

# INSPECTION REPORT

## **HALLAM PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107099

Headteacher: Ms J Raban

Lead inspector: Ian Naylor

Dates of inspection: 24 – 26 January 2005

Inspection number: 266946

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed  
Number on roll: 449

School address: 54 Hallam Grange Crescent  
Sheffield  
South Yorkshire  
Postcode: S10 4 BD  
Telephone number: 01142304430  
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Appropriate authority: Governing Body

Name of chair of governors: Mr P Stubbs

Date of previous inspection: 23 November 1998

## CHARACTERISTICS OF THE SCHOOL

Hallam is larger than the average primary school. The number on roll has increased significantly since the previous inspection, as has the spread of pupils' learning abilities. The majority of pupils are from British heritage backgrounds, but there has been an upward trend since the last inspection in the number of pupils from minority ethnic groups, and this is now 135 (30 per cent). A significant number of pupils at the school are from disadvantaged homes, many drawn from well outside the catchment area of the school. There are 55 pupils whose first language is not English. There has been a marked increase in the incidence of pupils being admitted or leaving the school other than at the normal time of admission or transition to secondary education. There were no permanent exclusions in the last year. The number of pupils with special educational needs has doubled since the last inspection. Twelve pupils with a statement of special educational need are on roll; this is below the average for similar schools nationally. Thirty-four pupils have special educational needs which require action by the school, and a significant number have social, emotional and behavioural difficulties. A 13-place integrated unit for visually impaired pupils exists on site, but only two pupils are currently on roll. Attainment on entry to the school is at about the national average for the majority. However, in the case of pupils with special educational needs, and of many pupils whose first language is not English, attainment is lower than the national average. The number of pupils eligible for free school meals is below the national average. The school achieved the Investors in People Award and FA Charter Standards Award in 2004, and the National Festival of Music for Youth Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2090 6	Ian Naylor	<i>Lead inspector</i>	English
9614	Carolyn Webb	<i>Lay inspector</i>	
1066 8	David Walker	<i>Team inspector</i>	Mathematics; design and technology; religious education
1224	Graham Todd	<i>Team inspector</i>	Science; information and communication technology; physical education
3216 8	Ann Keen	<i>Team inspector</i>	Foundation stage; music; modern foreign language; personal, social and health education
2173	Christopher Lewis	<i>Team inspector</i>	Art and design; history; geography; special education needs; visual impairment unit

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**This is an effective school.** It provides a high standard of education for pupils from a wide range of social and cultural backgrounds, many of whom have distinctive learning needs. Because teaching is predominantly good or very good, pupils of all abilities achieve well. The school adds satisfactory, and often good, value to pupils' standards; by the time they leave they are well prepared for secondary education. High quality leadership ensures that pupils have good opportunities to learn in a stimulating and caring environment. The school gives good value for money.

#### **The school's main strengths and weaknesses are:**

- Teachers and teaching assistants create a good climate for learning through the good teaching and teamwork that exist across the school, ensuring the successful transition of pupils between stages.
- There is a varied range of good learning opportunities and activities both in and out of school.
- Provision for pupils with special educational needs (SEN) is good. Pupils with visual impairment are provided for very well.
- The school's very good inclusive approach ensures that pupils of all abilities, social, and ethnic backgrounds are equally valued.
- Excellent pastoral care and very good relationships exist throughout the school. Pupils' personal development is very good.
- Although attainment in mathematics in 2004 is close to the national average in comparison with all schools, it is well below the national average when compared to that in similar schools.
- Higher attaining pupils, particularly in mathematics and science, are not always given work designed to raise their standards further.
- The school governors are effective in promoting high standards.
- The headteacher is a good leader who has an excellent insight into pupils' learning needs, and she supports her staff in meeting these needs very well.
- Good teaching was seen in all subjects, but especially in English, French, music, art and design and history, and also at the Foundation Stage.
- Some members of staff need more expertise in managing the sometimes difficult behaviour of a small number of pupils with SEN.
- The reorganisation of the senior management team and the changing role of subject leaders are having a good effect upon curriculum initiatives, but need further development to increase their impact upon standards.

The school has continued to remain effective since the last inspection. This is despite changes to the social and cultural backgrounds of pupils, the changed pattern of mobility of pupils, and the recent significant changes in the staffing and organisation of senior management. The school is noted for its very good contribution to initial teacher training. All the issues from the last inspection have been successfully addressed; teaching has been sustained at a good standard. There has been satisfactory improvement overall, with notable success in the teaching of English and the teaching of pupils with SEN.

## 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	A*	A*
Mathematics	A	A	C	E
Science	A*	A	B	C

Key: A\* – very high; 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.

Standards in the national tests in English at Year 6 remain very high compared with those of all schools nationally and with those of other similar schools. Standards in mathematics in the national tests in 2004 are average compared with those of schools nationally, but well below average compared with those of similar schools. In science, standards are above average when compared with those of schools nationally, but only average against similar schools. **Achievement overall is good.** It is good at the Foundation Stage, and children will meet the Early Learning Goals they are expected to reach by the end of the Reception year. In Year 2, standards for the present year in reading and writing and mathematics are average. Standards in Year 6 are above average in English and average in mathematics and science. Standards and achievement of pupils are satisfactory in information and communication technology (ICT). Progress is good for the pupils from ethnic minority groups and for those with English as an additional language. Pupils with SEN, including those with visual impairment, make good progress. Achievement in French is very good and standards are good, and achievement and standards are also good in music. Attendance is high, and pupils' attitudes to school and their behaviour are good. Pupils' spiritual development is good, and their personal, moral, social and cultural development is very good. Pupils are well prepared for their transfer from the Reception class to the infant department, from the infant department to the junior department, and for their final transition to secondary education.

## QUALITY OF EDUCATION

**The quality of education is good. Teaching is good** and often very good. It is particularly good in English, French and music, and in the Reception classes. Many very good or good lessons were seen in all the other subjects. The teamwork between teachers, with the support of teaching assistants, is very good and provides very good support to pupils of all abilities, especially those who have SEN or English as an additional language. The curriculum is very good at the Foundation Stage, and good in Years 1 to 6. Care, guidance and support are good overall, with excellent pastoral care and very good relationships across all areas of the school. Parental involvement and links between home and school are very good. Many parents give voluntary help in the classrooms, and the Parent Teacher Association gives very generous support to school funding. Extensive links with other schools provide good support to teaching and learning.

## LEADERSHIP AND MANAGEMENT

**Leadership and management are good.** The headteacher provides a good role model to staff and pupils and is an effective leader. The deputy headteacher gives good support. The new senior management structure is sound, and senior staff are growing in confidence in their roles, but they still need to play a greater part in monitoring the quality of teaching,

and in determining the correct level of spending on each of the curriculum subjects. Good management procedures and systems support teaching and learning, and promote development of the curriculum. The school is well governed. Governors are pro-active in ensuring good standards in teaching and learning, and in determining school policy. All legal requirements are met. Very good financial controls and procedures ensure sound economic management.

