set consistently but evidence suggests that all pupils in a set of class have the same homework tasks, which do not challenge the highest attaining pupils well enough. The use of the homework diary to inform parents about the expectations of the teacher is inconsistent between classes.

## **IMPROVEMENTS NEEDED**

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

- Raise achievement, particularly for the highest attaining older pupils, by improving the consistency and quality of teachers' lesson planning and marking, and the setting of homework.
- Improve the quality of accommodation, particularly the classroom block in the playground.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

*Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.*

Overall, current standards are well above average in Year 6. From their above average entry into school, this represents good achievement for most pupils.

#### Main strengths and weaknesses

- Achievement in English, mathematics and science is good overall, but for the highest attaining pupils it is sometimes satisfactory.
- Pupils with special educational needs (SEN) achieve well throughout the school.
- Pupils' achievement in ICT and RE is good, and in art and design it is particularly good.

#### Commentary

1. The trend of improvement over the last four years is above the national trend. In the Year 6 national tests in 2004, results in English were above average. They were well above average in mathematics and science. A well above average proportion of pupils attained the higher Level 5 standard in mathematics, and an above average proportion attained this level in science. In English the proportion of pupils attaining Level 5 was average. Overall, pupils' achievement was satisfactory in English and good in mathematics and science. Compared to similar schools, the results were average in English and science and above average in mathematics. The slight dip in the proportion of pupils attaining the higher Level 5 in English was analysed by the school and found to be a weakness in pupils' skills in reported writing. Results this year are expected to be higher as a result of remedial action.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	28.1 (28.6)	26.9 (26.8)
mathematics	28.9 (28.9)	27 (26.8)
science	30.1 (30.8)	28.6 (28.6)

*There were 91 pupils in the year group. Figures in brackets are for the previous year*

2. The current Year 6 pupils are attaining standards that are well above average in English, mathematics and science and their achievement is good. During the inspection, it was noted that some pupils in Years 4 and 5 were already attaining the higher Level 5 standard expected for Year 6 pupils. Although the curriculum in the core subjects has been extended to include objectives for Year 7 pupils, some of the very highest attaining pupils are making satisfactory rather than good achievement in English and mathematics. There is scope to improve this achievement by giving this group of pupils more guidance in choosing challenging reading texts in English, and broadening the opportunities for them to use their English skills in the rest of the curriculum. In mathematics, this group of pupils need to design and implement their

own mathematical challenges and investigations independently to apply their very good mathematical and arithmetical skills in problem solving activities.

3. Pupils with special educational needs (SEN) achieve well throughout the school, reflecting the good leadership and management by the coordinator and good support these pupils have from well-informed classroom assistants, who are up-to-date with training to support pupils' specific educational needs. ICT is used well to engage this group of pupils in their learning. The school identified the achievement of pupils from ethnic minorities as a cause for concern. Data for this group is tracked closely. A high proportion of these pupils have special needs. Whereas the standards they attain are lower than average, their achievement is good. The pupils in this group who do not have special needs also achieve well.
4. The school places a high emphasis on achievement in the arts. During the inspection an Artsweek was in progress, and this included the input of several artists in residence. Standards in art and design are well above average in all aspects of the curriculum and pupils' achievement is very good. The coordinator leads by example and has a very good knowledge and understanding of the curriculum, which is very effectively shared with staff and pupils and has resulted in high expectations of achievement, which are met.
5. Pupils are attaining the expected standards in ICT. Their achievement is good because ICT provision has developed rapidly over the last two to three years and teacher confidence in using and applying ICT to learning activities is good. Pupils are very keen to succeed in learning new ICT skills and their very good attitudes towards learning are a factor in their good achievement. In RE, pupils are attaining standards which are above the expectations of the local syllabus, and their achievement is good from an average attainment on entry into school.
6. The emphasis that the school places on the arts, sporting activities, learning in French and Spanish, the very good range of extra-curricular activities on offer and the wide range of planned educational visits contribute effectively to pupils' good achievement in school. These activities promote good first-hand learning very well.

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

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is very good overall. Attendance and punctuality are very good.

### **Main strengths and weaknesses**

- Pupils' behaviour is generally very good, but occasionally some of the younger pupils misbehave.
- Relationships between pupils and adults are very good.
- Pupils' spiritual development is excellent.

### **Commentary**

7. Attendance and punctuality are very good and the school monitors attendance well. All statutory requirements are met.

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

Authorised absence	
School data	3.8%
National data	5.1%

Unauthorised absence	
School data	0%
National data	0.4%

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

8. Pupils' attitudes to learning are very positive; they are eager to learn, enthusiastic, interested and take a pride in their work. Relationships between pupils and with adults are very good and pupils are relaxed and happy at school with their friends. This all contributes effectively towards creating a positive atmosphere conducive to good learning and personal development. There is occasionally some slippage in behaviour amongst a few younger pupils, but the staff deal swiftly with this. Nevertheless, the overall very good behaviour of pupils is noticeable and contributes strongly to effective learning and personal development. Several parents commented warmly on the absence of racism, harassment and bullying in the school and the harmonious nature of the school community, and the inspection team agrees.
9. Spiritual, moral, social and cultural development is very good with spiritual development being outstanding, and this is a real strength of the school and its ethos. School assemblies are uplifting, well planned and enjoyable and contribute well to the spiritual and moral growth of pupils. The well-planned programme of 'Growing Up Skills', allied to the excellent 'Values' programme, which permeates every aspect of school life, equips pupils with high quality personal standards and an understanding of the values needed to cope with the modern world in all its diversity. Wider ethnic diversity is celebrated within the strong cultural and arts provision of the school. Personal development opportunities are well structured and effective and all pupils make sound contributions to the life of the school in such areas as the school council, the 'buddy' system of peer counselling and support, and by participating in the wide range of class, 'house' and school tasks and responsibilities. Pupils undertake these jobs with vigour, confidence and growing competence.
10. There are few exclusions. Only two pupils were excluded last year. No permanent exclusions were made.