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

A large majority of parents say that the school is doing a good job, and that their children are making good progress. A small minority of parents feel that their children could be achieving more. Pupils are very happy with their school and say they like the activities that are provided for them.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in mathematics in Years 1 to 6.
- Increase the challenge to higher attaining pupils in mathematics and science.
- Extend the good work already begun to train staff to manage the challenging behaviour of a few pupils with SEN.
- Continue to develop the confidence of senior managers and subject leaders, and extend their responsibilities, particularly in the areas of monitoring the quality of teaching, and in determining spending on resources in their subjects.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES**

The achievement of pupils in Years 1 to 6 is **good**. Satisfactory, and sometimes good, value is added to the standards achieved as pupils move through the school, particularly between Year 2 and Year 6.

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

- Standards in English are very good at Year 6.
- Achievement overall is good across the school.
- Standards in music are good.
- Progress is good for pupils in the ethnic minority group, and for those with English as an additional language.
- Visually impaired pupils achieve well in their social skills.
- Children in the Reception classes make rapid progress.
- Progress for a minority of middle and higher attaining pupils is not always as great as it could and should be.

#### **Commentary**

1. The range of ability of pupils entering the school has changed significantly since the last inspection. There are now twice as many pupils with special educational needs as there were at the last inspection. Those needs are now more diverse, and frequently more significant in their barrier to learning. For example, there are now more pupils with SEN who have behavioural difficulties. The school also accepts pupils from an ever wider catchment area, including areas of social disadvantage. The school rightly prides itself in being fully inclusive. The impact on standards of these learning difficulties and social disadvantage is most evident in the current Year 3, where there is a particularly large number of pupils with learning difficulties, and many with English as a an additional language. The results in the national tests in Year 2 were inevitably reduced from their previously higher levels. The current Year 2 is likely to restore the previous standard of being above the national trend. The school is learning to cope with this greater range of learning needs and has been moderately successful in adjusting its teaching so that good levels of achievement overall are maintained.

2. Achievement is good in the Reception classes, and the majority of children will meet the Early Learning Goals that are expected to be achieved at the Foundation Stage by the end of the Reception year. They are well prepared for transition into Year 1.

3. Standards for the present Year 6 are above national expectations in English, and standards in reading and writing in the current Year 2 are in line with national expectations. In the national tests, standards in English at Year 6 remain very high compared with those of all schools nationally and with those of other similar schools. At Year 2, the standards of a weaker cohort, with a significant number of pupils with SEN or English as an additional language, were average overall compared with all schools nationally, but below average when compared with similar schools. Reading in particular was well below average.

4. In mathematics, in the national tests in 2004, pupils in Year 2 were above average compared with all schools nationally, but below average compared to those in other similar schools. At Year 6, standards were average compared with those of all schools nationally, but well below compared to those of similar schools. Overall, they were below the high standards the school had set itself over the previous three years. Inspection evidence suggests that standards are expected to rise again.

5. In the same tests, standards in science were above average compared with those of all schools nationally, but average compared to those of similar schools. However, with the recent improvements being made to individualise assessment, it is likely that standards will improve by the end of the year. Standards in ICT are average. Standards in physical education are average overall, with standards attained in swimming being above average. In religious education standards are in line with the expectations of the locally Agreed Syllabus, both by Year 2 and by Year 6. Standards in music are above average, and pupils make very good progress in lessons. Achievement in French is very good and standards are also good. Too few lessons were seen to make possible a formal judgement on standards in art and design, but the analysis of pupils' work in their portfolios and on display indicates that overall achievement is high. Few lessons were seen in history and geography, but pupils' work shows that achievement is very good.

6. Pupils with visual impairment make good progress in their social skills, but less than they could, or should, in literacy and numeracy. Those with other special educational needs, including those with behavioural difficulties, make good progress. For the pupils from ethnic minority groups, and for pupils with English as an additional language, progress is good. They are well supported in lessons and are achieving well.

7. A small number of higher- and middle-attaining pupils make less progress than their ability suggests they should; this is particularly evident in mathematics and science.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
reading	16.0 (17.7)	15.8 (15.7)
writing	15.0 (16.5)	14.6 (14.6)
mathematics	16.8 (18.5)	16.2 (16.3)

*There were 69 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
English	31.1 (28.4)	26.9 (26.8)
mathematics	27.4 ( 28.4)	27.0] 26.8)
science	29.9 ( 30.4)	28.6 (28.6)

*There were 68 pupils in the year group. Figures in brackets are for the previous year.*

**PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes to school and their behaviour are **good**. Their attendance is **very good**. Pupils' spiritual, moral, social and cultural development is **very good** overall.

**Main strengths and weaknesses**

- Pupils' social development is very good.
- Punctuality is very good.
- Pupils' personal, moral and cultural development is very good.
- Pupils' spiritual development is good.

## Commentary

8. Pupils enjoy school and arrive very promptly in the morning. Their attendance is well above the national average, and is closely monitored by the school. However, procedures could be improved further by including telephone calls to all parents or carers on the first day their child is absent and no reason is given.

9. Pupils' behaviour is good in lessons, around the school and in the playground. From the time they arrive in a Reception class they learn the difference between right and wrong. The majority are interested in their lessons and want to do well. They like their rewards and celebrations and value their 'Golden Time'; they are disappointed when through inappropriate behaviour they lose some of it. Pupils perceive school sanctions as fair, and there have been no permanent exclusions.

10. Pupils' spiritual awareness is encouraged through well-planned assemblies, in 'circle time', and in personal, social and health education (PSHE) lessons. A spiritual element is evident in the very good art they produce, and when they 'feel' the music as they play instruments and dance. Visitors to the school, and visits out of school, also make a very positive contribution to pupils' very good cultural development. Many opportunities are created for pupils to enjoy learning of each other's traditions and ways of life; these include the multinational fairs and multicultural merry-go-rounds and theme weeks, for example 'Art around the World', Asian dancing and African drummers.

11. Pupils' personal development is very good. They appreciate why rules are necessary and should be kept, and this contributes to their very good moral development. Aspects of pupils' social development are excellent. One of the outstanding qualities of this culturally diverse school is the pupils' understanding of the difficulties experienced by some of their peers, whether physical, educational or emotional. Another is the inclusive ethos of the school, in which all are valued. Pupils show tolerance when lessons are disturbed by the behaviour of a few pupils.

12. Pupils enjoy helping teachers. When given responsibilities they carry these out cheerfully and well. In the house system, which the pupils understand, they compete against each other for house points in a range of school activities. Pupils in Years 3 to 6 learn of the democratic process and have been discussing school rules in the school council. The views of younger pupils in classes between Reception and Year 2 are catered for in 'circle time'.

13. Most pupils feel that teachers are fair and that staff listen and take notice of their views. They get help from teachers when they are stuck and, although the work set for them is hard, teachers show them how to make work better. The majority of pupils think that other children are friendly; a small number have concerns about the poor behaviour of others.