#### ***Ethnic background of pupils***

#### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	292	0	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	10	0	0
Mixed – any other mixed background	7	0	0
Asian or Asian British – Indian	7	2	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – any other Asian background	1	0	0

Black or Black British – Caribbean	4	1	0
Black or Black British – African	1	0	0
Chinese	11	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good overall. The curriculum is good, and it is very well enriched. The accommodation is unsatisfactory. The quality of care given to pupils is good. Links with parents, other schools and the community, are good.

### Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory.

### Main strengths and weaknesses

- The very good relationships between adults and pupils make a significant contribution to pupils' learning.
- Teachers provide very good role models for pupils.
- Pupils apply themselves very well to learning activities.
- The use of assessment information to plan learning activities and homework is inconsistent.
- Teaching assistants support pupils with SEN well.

### Commentary

11. Setting is in place for Years 4 to 6 in mathematics. Setting in English ceased this year so that class teachers can link their teaching in English to other curriculum subjects. This organisation is already showing success, particularly in terms of improved standards of writing in history, ICT and RE.
12. Teachers and pupils have very good relationships, which allow them to exchange ideas with confidence. Pupils listen very attentively and are well motivated to learn. Teachers provide very good examples to pupils in their use of language, their good manners and their high expectations of how much work can be accomplished in a given amount of time. As a result, pupils work hard to finish planned tasks and very little classroom time is wasted. In the best lessons, teachers provide first-hand learning experiences that motivate pupils to learn. For example, in a very good lesson in science in Year 5, the collection of seeds and fruits gathered by the teacher and pupils was very wide, and introduced pupils to previously unknown plants from around the world. Pupils used an electronic microscope to study the seeds in detail, made sketches of them, and used their previous learning to speculate on the seeds' methods of dispersal.
13. During the inspection, the school was focused on an Artsweek. Lessons in art were all good or very good and enhanced by the leadership of artists in residence. Pupils were very keen to acquire new skills and their achievement was very good. These lessons were lively and well planned. Pupils worked hard and with interest to complete set

tasks in the time allowed. Their learning was promoted further by their own very good attitudes to each other and to their teachers.

***Summary of teaching observed during the inspection in 50 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (16%)	26 (52%)	14 (28%)	2 (4%)	0	0

14. Planning for different groups in classes and sets, plus the quality of marking, are targets for school improvement that is rightly identified in the strategic school improvement plan. The highest proportion of satisfactory lessons seen were in Year 6 in English and mathematics. Here teachers have the additional challenge of addressing the needs of very high attaining pupils who are comfortably working at a Level 5 standard. In these lessons, although pupils worked very hard and produced a lot of work, their achievement was satisfactory rather than good. This is because their planned learning activities did not significantly differ from those planned for other groups in the lessons. This finding is mirrored in the scrutinies of the year's work, and in the homework set for each set. Most pupils in English and mathematics have the same homework sheets, apart from the pupils with below average attainment. This group has different tasks and more focused and helpful marking and, as a result, their achievement, along with that of average attaining pupils, is consistently good.
15. Assessment procedures are satisfactory overall. The use of assessment to record pupils' attainment, every term, in English, mathematics and science is good. The information provided tracks pupils' progress effectively and is used to make interventions in their learning, such as attendance at 'booster' classes, if required. The quality of teachers' marking, however, is inconsistent. Targets for improvement are pasted in the front of pupils' exercise books and pupils and teachers mark these to show how well these targets are being met. Whilst some teachers are very good at referring to these targets and identifying where pupils can improve their work, some of the marking is congratulatory, and rewards pupils with house points for completing their work well and accurately, rather than telling them what they have to do next to improve.
16. The teaching of pupils with SEN is good. Learning tasks set for pupils effectively match their learning needs. Learning support assistants are effective in ensuring that pupils play a full part in lessons and have undertaken additional training in order to meet pupils' specific learning needs.
17. Teaching and learning were unsatisfactory in two lessons for very different reasons. In one lesson the teacher lacked enough specialist subject knowledge and in the other, although the lesson was well planned and the teacher's explanations were very clear, a group of the youngest pupils chose to misbehave and this adversely affected the concentration and learning of other pupils in the class. Future plans for monitoring the quality of teaching and providing constructive feedback to teachers should help to highlight areas for development and improve the quality of teaching and learning further. The school has maintained a good proportion of good and very good teaching since the last inspection and, therefore, improvement is satisfactory.

**The curriculum**

The quality of the curriculum is good. Opportunities for enrichment through visits, visitors, extra-curricular clubs and provision for the arts are very good. The overall quality of accommodation and resources is unsatisfactory.

### **Main strengths and weaknesses**

- The school provides an outstanding programme of extra-curricular activities.
- Visits and visitors are used very well to enliven the curriculum.
- Pupils' participation in the arts is excellent.
- The unsatisfactory accommodation restricts curriculum provision.

### **Commentary**

18. One of the outstanding strengths of the school is its provision of extra-curricular activities. These exceed what would normally be seen in primary schools and include gardening, skipping, jazz dance, and construction clubs. In addition, half the pupils in the school are learning either French or Spanish and this is due to be extended to all pupils in school in the next year. Pupils also participate in a full range of sports and physical exercises including tennis, basketball, badminton, cross-country, and cricket. Musical events also feature strongly in the school year and include regular participation in concerts and festivals. This provision is testimony to the vision and commitment of the headteacher, staff and governors to the all-round development of pupils and to their continuing interest and learning for the rest of their lives.
19. The school makes very good use of visits and visitors to extend learning. Scientists, artists, authors, musicians, linguists, historians and dancers are among the community of experts that the school draws upon through the year. During the inspection a visiting poet referred to the particular responsiveness of Ecclesall pupils in asking questions and seeking ideas on how to improve their writing. Each class also benefits from regular visits linked to their studies. During their residential experience, Year 6 pupils learn about important values such as cooperation, reciprocity, resilience and determination. Younger pupils, staff and inspectors alike were all captivated by the assembly report on the visit to the Lake District.
20. The curriculum is well led by the headteacher, who ensures that statutory requirements are fully met, including provision for sex and relationships education and drugs awareness. He has also overseen various innovations, such as the 'values' education programme and the emphasis on using out-of-school resources to motivate pupils. Such initiatives are having a positive influence on pupils' education. During the inspection, the school operated its biannual Artsweek programme with pupils engaged in many stimulating activities, such as pottery and craftwork. These rich experiences are repeated in other contexts during the year. For example, pupils work alongside dance companies, local bands and festival performers. Such broad-based provision gives pupils many opportunities to do well and they respond accordingly. Previous curriculum weaknesses identified at the last inspection have been remedied. Planning in science and provision for ICT have improved and are now good. Gifted and talented pupils receive additional tuition in writing while there are well-organised booster classes for those requiring extra support in literacy. However, inconsistencies in short-term curriculum planning mean that pupils do not receive sufficient opportunities to undertake independent problem-solving tasks in mathematics.
21. Provision for pupils with SEN is good. Teachers and classroom assistants work well together to ensure that all are involved in lessons. Individual education plans are usually well written

and give clear, measurable targets. The school has a good blend of experienced and new staff. Support teachers are well deployed to deliver aspects of the curriculum, such as the teaching of French and music. Induction arrangements for newly qualified staff are good – they include regular review meetings and opportunities to observe effective practice.

22. Parts of the school accommodation are not conducive to modern-day learning. The limited playground space is not very inviting and pupils have rightly expressed their dissatisfaction over the state of the toilets. The accommodation, particularly the classroom block in the playground known as the 'Spooner' building, is in a poor state. For the pupils' sake, and to provide a better learning environment, it could be temporarily improved by basic redecoration and a face-lift. The governors have firm plans to address structural issues and these are due to be implemented shortly. These include creating 'quiet areas.' At present, the location of the main library does not lend itself to sustained reading activities. Moreover, while the school has made progress in the provision of ICT equipment, the limited classroom space makes it difficult sometimes to accommodate laptops. The school has an appropriate accessibility policy, even though this is difficult to implement in places because of the split-level nature and age of the main Victorian building. The overall quality of resources is satisfactory. Interactive whiteboards have been recently introduced and, where they are used effectively, they contribute to a stimulating delivery of the curriculum. Displays around the school are good and enhance the learning environment.

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

The school has good arrangements to ensure pupils' care and welfare. It provides pupils with good support, advice and guidance and involves them well in its work and development.

### **Main strengths and weaknesses**

- Child protection procedures and arrangements for the care of pupils are good.
- Provision to ensure pupils' health and safety is good.
- Effective systems are in place to support and guide pupils in their personal development, but the monitoring of their personal development could be more formal.

## **Commentary**

23. Child protection (CP) is well organised and effective, with two members of staff sharing the nominated CP responsibility and having received the full appropriate training. Commendably, all the school staff have received basic CP training. Health and safety measures are well organised with regular audits and equipment checking, and good fire safety and first aid provision. Five of the staff are fully qualified first aiders and the rest of the staff have received basic first aid training. The school presents a safe and secure environment for learning. The provision for pupils with SEN is good.
24. The school council provides good opportunities for gauging pupils' views, contributing effectively to the life of the school and fostering confidence, building self-esteem amongst pupils and providing a greater understanding of the democratic process. Members of the school council work hard and grow in confidence in their task and take a pride in the job. The house system, the Year 6 'buddy' programme and the many classroom tasks provide good opportunities for responsible work and pupils undertake these tasks eagerly and productively. Pupils are well supported; individual class teachers and classroom assistants are the main providers of this pastoral care and support. The recording of the results of monitoring pupils' personal development and care, however, is inconsistent and often informal. Pupils have strong, positive and trusting relationships with adults in the school and this makes a sound contribution to their overall care and personal development. The notably wide and diverse range of clubs and activities available provide many good personal development opportunities and enrich school life considerably. These extra-curricular clubs and activities are a great asset to the school and enhance and benefit pupils' lives very well.

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

The school's partnership with parents is good. Links with other schools and the community are good.

## **Main strengths and weaknesses**

- Parents are very supportive and are engaged fruitfully in the life of the school.
- Information for parents is helpful and clear.
- Staff are accessible, helpful and friendly.
- There is limited involvement with local business and industry.

## **Commentary**

25. Parents are very supportive of the school and a regular and valued number of parents help in school with reading, in the library and on school visits. Parents of pupils with SEN are fully involved in annual review meetings. The Ecclesall Parents' Association is well supported and has close links with the senior management of the school. Also the school has assembled a very effective register of parents' experience and skills (ROPES) which utilises parents' many and diverse skills and experience for the enrichment of school life and the curriculum, for example by running one of the many extra-curricular clubs and activities the school offers.