14. The attitude to learning of pupils for whom English is an additional language is very good. They enjoy school and are eager to take part in lessons.

## Attendance

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

Authorised absence	
School data	3.6
National data	5.1

Unauthorised absence	
School data	0.4
National data	0.4

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

## **Exclusions**

15. There have been no permanent exclusions in the last two years.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teachers provide a good climate for learning.

## TEACHING AND LEARNING

Teaching and learning are **good** overall. Two-thirds of teaching is good or very good.

### *Summary of teaching observed during the inspection in 56 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	15 (27 %)	24 (43 %)	15 (27 %)	2 (3 %)	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.*

## Main strengths and weaknesses

- Teaching successfully meets the needs of a wide ability range.
- Teachers and teaching assistants work together well to support pupils' learning.
- Teachers' planning is good, with a generally interesting range of activities to motivate pupils.
- In some lessons, particularly for the more able pupils, there are not enough extension activities to move pupils on to an even higher level of attainment.
- The management and control of pupils' behaviour is generally good, but some teaching shows inexperience and lack of confidence in this area.
- Assessment is organised well, and is at its most effective in the Foundation Stage and in English.

## Commentary

16. Teaching is good, and often very good, especially in the Foundation Stage and in Years 1 and 2, with only a very small amount of unsatisfactory teaching. Teaching is also good in English, music and French. It is satisfactory in mathematics, science, ICT, religious education and physical education. In the few lessons seen, teaching in history was good and in geography it was satisfactory. The one lesson seen in art and design was good. However, the analysis of pupils' finished work and the examination of teachers' planning show art and design to be a strong area of the school's work. The teaching for pupils with visual impairment, and that for pupils with SEN and English as an additional language, is good. Teaching has been sustained at a high standard since the previous inspection.

17. Teachers plan well and provide an interesting range of relevant activities for the wide range of learning needs and different ability levels that are to be found in most classes. Teachers successfully use the National Literacy and Numeracy Strategies. They also use initiatives such as Guided Reading (a nationally recognised programme to support reading) as well as specific spelling strategies. These are applied consistently and effectively to boost pupils' learning. Teachers set appropriate learning targets for individuals, and share with the class at the start of lessons what they will learn and how they can improve.

18. Learning is effective because there is very good teamwork between teachers, and because of the support from teaching assistants, to whom they give clear instructions. This ensures very good support to pupils of all abilities, especially those who have SEN, or English as an additional language, and to those with behavioural difficulties. Teachers have very good relationships with pupils and understand their learning needs well. Learning is further supported by a satisfactory homework regime, and by the teachers' evaluative comments and use of grading when marking pupils' work. Marking is satisfactory but is currently being reviewed by the school. Good examples of encouraging and informative comments help pupils to improve their work, particularly those pupils

with SEN. Some good examples were seen of teachers using self-assessment by pupils during the concluding part of lessons. The pupils and their teachers become aware of what they understand and what they may need to learn next. Good attention is given to providing graded activities for different ability levels in most lessons, but there is a need at times to focus more sharply on extended activities that give additional challenge to some pupils. This is particularly important for those of middle and higher attainment who need the pace of their learning to be accelerated further, so that they achieve even more.

19. Overall, the teaching of pupils whose first language is not English is good. However, in a few lessons the work is not specific enough for individual pupils. Generally, close links are maintained between the class teachers and the teaching assistants for these pupils. Pupils who come into the school straight from their home country acquire English quickly through careful and supportive teaching. Staff have made good progress in the understanding of the best ways to teach SEN pupils with challenging or disruptive behaviour. There is still a need, however, to continue to build staff skills and experience in this area.

20. The procedures for assessing and monitoring pupils' academic progress are satisfactory. Recent staff training is improving the quality of assessment practice and has helped considerably to move the process forward.

21. The school's systems for analysing pupils' attainment in the national tests are now good, and the school has made an analysis of the available data in English, mathematics and science. This information is being used well to inform teaching and learning. The school is aware that the next stage is to make very careful use of the data for individual pupils to ascertain what is required to move them on to the next stage of learning, for example to move from National Curriculum Level 3 to Level 4 in mathematics.

22. Assessment in the Foundation Stage is good. Assessment in ICT and in physical education is unsatisfactory.

23. Careful planning has gone into the assessment of pupils with SEN to ensure appropriate support in lessons. The procedures for identifying and assessing pupils with SEN are good.

### **The curriculum**

Overall, the curriculum provision is **good**. It is very good in the Foundation Stage. The curriculum has shown satisfactory improvement since the last inspection, and has been enhanced by the adoption of several new initiatives.

### **Main strengths and weaknesses**

- The curriculum is well planned and provides pupils with an appropriate range of learning activities.
- Provision for pupils with SEN is good.
- The school ensures that all pupils are fully included in all aspects of its life.
- Enrichment of the curriculum is good.
- Pupils are very well prepared for the next stage of their education.
- Accommodation is good and resources are satisfactory.

### **Commentary**

24. The curriculum for children in the Foundation Stage is very good, providing children with a stimulating range of activities. The curriculum for Years 1 to 6 has improved since the last inspection and is now good. The National Literacy and Numeracy Strategies, which were just beginning at the time of the last report, are now fully implemented. To raise standards in mathematics, the school recently reviewed its practices for teaching the subject. As a result, it is making changes in order to meet more closely the needs of its pupils. Planning for most subjects is based on national guidance, and the earlier weaknesses in the provision for ICT have been remedied. The time given to religious education on the school timetable has been increased and is now satisfactory. French is now taught through Years 3 to 6, and serves as a good example of the additions that the school has made to the pupils' learning experiences. Some inconsistencies survive in the balance of the school timetable, with some lessons being too long and others too short. For example, science in Year 6 is allocated a whole afternoon; and the second and third periods of the day vary in length.

25. Other national initiatives are being used successfully to create a broader and more creative curriculum. Art, music and dance are well promoted. The school is working successfully towards the Artsmark Award, and was the winner of the National Festival Music for Youth Award in 2003. Activemark Award is also being pursued in physical education. The school achieved the Football Association Charter Standards Award in 2004.

26. The sound provision for PSHE makes an important contribution to the pupils' personal development, and to their positive attitudes and good behaviour. A good range of additional activities enriches pupils' learning experiences and opportunities. The school choir sings very well. It performs for the local community as well as more publicly at The Crucible. Pupils join with others from local schools for cultural and sporting activities. An extensive programme of visitors is organised, including representatives from the church, social services and performing arts. Involvement in the Healthy Schools scheme is reflected well in the life of the school. Strong links have been established with the local secondary school. Teachers frequently exchange information, and pupils visit the secondary school for lessons, which prepares them for their later transfer.