26. The breadth of communication to parents is impressive, ranging from regular newsletters to annual reports on progress and the parents' handbook. This array of information is presented in a clear, helpful and comprehensible style. The termly parent-teacher consultation meetings are very well attended and informative. The home-school agreement is well supported by parents. The helpfulness, accessibility and 'openness' of the headteacher and his staff were remarked upon by several parents and any complaints or issues are dealt with swiftly and respectfully. Homework diaries have been inconsistent in use, and this issue is an area for development by the school. The school values and seeks parents' views through, for example, the annual questionnaire on parents' views, and via the parent governors and informal contacts. The governors and school consider and act upon parents' suggestions.
27. Partnerships with feeder primary schools and destination secondary schools are very well established and induction and transfer arrangements work smoothly and effectively. This enables pupils to settle in quickly and easily and continue learning with minimal disruption. The disbanding of setting in Year 3 was a result of the school's leadership team's concerns on having different teachers for different subjects, so soon after transferring to the school. The links with the local community, particularly the local churches, are strong and these partnerships contribute substantially to the spiritual, moral and social development of pupils and their achievement in the arts through, for example, the links with local theatre companies, the Sheffield Children's Festival and many artists in residence. There is some involvement with local businesses; for example, sports kits were provided by a bank, and a signing company provided useful material and advice. Engagement with local businesses is, however, fairly minimal and a greater involvement in the curriculum of the school could be an area for fruitful development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The headteacher and deputy provide very good leadership. The senior staff lead their teams well, and the school is well managed. Governance is very good.

### **Main strengths and weaknesses**

- The headteacher and governors have a very good understanding of the strengths and weaknesses of the school.
- Strategic school planning is very well thought out and organised.
- The leadership of the school is very committed to including all pupils in all the school has to offer.
- Monitoring of the quality of teaching and learning by subject coordinators needs further development.
- The headteacher leads the enrichment of the curriculum very well.

### **Commentary**

28. Through a good programme of monitoring and a well-established programme of performance management, the headteacher and his deputy have a very clear overview of what the school does well and what it needs to do next to raise standards further. For example, the analysis of pupils' performance in the national tests in 2004 led to a change in the setting arrangements in English and the alteration of the curriculum to include more report writing. These strengths and weaknesses are accurately identified

in the school's self-review documents and are agreed by the local educational authority (LEA). They match the findings and key issues identified by the inspection team. The findings of school self-review are translated into the school's strategic improvement plan (SSIP) and written as issues for action, with specific success criteria, realistic timescales and costings. Additional staff training requirements are built into the plan and these are decided from the school's priorities for action, and teachers' own professional development needs. This document is clearly written and focuses on raising standards. One example of how professional development needs are identified is in provision for SEN. The school, despite its poor accommodation, is very successful in including pupils with specific learning needs, some of which are physical, in all it has to offer. Staff and teaching assistants attend courses to become familiar with these needs, and to learn effective teaching strategies to support achievement for these pupils.

29. The governors monitor the work of the school very effectively, not only through receiving reports from the headteacher and bursar, but also through several governors taking an active role in school. They use their expertise in education, business and the Church rigorously to challenge decisions made by the senior staff, who they hold to account for school development and the standards being attained. The pattern of the governing body's work complements the school development cycle and all statutory requirements are fulfilled.
30. The strategic planning team (SPT) work effectively together. Each member heads a team of staff with specific curriculum responsibilities. They bring the ideas of individuals, suggestions for curriculum development, and any specific issues in year groups to the attention of the senior staff who, in turn, report to the headteacher. Conversely, they take ideas from senior staff to their teams for discussion and then report back to the headteacher. This system ensures that ideas for school improvement and curriculum enrichment are shared effectively at all levels of school management.
31. The senior staff conduct the performance management process for all staff and fulfil this role well, but the monitoring of teaching and learning in the classroom is an area for development for subject coordinators. These coordinators monitor planning and conduct work scrutinies. They are developing assessment systems in the foundation subjects and fully implement the assessment systems for English, mathematics and science that form the basis of the accurate target setting procedures in school.
32. Leadership and management of English, SEN, ICT, design and technology, music and physical education are good. They are very good in art and design. In all other subjects, leadership and management are satisfactory. Where leadership is good, coordinators have a greater role in initiating change and a higher level of subject expertise, which they use to influence subject development. For example, the coordinator for SEN supports provision for pupils well through her effective administration skills. Several coordinators, for example in mathematics, are new to their roles, and have yet to develop advanced leadership and management skills. They are receiving training in this.
33. The headteacher has led curriculum enrichment well, resulting in an excellent range of extra-curricular learning opportunities being available for pupils. The provision for learning in the arts, and the adoption of a programme of values have been particularly effective as aids to the lifelong learning potential of pupils.

34. The headteacher and governors are advised on the school's finances by a bursar, who is employed on a part-time basis. The bursar gives the headteacher a monthly report and the governors are presented with a summary financial report each term. This arrangement frees the headteacher from some of his administrative duties. An efficient administrative staff also serve the school well. The current carry-forward is appropriately allocated for refurbishment of the main school building.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)		Balances (£)	
Total income	814,067	Balance from previous year	12,391
Total expenditure	806,338	Balance carried forward to the next	20,120
Expenditure per pupil	2,215		

35. The good leadership and management enable pupils to achieve well. This, together with the good quality of education and care provided, and taking into account the money available to spend on each pupil, represents good value for money.

## **PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2**

### **ENGLISH**

Provision in English is **good**.

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

- Standards are well above average in Year 6 because pupils are self-motivated and want to learn.
- A very good rapport between teachers and their pupils enables pupils to become confident learners.
- Significant improvements in the promotion of reading and assessment are helping pupils to maintain interest in these areas.
- The provision is not yet broad enough to engage the talents of the highest attaining pupils.
- Teaching is not monitored effectively enough and this leads to inconsistencies in teaching and learning.

#### **Commentary**

36. Results in the national tests for 2004 were lower than in previous years. This was because fewer pupils than predicted reached the higher National Curriculum levels. Higher attaining pupils had difficulty in interpreting the narrative writing task on the test paper. More emphasis has now been placed on using different styles of writing and extra support has been given to higher attaining pupils to help their writing. The results in 2004 were a dip in an otherwise upward trend of good improvement.
37. Standards in Year 6 are now well above average in reading, writing, and speaking and listening. Pupils are adventurous in their use of language and the higher attainers develop complex plots in stories. They begin to use brackets and dashes grammatically and paragraph their writing with confidence. Pupils are also confident speakers and listen well in a wide range of situations. Pupils achieve well because they are interested and motivated to learn. Pupils with SEN also achieve well and are well supported by learning assistants.
38. The quality of teaching and learning is good. Pupils are very well behaved and are interested in their learning because of the very effective relationships established by teachers with their pupils. In a very good lesson observed in Year 4, pupils were challenged to improve their poetic writing by introducing rhyming words and using alliteration, metaphors and similes. These pupils responded with enthusiasm and with good reference to their individual learning targets. Pupils are avid readers and support their reading by using public libraries and buying their own books. They are confident readers by an early age. There are a significant number of very high attainers in the school and there is a lack of breadth in the provision offered to them. Pupils' reading is not well monitored and so pupils are not steered towards challenging texts. There is an over-reliance on worksheets, both for classwork and homework, and these are not sufficiently stimulating for pupils. The range of writing expected of the highest attaining pupils is too limited and does not encourage them to broaden the use of their skills across the curriculum.

39. Assessment is used effectively to track pupils over long periods and pupils are beginning to understand how they can use this information to improve their work. Pupils are set targets, but these can be unchallenging for the oldest and highest attaining pupils and are often given over long periods. This means that pupils do not immediately see improvements in their learning over a short term. Marking, when used well, is effective, but it is inconsistent and so pupils are not always helped to understand how they can improve and so become independent learners.
40. The leadership is good. The coordinator leads by example and has promoted reading and revised target setting, so that pupils have a better understanding of the standards expected of them. However, the coordinator is a recent appointment to the post and the initiatives have not yet been sufficiently developed throughout each year group. Management is satisfactory, because the monitoring of teaching is not yet linked closely enough to improving the provision for learning.

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

41. Pupils use their literacy skills in other subjects of the curriculum effectively. In history they write reports and make diary entries. In religious education they use narrative writing. In ICT pupils publish their own work and provide clear voice-overs for their audio-visual presentations.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are well above average and pupils' achievement is good overall.
- Teachers and pupils use mathematical language very well.
- The quality of planning and marking needs to improve in some sets.
- There is scope for more investigative work for the highest attaining pupils.

### **Commentary**

42. A large proportion of pupils are attaining the higher Level 5 standard in Year 6 and the results of national tests are likely to be higher than in 2004, when they were well above average compared to schools nationally, and above average compared to similar schools. Some pupils in Years 4 and 5 are also attaining these higher standards. Most pupils achieve well and this includes pupils with SEN, who receive effective assistance from teachers and teaching assistants. In Year 3, teachers plan their lessons effectively, taking into account the different needs of each group of pupils in their classes. From Year 4, pupils are taught in sets in each year group. Lessons have clear learning objectives that are shared with pupils, and where whiteboards are present, they are used well by teachers to display the objectives for each lesson and to demonstrate how to use the strategies that are being taught. Teachers model the use of correct mathematical language very well and pupils can explain their thinking and how they came to their answers very well using this mathematical language. Booster classes are provided for pupils who need them, and those who attend achieve well and attain levels that are, at least, expected for their age.

43. Planning for the very highest attaining pupils represents a real challenge for teachers, particularly in Year 6, where pupils in the top two sets do the same mathematical work. Some elements of the Year 7 curriculum are taught and nationally accepted plans for Year 6, which are very challenging, are used to plan lessons. These are effective in planning for the average and below average attaining pupils, who achieve well, but are less effective for the highest attaining pupils, who have very well developed calculation skills. This group can, very quickly and mentally, calculate fractions, decimal fractions and percentages of large numbers. They have a very good understanding of shape and measures and how to store and interrogate data in graphs and tables. The extension activities planned for this group sometimes consist of practising these mathematical skills again but in a different context, rather than extending them further. Consequently, achievement for this group of pupils is satisfactory rather than good.
44. Pupils regularly practise their problem solving skills, but the problems are posed by teachers, frequently using worksheets from published schemes of work. Also, every year, pupils have an 'Investigation Day' where the whole school focuses on investigative mathematics. There is scope, particularly for the highest attaining groups, to extend this branch of mathematics, so that pupils pose their own problems more regularly and apply their mathematical skills to investigate how to solve them. This has the potential to promote their learning well. Homework is set regularly but most worksheets, apart from those for the lower attaining pupils, are the same and provide insufficient challenge for the highest attaining pupils.
45. Teachers' marking is inconsistent. In some year groups and sets, marking is good, and refers to pupils' individual and groups targets for improvement, which are pasted into the front of pupils' exercise books. In other sets, this practice is not so well embedded into teachers' practice and comments, particularly for pupils in the top sets, are congratulatory with no advice on how to improve further, as these pupils generally get everything right. Some good and very good lessons were observed during the inspection, but, due to the inconsistencies in planning, differentiation and marking, the quality of teaching is satisfactory overall rather than good. Learning and achievement are good for pupils with SEN and for the lower and average attaining pupils.
46. The school has maintained the well above average standards attained at the last inspection and the trend for improvement is above the national trend. Improvement since the last inspection is satisfactory.