27. The school ensures that all pupils have equal access to the curriculum. Pupils with SEN, and those speaking English as an additional language, have equal access to all facets of the school's work. Some mother-tongue support is provided for pupils at specific times, such as during test periods. On occasions, parents or older students come into school to tell pupils about their culture. The school has a wide range of resources to support home languages, like Japanese dictionaries and dual-language books.

28. A special educational needs co-ordinator (SENCO) works part-time in the school with a team of teaching assistants. She has devised a system with which to support pupils and teachers, and she also gives support to parents of pupils with specialist needs.

29. A satisfactory number of suitably qualified teachers meet all the school's commitments. An appropriate number of support staff, who are well trained and briefed, provide good support both in and out of the classroom. Accommodation is good, and resources satisfactorily meet the requirements of the curriculum. The school library facilities are satisfactory overall, but not particularly stimulating for older pupils. The outdoor facilities for the Reception classes are very good and very well secured.

## **CARE, GUIDANCE AND SUPPORT**

Provision for pupils' care, guidance, welfare, health and safety is **good**. Procedures for consulting with pupils are also **good**; they receive **good** advice and guidance.

### **Main strengths and weaknesses**

- Pastoral care is excellent.
- Child protection procedures are very good.
- Relationships throughout the school are very good.
- Support for pupils speaking English as an additional language and for those with SEN is good.



## Commentary

30. The school gives high priority to pupils' care, welfare and safety. Risk assessments are carried out regularly, and security constantly reviewed. Trained personnel administer first aid, and practice is good. Staff know what to do if child protection issues arise, and the school complies with recent legislation. The school has established very good working relationships with various agencies to help pupils with particular difficulties, and with the Traveller support services.

31. As a result of the very good relationships between staff and pupils, all pupils have someone to whom they can talk about their concerns, confident that these will be resolved. An effective 'buddy' system for pupils now extends to Years 4, and pupils in Years 5 and 6 will get their training soon. 'Circle time' sessions are well planned and are used well by staff to talk to pupils about moral and social issues. The staff also seeks pupils' views and opinions through informal conversations and through the school council.

32. Pupils know their weekly targets and what they have to do to reach them. They find helpful the comments made by teaching staff in class, and value those made on their written work. All pupils identified by the school as having special educational or other needs are very well supported. Individual education plans (IEPs) are of satisfactory quality. These are reviewed on a regular basis, and parents and pupils are involved in this process. The plans have very clear targets which provide key information and data against which progress can be measured. The pupils are carefully monitored through assessment records and tracking by the SENCO. Pupils who speak English as an additional language, and those from a travelling background, are well supported.

33. A new behaviour policy is currently under consideration by staff and governors. It aims to help staff identify pupils' needs so they can work effectively to meet them, with the aim of minimising disturbance in lessons from inappropriate behaviour. Some staff are already putting the strategy into practice.

34. Pupils who have specific learning difficulties are referred to visiting specialists, for example specialist teachers for pupils with autism, or the educational psychologists for those requiring referral. The school liaises very well with other social and health services. The well-trained teaching assistants work closely with specialists; as a result, one assistant now runs the social skills group.

35. The governing body has an identified governor who liaises with the SENCO on the programme of support for pupils. This works well. The SENCO works regularly with staff to ensure that pupils' needs are met. This practice is thorough and effective, but it will require continued and sufficient funding. Provision for SEN has improved since the last inspection, but further work is necessary to manage the behaviour of a minority of pupils who continue to have social, emotional and behavioural difficulties.

## PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has **very good** links with parents and other local schools; those with the community are **good**.

### Main strengths and weaknesses

- Links with parents are very good.
- Parents give very good support to the school.

- Links with other local schools are very good.
- Links with the community are good.

## Commentary

36. In its relation with parents the school has improved on the good links that were identified at the time of the last inspection; these are now very good. Parents support the school's aims and ambitions for their children. Where they can, they give active support, for example by working alongside teachers and helping in the library. Some visit classrooms to talk about their ethnic customs and beliefs, or, for example, to organise a Chinese food tasting. Events run by the enthusiastic, hard working, parent/teacher association are very well supported, and raise considerable funds which are used to provide valuable extra equipment. The school supports the daily after-school club, run by professionals and attended by up to 50 children, and much valued by working parents. Despite some critical views expressed at the parents' meeting, inspectors found that the school consults parents well and listens carefully to them. Parents' views are considered before decisions are made, including questionnaires sent out by governors to ascertain what parents think.

37. Parents receive very good information from the school about future events and curriculum topics through the prospectus, governors' annual reports and regular newsletters. They learn of their children's progress at parents' interviews. Through the annual reports, parents read not only of their children's achievement and progress but also how much effort they have made. Liaison with a range of the pre-schools is very good, and ensures very smooth transition for children joining the Reception classes. Very good links with other primary schools are fostered through the regular meetings held between headteachers and deputies of local schools, and by the useful exchange of information. Links are also reinforced by exchange visits with other schools, which teachers make to share expertise and training. There are excellent links with the secondary school to which most pupils transfer, including shared resources and staff training. Secondary teachers visit during the year to support physical education and music lessons, and Year 6 pupils share drama performances based on transfer issues. Pupils have very few anxieties about the next stage in their education because they have met many of their future teachers and are familiar with the school.

38. The school is valued as an important part of the local community, and enjoys a good reputation. Residents are invited to school productions, and the school choir, wind band and orchestra play in the community. French classes are taught by a member of the local comprehensive school. Ministers of local churches visit the school and take assemblies. Harvest festival produce is distributed to a different charity each year. Junior sports teams use the field, and Hallam pupils compete in cross-country matches against local schools. The local policeman talks to pupils about drugs, and will come into school whenever asked. The school nurse has worked with pupils and parents, holding useful meetings to inform and allay fears about head lice.

## LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**.

### Main strengths and weaknesses

- Good leadership at all levels has sustained good standards and above average achievement in the pupils, over many years.
- Governors are effective in their roles.
- Good management policies and procedures help staff to feel valued and supported.
- Strategic management by the headteacher and governors has many good features.

- The financial management is very good.
- Senior managers and subject leaders are not yet sufficiently confident in their roles, and need to have more time to monitor pupils' achievements.

## Commentary

39. The headteacher is a good leader who has firm control and is clear about the direction that the school should take. She is a good role model for pupils and staff. She has an excellent insight into the learning needs of the pupils, and a very caring approach. She works with her deputy and staff very successfully in creating a very positive ethos for the school. Staff feel that their views are considered, and that they are given good support. They are consulted about day-to-day policy and also in strategic planning, through the school plan. The headteacher has guided the school very successfully through difficult times. There is now a committed staff team across all departments of the school, with staff working to agreed aims and identifying areas for improvement. This strong whole-school team approach was recognised in 2004 with the Investors in People award. The school has maintained pupils' standards at an above average level, and often higher, since the previous inspection. The headteacher is highly regarded for her leadership, knowledge and experience by the local authority and by colleagues from other schools.