### **Mathematics across the curriculum**

47. The use of numeracy across the curriculum is satisfactory overall. ICT is beginning to be used well to record pupils' findings in graphs and charts and this is also evident in science. As teachers do not teach their own classes in mathematics, some opportunities for using mathematics in other subjects are missed.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are well above average in Year 6.
- Pupils achieve well because the quality of teaching is good.

- Pupils' skills of questioning, observing and recording are well developed and this contributes to the high standards.
- Pupils communicate their findings well using appropriate scientific vocabulary.
- Teachers do not always make clear to pupils what they need to do to improve their work.

## Commentary

48. The school provides good opportunities for pupils to develop their scientific skills, knowledge and understanding. The results of the Year 6 tests in 2004 were well above the average of schools nationally. They were average when compared to results in similar schools. Inspection evidence shows that well above average standards have been maintained since the previous inspection. This positive picture is due mainly to good quality teaching. High standards are also due to the scientific skills, knowledge and understanding pupils acquire through visits and visitors. Pupils are enthused when they attend science centres and benefit from the expertise brought by visiting scientists. Arrangements such as the annual science week heighten pupils' appreciation for the subject.
49. All groups of pupils, including those with SEN, achieve well because the quality of teaching is good. Teachers organise lessons well and make good use of resources to stimulate interest. ICT is now being used more effectively in science than at the time of the last inspection. For instance, pupils use a 'data logger' to measure temperature and sound and a digital microscope when studying habitats and plants. Pupils' desire to learn is enhanced by the emphasis the school places on practical activities. For example, one Year 5 class was fascinated by a wide range of seeds in their study of dispersal. Learning is good because teachers are knowledgeable when promoting investigative skills and other areas of the science curriculum. This contributes to pupils' good achievement. Tasks are structured carefully through the use of planning boards, which lower-attaining pupils find particularly useful. As a result, pupils observe closely, raise questions and describe confidently what they see. They also record their findings in a range of appropriate formats. For instance, Year 3 pupils test the hardness of rocks and record the results using Venn diagrams, while Year 6 pupils create databases to sort sea plants according to their characteristics. While marking books and giving feedback in lessons, teachers do not consistently focus on what pupils need to do to improve their science. Consequently, pupils are sometimes uncertain about what to do to move forward in their learning. Resolving this issue may help to improve pupils' performance further.
50. One of the strengths in pupils' learning is their command of scientific words and ideas. This was evident in all lessons seen during the inspection. For example, in one very good Year 4 lesson, higher-attaining pupils referred to the molecules surrounding a gyroscope that could have an impact on the speed of fall. They know that gravity is a force which pulls the gyroscope down. Year 4 pupils also understand the idea of fair testing when investigating water resistance. In other discussions with inspectors, Year 6 pupils talked confidently about forces such as 'up thrust.' Pupils also demonstrate sound technical knowledge of life processes and living things. This is sometimes supported through homework, as when Year 4 pupils produce informative 'baby fact files'. Year 5 pupils recognise inter-dependence when they study life cycles, with higher-attaining pupils beginning to understand such complexities as photosynthesis. Average-attaining pupils can explain clearly evaporation and other processes, because they have had appropriate opportunities to investigate.

51. The coordination of the subject is satisfactory. The weaknesses in planning identified at the last inspection have been rectified and overall progress since then has been satisfactory. The coordinator takes the lead in extending learning opportunities for pupils by organising, for example, visits to the local secondary school laboratories. Management of the subject could improve through greater monitoring of classroom teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- The subject is well led and this has resulted in significant improvement over a short period of time.
- Staff training is effective and has resulted in confident and knowledgeable teaching.
- No formal assessments are made and so pupils cannot measure the achievements they make effectively.
- The accommodation is unsatisfactory as it invites distractions from pupils' learning, and resources are not always reliable.

### **Commentary**

52. Standards are average in Year 6. Pupils can use control programs to regulate movement of models they have made of fairground rides. They can use, collect and collate research materials to present through ICT. They can create internal links within these presentations to make them easy to use. Pupils can word process and publish their work and use spreadsheets. They use the Internet to carry out research. Pupils' achievement is good, because of the effective teaching.
53. The quality of teaching and learning is good. Teachers are confident in their teaching and can change lessons quickly to compensate for the frequent teething troubles with the computer network. High standards are expected of pupils, and so pupils enjoy their learning. Consequently pupils are well motivated and eager to learn. Teaching builds effectively upon what pupils already know. This was demonstrated well by pupils in Year 4, who after beginning to search a database for information, gradually refined their investigation by increasing the fields of search. Assessment procedures are in the early stages of development and pupils, as yet, do not have sufficient knowledge of their attainment to know what they have to do to improve.
54. Leadership and management are good and this has contributed to the good improvement in provision and rise in standards since the last inspection. The deployment of computers is good; some are accessible in classrooms for subject use and laptops are available for whole-class teaching. However, the dual use of the dining room as a computer room creates distractions to pupils' learning, and is unsatisfactory.