40. Governors, many of whom are very experienced in governance and also knowledgeable about the school, are proactive in sustaining and monitoring good standards of provision, and in determining school policy. They receive detailed information from the headteacher about standards, and about all aspects of school; they give her very good support in return. Governors are always prepared to challenge the headteacher and staff in order to ensure that the highest possible standards are attained. They are well organised, meet regularly and record their discussions and decisions appropriately. They meet all statutory requirements, as well as those relating to health and safety. After careful consideration, governors respond to any complaints or queries from parents about the conduct of the school. They liaise well with other local organisations, such as the community centre, church and local schools. They ensure best value in all the transactions undertaken by the school.

41. Following the reorganisation, the senior management team is now sound. Senior managers and subject leaders are growing in confidence, but they need to be able to play an even greater part in the monitoring of the quality of teaching and learning, and in determining appropriate spending on subject areas. They need to have a greater role in the monitoring of pupil performance and overall standards. These issues have been recognised as action points in the school development plan (SDP), and as part of the school's involvement with the national Primary Leadership Project. Good management procedures and systems support teaching and learning and promote the development of the curriculum. The SDP is satisfactory, and is the product of consultation between headteacher, staff and governors. Many of the action points it identifies have been completed satisfactorily. It would be improved further by having clearer reference to overall school spending plans. The skills of staff are enhanced through their engagement in the comprehensive and continuing professional development and training programmes. Staff appraisal procedures are good, and have helped to further strengthen the curriculum and give support to teaching. The headteacher and governors are working together well to implement the workforce reforms. The schools' decision to put an extra teacher into Year 5 to reduce class sizes is having a beneficial effect upon pupils' achievement. The school bursar has established very good financial controls and procedures, and the school office is well organised. The good leadership, effective teaching, sustained standards, and efficient use of funds all contribute to good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	1,057,209.00
Total expenditure	1,046,653.00
Expenditure per pupil	2,331.00

Balances (£)	
Balance from previous year	-17,410.00
Balance carried forward to the next	-6,647.00

## Visual impairment unit

Provision for visually impaired pupils in the school is **good**.

### Main strengths and weaknesses

- Pupils are very well integrated into classes and lessons.
- The unit is very effectively run on a day-to-day basis by the staff based in school.
- Pupils achieve good skills of independence.
- Braille is well taught.

### Commentary

42. The unit for visually impaired pupils is financed and managed by the local education authority (LEA) support services. Since the last inspection, the number of pupils has dropped from 13 to 2. The unit is satisfactorily staffed by one part-time teacher and a full-time assistant, who is also a technician. A mobility officer from the service works with the pupils once a week. At Year 7, pupils move successfully from the unit to a similar resource in a nearby secondary school.

43. With the exception of ICT, which is specialised for blind pupils, the visually impaired pupils are included in virtually all mainstream lessons. Braille is well taught, with a selection of carefully graded reading schemes that introduce the code, with its various contractions and word signs, in a simple and easy-to-learn manner.

44. Pupils are well integrated socially into the school, but their progress is slow in English and mathematics compared to that of other similar blind pupils. There is sometimes insufficient time for individual work in literacy and numeracy lessons, which could accelerate their learning.

45. Teaching is good, particularly of Braille. Pupils are taught mobility and daily living skills very well. None of these particular lessons was observed during the inspection, but pupils' work records were analysed. These revealed that the pupils had acquired good independence skills in the individual lessons. In Year 5, pupils will be introduced to touch-typing.

46. Pupils use electronic Mountbatten brailers that act as computers, storing files and printing material in both print and Braille. These machines are very bulky. The school is considering equipping pupils with smaller laptop computers which would be portable. Both pupils have manual brailers for work at home.

47. Detailed assessment is conducted on a regular basis with tests that ascertain the pupils' speed and understanding of the Braille code, as well as their level scores in the National Curriculum. Daily detailed records are kept of pupils' progress in English and mathematics as well as in other subjects.

48. The unit is run effectively by very competent and experienced staff. Resources are good overall, but there were no talking thermometers available for study in science in one lesson.

49. The teacher in charge of the unit raises awareness of visual impairment in the school with annual in-service sessions to all other teaching staff. The unit has maintained the good standard of work noted at the last inspection.

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

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

50. Overall, provision in the Foundation Stage is good, and the standard has been maintained since the last inspection. The teaching is good, children achieve well, and there is a very good range of activities for them to engage with. The children's level of attainment when they enter the Reception class is average for their age, and most of the children are likely to attain the Early Learning Goals in the six areas of learning by the time they leave the Reception class. Extensive observations and assessments are used to record the children's attainment, and these are often used to plan the next step in the children's learning. Induction of children into the Reception class is supportive, and prepares children and their parents for the range of new experiences the children are about to enjoy.

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

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

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

- Children are very well behaved.
- Children are forming very good relationships with adults.
- Children's attitudes to learning are very good, and they are very well motivated to learn.

#### **Commentary**

51. Overall, the children achieve very well in their personal, social and emotional development. They enjoy the wide range of activities devised for them. They are fully involved in their learning, and are able to choose practical activities such as cooking, learning about guide dogs, painting, and planting. The large numbers of helpers who support the children's learning provide good role models of age, ethnicity and gender, and include fathers who help with the cooking. The very good relationships between adults and children create a very good basis for learning. Children with SEN are included in the activities, and are supported well to ensure that they continue to progress. The quality of teaching and learning in this area is very good. Children are very well behaved, and staff have high expectations of them. Children new to the school settle in quickly and play an active part in the wide range of activities. Children become independent through being given responsibility for simple acts, such as taking the register to the office and taking care of their own personal needs. Most children are likely to attain the goals in this area of learning.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children make good progress in learning to write.
- Children are learning to read well.

## **Commentary**

52. Most children are likely to attain the Early Learning Goals in this area of learning by the time they leave the Reception class, because the teaching is good. Systematic and careful teaching contributes to good progress in learning to write. The children learn the sounds that letters make, and are taught to use their knowledge to build words. Higher attaining pupils learn to create sentences and express their ideas in print. They are helped to use their skills in reading, and they take books home to consolidate their learning. Children are confident enough to speak in group times, and to converse with teachers and helpers on a one-to-one basis. Adults use constructive questioning to develop children's speaking skills and increase their vocabulary. The theme based upon 'Anna's Amazing Multicoloured Glasses' provided an exciting backdrop for learning literacy skills.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- The children are taught well to order, write and recognise numbers.
- Sound methods are used to help children learn about mathematics in practical situations.

## **Commentary**

53. The children's achievement in mathematics is good. Appropriate emphasis is placed on learning numbers and on how to write and order numbers. Children learn effectively through games and practical activities such as ordering numbered plastic bottles. Activities such as matching the size of guide dogs' coats, collars and bowls to the size of the dogs are used to good effect to illustrate differences in size. A variety of interesting activities is used to help children to learn the early stages of shape, space and measurement. The teachers and teaching assistants work alongside the children to question them and to help them consolidate their learning. All children, including those with SEN, have the opportunity to play a full part in activities during the sessions. The quality of teaching and learning is good in the area of mathematics.

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

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

### **Main strengths and weaknesses**

- Children receive a broad and interesting range of activities designed to develop their natural curiosity.
- Children are introduced to simple technology which is then used well to support their learning.

## **Commentary**

54. Overall, the quality of teaching in this area is good and the children achieve well. The strength of this area of learning is the wide and varied range of activities on offer to the children every day. Children appreciate 'special events' and were fascinated by the baby brought in for a visit. The effective support from all staff and helpers provides a good basis for the children to develop their



ideas, like investigating colours and how they can be put together and changed. Adults question the children well, challenging their thinking and extending their knowledge. Clear learning objectives are outlined for indoor activities, and adults are aware of the intended learning so they can help the children to work towards attaining those aims. As an introduction to technology, children are able to program the 'roamer' to follow instructions. Most children are likely to attain the Early Learning Goals in this area.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are taught a range of manipulative skills.
- Children have experience of using a range of equipment.

### **Commentary**

55. Overall, teaching and learning are good, and children's achievement in the area of physical development is good. Effective use is made of the inside physical facilities in directed activities, and the hall is used regularly in the autumn and summer terms. Staff work hard to use the outside play area productively, and they devise a good range of activities. However, these sessions are not always organised in such a way as to teach all the children large movements to develop their physical skills. Staff help the children to develop these skills, such as climbing, only if the children choose to take part. Those who choose to work with adult support increase their skills effectively. Children are learning a sense of space and to move with growing confidence. They use a selection of simple tools and small equipment to develop their fine manipulative skills effectively.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Children have good opportunities to explore colour and texture.
- Children are developing their imagination well.

### **Commentary**

56. The children are achieving well because the teaching is good. Children's imagination is successfully developed through creative role-play and 'small world' scenarios, which the children use to make up their own storylines. They play alongside one another to develop the themes, 'cutting' people's hair and walking in the 'snow'. The sympathetic attitude of the staff encourages children to use their imagination and to express their thoughts and ideas creatively, and the children are given effective support. Individuals are taught techniques and skills such as mixing colours. Teaching is good and most children are on course to attain the Early Learning Goals in this area of learning.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in the national tests at the end of Year 6 are very high.
- Achievement is good, especially in the skills of speaking and listening.
- Very good use is made of Guided Reading and specific spelling strategies to promote learning.
- Pupils with SEN, and those with English as an additional language, make good progress.
- Teaching is good.
- Assessment is good.
- Resources are adequate, but some reading books look very tired, and the main school library is rather dull.
- Not enough use is made of ICT.

#### Commentary

57. Standards in English at Year 6 in the national tests remain very high compared with those of all schools nationally and with those of other similar schools. Year 2 contained a weaker cohort, with a significant number of pupils with SEN or English as an additional language. This reduced standards to average overall when compared with those of all schools nationally, but below average when compared with those of similar schools. Reading in particular was well below average.

58. In Years 1 and 2, standards for the present year, as judged from lessons and pupils' workbooks, are currently satisfactory. However, teaching is very good in Years 1 and 2 and for this reason it is likely that standards will rise further by the end of the year. Achievement is very good by Year 6. Teaching is good, and the indications from pupils' workbooks are that teaching over time is often very good. Pupils make very good progress in their speaking and listening skills from Year 1 onwards. It is noticeable in lessons at Years 5 and 6 that pupils are confident speakers, giving articulate responses to questions and taking part in discussions. Pupils are used to working cooperatively with one another. Teachers and teaching assistants give pupils encouragement to take part in discussions, and their views are always welcomed.

59. Achievement in reading, writing and spelling is good by the end of Year 2 and Year 6. This is mainly because the school has a successful approach to the use of phonics, uses the Guided Reading programme effectively, and also has good whole-school strategies for supporting pupils' spelling. Some pupils in Years 3 and 4, capable of using cursive writing, are still printing; and some in Years 5 and 6, sufficiently experienced to use ink, still use pencil for all their work. Although some good examples were seen of pupils' extended writing, this is an area where higher attaining pupils could be challenged even further. In the national tests all pupils performed well above the national expectation, though boys unusually outperformed girls. Teachers are aware of this discrepancy and are taking steps to ensure that girls' attainment remains high. Pupils with SEN, and those with English as an additional language, make satisfactory, and sometimes good, progress; they are helped to succeed by the small groups that are organised for teaching reading skills.

60. Teachers plan well and delegate effectively to teaching assistants, who give very good support to pupils in their learning. Lesson activities are lively, and so enjoyable for pupils that they work enthusiastically. Teachers make sure that pupils know what they are going

to learn, and check on how much they have understood by the end of each lesson. Assessment is good. Teachers know pupils' abilities and aptitudes very well, and their records show that a great deal of data is collected about pupils' attainments, both in the national tests and during each term. This information is analysed thoroughly and used to predict pupils' National Curriculum levels. It is also put to good use to identify the critical areas of the curriculum that need to be emphasised and given a focus for teaching. Teachers' marking and use of homework is at least satisfactory and often good, owing to recent efforts to secure a more consistent approach across the school. Some use is made of ICT to support learning, but there is scope for this to be extended, especially in word-processing, report writing, research, and the use of e-mail. Those teachers who have electronic whiteboards are gaining in confidence in their use.

61. The leadership of the subject is enthusiastic and knowledgeable. The curriculum has been developed well and high standards maintained. There has been consistent improvement since the last inspection. Resources are satisfactory, but many of the reading books are old and need replacing as well as replenishing. For older pupils, the main library lacks a stimulating environment and is not well used.

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

62. The cross-curricular use of literacy to support learning is seen at its best in the promotion of speaking and listening skills, which is consistently good across all subjects. Pupils read and write well in history and geography, often producing good pieces of extended descriptive writing for their projects; recent work on the Victorians in Year 5 was a good example. More could be achieved in religious education to promote writing skills.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Attainment by Year 6 is average compared with that of all schools nationally, but well below average compared with that of other similar schools.
- Pupils' attitude to mathematics is good and they enjoy their lessons.
- The most able are not always sufficiently challenged.
- Teachers structure their lessons well.
- Teachers carefully assess and record pupils' progress but do not always use this information to set individual targets which build on what has already been learned.

### **Commentary**

63. At Year 6, standards in the national tests were average, but lower than in recent years. Generally, pupils achieve satisfactorily, but higher attaining pupils are not always extended sufficiently. Pupils with SEN are achieving well, with targeted support from the SENCO, the class teacher and teaching assistants.