### **ICT across the curriculum**

55. Opportunities for using ICT across the curriculum are satisfactory and increasing. Pupils in Year 6 devise their presentations in geography using PowerPoint and include hyperlinks and pictures from the digital camera to enhance their presentations. The Internet is used extensively to gather information as in RE when pupils investigate the plight of refugees. Pupils in Year 6 also devise control programs for their fairground



models in design and technology. Again in Year 6, pupils use computer images to help in their artwork. In science pupils use the digital microscope effectively. Pupils with SEN make good use of specific keyboards. The increasing use of interactive whiteboards by teachers heightens pupils' interest in art and design, RE and English lessons.

## HUMANITIES

*History and geography were sampled. RE was inspected in full and is reported below.*

56. Standards in **history** are above average in Year 6. In the one lesson observed, where teaching and learning were satisfactory, Year 3 pupils were beginning to identify possible reasons why the Vikings invaded England. In this regard, several higher-attaining pupils spoke confidently about the work of archaeologists. The history curriculum is enhanced by an exciting range of visits and visitors. These include a Year 4 visit to Hardwick Hall, where pupils explore first-hand sources such as inventories and portraits. Among the school visitors are local historians and staff from the Danelaw Viking Centre. These experts add to pupils' understanding of interpretations and how evidence survives from the past in different forms. Throughout the school, pupils are encouraged to ask questions and draw their own conclusions. For example, Year 3 pupils study local maps and can describe some of the changes to Ecclesall over time, such as 'more roads and less fields'. Higher-attaining pupils notice particular details such as the disappearance of a local farm. The standard of recorded work is generally good. Examples from different classes include annotated drawings of Viking artefacts, short biographies of Tudor monarchs, report writing on Victorian reformers, and ration-style booklets on home life in the Second World War. Such work features good historical knowledge and indicates pupils' command of language and literacy. Sometimes the work set is not demanding enough for higher-attaining pupils, such as colouring maps seen in the lesson observed. The weakest element in pupils' learning is their sense of chronology. Although classes have timelines, these are not always used effectively to enable pupils to make connections between different periods studied.
57. One good **geography** lesson was seen. The Year 5 teacher used aerial photographs and grids to introduce the concept of scale. Pupils responded well and were able to measure distances between given points on a map. Throughout the school, pupils show a good knowledge of places. In their local study, Year 4 pupils know major similarities and differences between Ecclesall and the contrasting locality of Mayfield. Geographical skills are well developed throughout the school. Year 3 pupils can identify familiar landmarks on local maps and follow directions using plans and routes. In Year 6, pupils undertake independent research into mountains around the world, using the Internet, atlases and reference books. They are able to describe regional variations in climate and habitats. Aspects of environmental education, such as waste management, are addressed through visits. For instance, Year 3 pupils visit a glass recycling factory while Year 5 pupils visit Thornbridge environmental centre. These experiences contribute to pupils' knowledge of sustainable issues well. Formal monitoring and assessment are not yet established, which means that teachers have a limited awareness of what areas of the geography curriculum require strengthening. The quality of marking is also uneven. At its best, teachers focus on improving geographical ideas and skills - as when they encourage pupils to check their work against an atlas for accuracy.

## Religious education

Provision in RE is **good**.

### Main strengths and weaknesses

- Standards are above average, because of the whole-school approach to the subject.
- Very effective promotion of self-awareness amongst pupils creates a school where relationships are harmonious and self-reflection amongst pupils is strong.
- Assessment is underdeveloped so pupils are not fully involved in their own learning.

### Commentary

58. Standards in Year 6 are above those expected of pupils in the locally agreed syllabus. Pupils are knowledgeable about Christianity and other world faiths and they are considerate and reflective in their everyday encounters in the school. This is because of the whole-school approach to developing a spiritual, social and moral understanding amongst pupils. Alongside the teaching of RE is a very effective programme of values education, which is reinforced by all staff. Assemblies, including those regularly conducted by local clergy, contribute to the overall quality of the provision. Pupils achieve well. Since the last inspection, standards have risen and consequently improvement is good.
59. Teaching and learning are good. Pupils are very well behaved because all staff reinforce the common programme of values. Pupils gain a strong sense of self-awareness and self-esteem and so establish very good relations with others. They develop their understanding of spiritual matters very well. Pupils in Year 6 consider the symbolism of colour in the expression of Christian feelings and ideas. They relate this to the significance of red (fire) and white (purity) in connection with Pentecost. Pupils in Year 5 investigate the plight of refugees. They imagine what it must be like to have to leave home at very short notice. They then consider the provision needed in a refugee camp. In doing this they reflect sympathetically on the plight of others. They use the Internet to research from the UN website. Pupils, also in Year 5, consider the Christian idea of "forgiveness" and reflect upon what it means to them. Opportunities for pupils to assess their understanding and so gauge their personal achievements are underdeveloped. Pupils have limited opportunities to use and develop their written language skills in report or narrative writing.
60. The newly appointed coordinator is reviewing the scheme of work to deepen the focus on religions other than Christianity. Links with the local church community are good and pupils use the nearby church regularly.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Design and technology, music and physical education were sampled. Art and design was inspected in full and is reported below.*