64. Teachers implement the National Numeracy Strategy well, and mathematics lessons follow a well-structured pattern. Teachers plan their lessons carefully and incorporate independent tasks which stimulate and reinforce learning objectives. Pupils know and understand what is expected of them. They work hard and respond well to adult support. The quality of teaching and learning overall is satisfactory, and some good and very good

teaching was observed. Teachers have secure subject knowledge and use good questioning to check the pupils' understanding. Lessons are well organised, with good explanations of what pupils will learn, and there are good relations between staff and pupils. These good features help to encourage the good behaviour and attitudes that were observed in many of the lessons. However, on several occasions in other lessons, higher attaining pupils did not make as much progress as they should. This was because they were not given extended tasks that challenged their understanding, or the opportunity to achieve as much as they were able. In one lesson the task was continued for too long, with the result that the young pupils lost interest and much time was spent in recovering concentration.

65. The subject is soundly led and managed by its leaders. They relate well, and liaison between them is good. There is a clear improvement plan for the future, focusing upon standards. A recent improvement has occurred because an additional teacher has lowered numbers in groups and made setting possible. Subject leaders make detailed analysis of the Standardised Attainment Test (SATs) papers, and there are non-statutory tests and other periodic assessments. Targets are generated from the data, and a start is being made in sharing them with the pupils, either individually or as group goals. For example, targets are put into the front of exercise books, or on to separate target sheets, though this practice is not yet fully established for all pupils. Although there has been some monitoring of lessons, subject leaders do not yet have a regular opportunity to carry out this important task and thus ensure that high standards of teaching and learning are maintained. The quality of the presentation of pupils' work is generally good, but marking is not consistent enough; some members of staff give helpful comments for improvement but others do not. Assessment is satisfactory.

66. Parents are involved in their children's learning through evenings devoted to explaining the schools use of different calculating methods. Accommodation is satisfactory and resources are good. Improvement since the last inspection is satisfactory.

### **Mathematics across the curriculum**

67. Mathematics is consolidated by contributing to other areas of the curriculum. It is used effectively in areas like science, where the ability to read scales and understand measures is necessary, and where graphical skills support the presentation of results. In design and technology the skills of measuring length and weight are practised.

## **SCIENCE**

The provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- More challenging work would help the more able pupils to attain higher standards.
- Pupils with English as an additional language and SEN make good progress because of very effective support given in science by teaching assistants.
- Investigative science is underdeveloped; pupils in Year 6 are lacking in confidence.
- Support from the local secondary school is helping to develop the science curriculum.

### **Commentary**

68. Standards in science at Year 6 are above average compared with those of all schools nationally, but only average when compared with those of other similar schools. However, with the recent improvements being made to individualise assessment, it is likely that standards will improve by the end of this year. Whilst some of the higher attaining pupils attain above average standards, several more could achieve Level 5 if the work was more challenging; at present the same work is given to pupils of all abilities. Pupils with English as an additional language, and those with SEN, achieve well. This is because the curriculum is well planned for them, and they are given very good quality support by teaching assistants. There is no significant difference between the achievement of boys and girls.

69. Teaching is satisfactory overall, and some good teaching was observed. Key scientific vocabulary is well taught; in one lesson the pupils gave the meanings of words such as 'malleable' and 'permeable'. The work in science fully supports the healthy living initiative. In a good lesson in Year 2, the teacher followed up a talk from the school nurse and reinforced key points about the safe use of medicines. Predicting, investigating and recording, which are key elements of the science curriculum, are satisfactorily taught. However, the co-ordinators' work sampling, and their analysis of test results, has identified investigative science as a relative weakness. Inspection evidence confirms this; for example, pupils in Year 6 lacked independence when asked to carry out a fair test on absorbency. Most groups were too reliant upon the teachers for ideas when devising their investigations. Whilst some good work was seen with the use of ICT, this is an aspect of the teaching which requires further development. Opportunities are being missed for research, data logging, and recording results of investigations in a tabular or graphical form. Assessment is satisfactory. The school has collated a good deal of data about pupils' achievements in science, which now needs to be used more effectively for target-setting, and to inform teaching and learning. The use of the environment and a very good range of educational visits do much to enrich the science curriculum.

70. Management of the subject is satisfactory. The co-ordinators are keen to raise standards, and their efforts are being supported by advice and help from the science department at Tapton High School. Some pupils have visited Tapton to do experimental work. Time has recently been allocated for the co-ordinators to monitor teaching and learning. This should help them to gain a better understanding of standards throughout the school.

71. There has been satisfactory improvement since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are average, but there are indications that they are starting to improve.
- Resources have improved significantly and, as a result, aspects of the curriculum such as Control are now fully covered.
- Assessment procedures are unsatisfactory; the school is unable to confirm standards.

## **Commentary**

72. Throughout the school, current standards in ICT are average. Some higher attaining pupils have above average skills. For instance, work on data logging to measure temperature has been tackled in Year 4, and spreadsheet modelling to calculate mathematical problems has been done in Year 6. Pupils with English as an additional language and SEN are very well supported; as a result, they make sound progress in developing basic computer skills.

73. The teaching observed during the inspection was good, and some very good lessons were seen. Teaching over time cannot have been of this quality, or standards would be higher. The indications are that the improved quality of teaching is starting to have an impact on pupils' attainment, and standards are improving. The ICT curriculum has improved significantly since the last inspection and now involves all aspects of the National Curriculum. Information and communication technology (ICT) is now being taught in a planned and systematic way as pupils move through the school. Teachers are using the digital camera effectively to record pupils' achievements. Some good examples were seen of work where pupils had clipped images from the internet and pasted them into a document. Digital whiteboards have been introduced in some classes, and these are being used well. The school is aspiring to have one in each class, but will need to provide training for staff who are unfamiliar with recent new technologies. Computer programs to support work in different subjects of the curriculum would also be useful.

74. The management of ICT is satisfactory. Since the last inspection hardware and software has been improved significantly, and the school has developed a networked computer suite that is fully timetabled. Recently, broadband access was made available to the school. Assessment is unsatisfactory. One of the main tasks remaining is for the school to develop an assessment system with portfolios of work, so that the pupils' standards in ICT can be monitored. Currently, the co-ordinator has no time allocated to develop the subject and to monitor teaching and learning.

75. Overall, there has been satisfactory improvement since the last inspection.

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

76. Planning for the use of ICT in different subjects of the curriculum is an area correctly identified by the school for improvement. There is some good existing practice in history and geography; most notable is the work in science in Year 4. Very good teaching helped the pupils to access a site on the internet and use a simulation program about thermal insulators. The excellent support the pupils received helped them to interpret the data they collected and to learn why some insulators were more effective than others.

## **MODERN FOREIGN LANGUAGES**

### **French**

Provision in French is **good**.

### **Main strengths and weaknesses**

- Very good specialist teaching.
- Achievement is very good.
- Good links with the local secondary school.

- Pupils show interest and enthusiasm for learning French.