61. In a **design and technology** lesson seen in Year 4, pupils were designing a money container using good resources and good instruction from their teacher. In Year 6, pupils were programming the control element of their fairground rides and were very proud of their work and designs, plus the movement they controlled. In both of these sampled lessons, pupils were very well behaved and very focused on their learning, even though they were engaged in lively, practical tasks alongside other pupils. In discussions with the coordinator, it was clear that she has a good knowledge and understanding of this subject and leads and manages it well. Through her monitoring, using questionnaires, she has identified weaker aspects of the curriculum, and organised additional staff training and resources to improve the quality of teaching and learning.
62. Of the two **music** lessons seen in Year 6, one was of good quality and the other was unsatisfactory. The good lesson was characterised by pupils' creative use of wind and percussion instruments to form a 'sound sculpture'. They responded well to the opportunity to pool and appraise ideas while working in groups. The unsatisfactory lesson reflected the teacher's lack of confidence, preparation and subject knowledge. As a result, pupils did not have sufficient time to use musical instruments themselves. The quality of leadership and management is good. The coordinator's secure subject knowledge and commitment make a significant contribution to the profile of music in the school. Monitoring of pupils' work has been recently introduced as the coordinator is rightfully mindful of the need to improve tracking procedures. She has shown good leadership in organising musical events including various community concerts. Pupils have further opportunities to advance their skills through the learning of particular instruments such as the guitar, violin, flute, recorder and drums. The well-attended school choir, in particular, contributes much to the spiritual and cultural life of the community.
63. The programme for **physical education** is well led and managed by the headteacher. As well as lessons, it includes an extensive range of extra-curricular activities to support pupils' learning. Pupils compete successfully at local and regional level in soccer, cross-country, netball and badminton. Effective use is made of specialists from outside the school to support the expertise among the teachers. The shortage of outdoor space for games is partly overcome by arrangements to use facilities in neighbouring schools.

### Art and design

Provision in art and design is **very good**.

### Main strengths and weaknesses

- Standards are well above average and pupils' achievement is very good.
- The use of artists in residence is very effective in improving pupils' skills.
- The coordinator leads and manages the subject very well.
- Sketchbooks could be better used to track pupils' learning.

- This subject makes a very good contribution to pupils' spiritual and cultural education.

## Commentary

64. During the inspection the school was participating in an 'Artsweek' and the timetable was altered to accommodate this. Throughout the week, several artists in residence worked in school on different aspects of the art curriculum. Consequently far more art lessons were observed than usual.
65. Pupils throughout the school are attaining standards that are well above average in all aspects of the curriculum. Their work in textiles, clay and other media is refined and thoughtful. They listen, watch and learn from their teachers and artists in residence very well. In Year 3, pupils assembled very good pictures using felt called 'Cuna Molas,' an appliqué technique from South America. In Year 4 pupils made very good and well-decorated 'Inca' bowls, choosing, altering and refining their work until the patterns printed and the handles they made were, although to their own original design, clearly in the style requested. In Year 6, using ICT, pupils showed aptitude and interest in creating their own four images of Marilyn Monroe. The images created followed set rules of changing one variable for each image. The finished works all differed, but were all creative and clearly recognisable as being in the style of Andy Warhol. Displays of work around the school reflect pupils' very good learning about different artists such as Klee or Picasso, as they have completed works in the style of these artists. Art is also used very well to illustrate learning in other subjects such as history. A very good example of this is the pictures of evacuees that pupils drew when learning about the Second World War. The quality of shading, choice of colours and the form and line of these large drawings are excellent. Pupils achieve very well, not only because of the school's connections with artists in residence but also because teachers have knowledge and expertise in this area of learning which pupils admire.
66. The quality of teaching seen was never less than good and in a third of the lessons it was very good. These lessons were characterised by pupils' very good learning from adults who had expertise, and their very good attitudes to learning, shown in their complete concentration on tasks and the quality of their finished works. All the resources needed were on hand, including pictures, photographs and other research material which pupils could use to compare, contrast and improve their own work.
67. The coordinator has talent and expertise. She has forged links with external agencies to ensure that pupils have access to good quality artists and that their work is displayed very well, not only in school, but also in the wider community. Each year, pupils take part in the Sheffield Children's Festival and their learning in Artsweek follows the themes chosen by the city. This year, pupils are learning about some of the arts and crafts of South America. In the past, the focus has been on art from countries in Africa. Displays of this work, including very good drawings and prints, are displayed around the school. The coordinator had a large part to play in the school's Artsmark Gold award and she freely gives advice and guidance to colleagues. Although a formal system of monitoring is not in place, the coordinator arranges and takes a lead in displays of work around the school in some shared areas. She changes these displays at regular intervals and uses this opportunity to monitor the quality of work being produced. She also monitors work in sketchbooks. The sketchbooks demonstrate pupils' advances in their drawing skills and their learning about the background and history of some great artists well. However, there is scope to improve them further by including samples of work which demonstrate pupils' learning in other aspects of the

curriculum such as printing or weaving, so building up a more complete picture of their learning.

68. The joy and satisfaction that pupils have in creating their own works of art, their growing understanding of artists and why they expressed themselves in the way they did, and their very good appreciation of arts from other cultures ensure that this subject makes a very good contribution to pupils' spiritual and cultural education.

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

*This area of the curriculum was sampled.*

69. The one lesson seen during the inspection was good. When presented with various scenarios, Year 5 pupils showed a good understanding of when it was, and was not, appropriate to keep secrets. The school has good arrangements that contribute towards the development of mature, confident and self-assured individuals. It has appropriate links with external agencies, such as the school nurse, police and clergy. Through its 'Growing Up Skills' programme, the school meets its statutory requirements for the teaching of sex, relationships and drug education. As a result of participating in a wide range of extra-curricular activities and community events, pupils learn the important values of being a good citizen. The school council acts a useful forum for pupils to air their views and participate in decision-making. However, there are not enough opportunities for older pupils to develop entrepreneurial skills. Personal and social issues feature prominently in assemblies and curriculum subjects. For instance, pupils have opportunities to discuss the ethics associated with Victorian child labour, while in RE they consider the plight of modern-day refugees. The monitoring of pupils' personal development is underdeveloped although staff know their pupils very well. Relationships between pupils and their teachers are very good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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