## Commentary

77. French has been introduced in Years 3 to 6 since the last inspection as part of the 'Pathfinder' project. The close links with the local secondary school mean that the project can be co-ordinated well with the teaching when pupils move on to their next school. The project is in its second year, and a native French speaker is introducing the language into the school. A member of the school's staff now supports her as more year groups learn French. In Year 6, where pupils are in their second year of learning the language, achievement is very good, and the standards are good. Pupils are enthusiastic, and confident to speak in a group. They are successfully learning basic phrases and are able to respond quickly and confidently to simple questions about themselves and the weather. In Year 6, they are competent in using the language they have learnt, for example to recall the names of animals. Pupils in Year 3 know colours. They learn through games and constant repetition presented in a 'fun' way.

78. Teaching is good overall, and the two lessons seen during the inspection were very good. The sessions are lively and interest the pupils. Pupils are learning to speak well through hearing good pronunciation. Most of the lessons are conducted through speaking and listening, but pupils are also introduced to the written form of the language. On occasions, teachers organise groups that are too large to be effective for the particular activity.

## HUMANITIES

79. Only one lesson of **history** was seen, and two of **geography**. These subjects were not a focus of the inspection. A sample of pupils' work was analysed, together with teachers' planning and work displayed in classrooms and corridors around the school. Pupils' work is generally of a high standard.

80. Pupils' progress is good. In the history lesson, teaching and learning were very good. Planning was detailed and there were extensive resources. A visiting speaker showed the pupils many antique toys she had bought, many being over a hundred years old. The toys fascinated the pupils and helped them to understand how such things have changed over a period of time.

81. In geography, both lessons were satisfactory. Pupils studied local areas and land forms created by rivers, and how these were represented on maps. Most pupils were beginning to grasp the concept behind relief maps. Pupils could name countries on the maps of Europe, and seas near England. The lessons were well prepared and satisfactorily resourced.

82. Good curriculum plans are in place. In the whole-school project, 'Art around the World', history and geography are included in cross-curricular activities. Pupils' learning is enriched by regular visits to different parts of the country. For instance, during a residential visit to Ironbridge in Shropshire, pupils investigated Victorian industrial history, discovering information about the working habits, dress, and the system of money used. In geography, pupils made local trips to study rocks and minerals in the Peak District.

83. Information and communication technology (ICT) is used well to support both subjects. For example, in geography, pupils produced a travel brochure on the capital cities in Europe. In history, pupils in Years 3 to 6 have personal computer files containing their work and research activity on various projects, including Tudor England.

84. The subject is well led. Resources of books and artefacts are good overall, with very good resources in the infants department. The subjects have developed well since the last inspection.

### **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- There are good opportunities to develop speaking and listening skills, but not enough opportunities for longer pieces of writing to motivate the high attaining pupils.
- Religious education and assemblies make a positive contribution to pupils' spiritual, moral and social development.
- The assessment procedures are underdeveloped.

### **Commentary**

85. Standards are in line with the expectations of the locally Agreed Syllabus, both by Year 2 and by Year 6. Satisfactory teaching encourages good attitudes to learning on the part of the pupils, and this results in satisfactory achievement. The school gives appropriate attention to the development of pupils' knowledge of Christianity, and also to the other main world faiths, especially Islam and Judaism. Assemblies give pupils some good insights into issues such as religious tolerance, and good opportunities to reflect on significant themes.

86. Much of the teaching in religious education is through discussion, but the analysis of pupils' written work, and conversations with them to check their understanding, supports the judgement that the quality of teaching and learning is satisfactory. There has been satisfactory improvement since the last inspection. Lesson planning clearly indicates what pupils are expected to learn and do. Teachers write the objectives of the lesson on the whiteboard and read them with the pupils, making them aware of what they are to do. There are plentiful opportunities for pupils to take part in discussion, extend their speaking and listening skills, and develop their personal and social skills. In one lesson, the teacher made very good use of the experience of a Muslim pupil who



described and enacted how she prepares to read the Qur'an (Koran). Pupils clearly enjoy lessons and show respectful attitudes to different faiths. Few examples of extended writing were seen in pupils' workbooks, and too many recording activities relied on pictures, or simply required the completion of worksheets with one word or short sentences for answers.

87. The subject leader has good knowledge of religious education, the requirements of the Agreed Syllabus for Sheffield schools, and the Qualification and Curriculum Authority (QCA) documents. She has linked religious education effectively to pupils' spiritual, moral, social and cultural development, as well as to their attitudes and values. Very good links are created between the subject and school assemblies, as well as with other areas in the curriculum and everyday life. Assessment, linked to the attainment guidelines of the Agreed Syllabus, is underdeveloped; pupils' progress cannot be accurately monitored.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

88. Only one lesson of **art and design** was seen during the inspection, but evidence was taken from pupils' work, displays, records, and the co-ordinator's planning and photographic evidence of past projects. From this evidence, it is clear that art plays an influential part in the school's curriculum. It also supports other subjects well, including literacy, history, geography and music. On the evidence of this small sample, pupils' progress and achievement in the subject are estimated to be very good.

89. The lesson observed was good. Teaching and learning were good. Pupils showed very effective drawing and painting skills whilst decorating plates in the style of Clarice Cliff. They painted their plates skilfully and behaved responsibly and well throughout the lesson. At the end of the lesson they were able to evaluate the work.

90. An experienced and talented teacher leads the subject, which she has developed significantly since the last inspection. The subject has been reorganised throughout the school. A wide range of art activity takes place, and it greatly enhances pupils' skills in drawing, weaving, pottery, collage work, string painting, sculpture, mosaic work and photography.

91. Subject planning is very good. Although incorporating the National Curriculum requirements, it is much broader in its coverage, so that it now provides a very detailed and challenging focus for pupils' learning. An example of this is the extended art projects in which parents help with clay workshops, and in the creation of wall hangings following National Art Day.

92. Assessment is thorough. Work is saved as a record of pupils' achievement and progress. The co-ordinator plans alongside the year group teachers and offers staff training throughout the school in after-school workshops. The subject is well resourced and is enhanced by local artists and volunteer parents assisting in the art lessons in the school. The school has applied for an Artsmark Award and is in a strong position to achieve well.

93. Insufficient evidence was gathered to be able to make secure judgements about provision in **design and technology**. No lessons were seen at either key stage, but pupils' work on display, and their design folders, was sampled. These indicated that pupils' achievement is likely to be satisfactory or better. Teachers' planning reveals that the subject is allocated an appropriate amount of time in line with national guidance. The subject leader is new to the post but has made a good start. She has reviewed the curriculum plan and has already made a number of suggestions for change where teachers have reported that they have encountered difficulties in teaching particular aspects.



## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Standards are good by the end of Year 6.
- A visiting specialist teacher provides good knowledge of the subject
- Teaching is very good in Years 5 and 6.
- Pupils have good opportunities to play instruments.
- The singing of the choir is of a high standard.

### Commentary

94. The good provision for music has been maintained since the last inspection. It is particularly good in Years 5 and 6, where it is taught by a visiting specialist teacher. This ensures that the good subject knowledge of this teacher is used effectively to enhance children's learning. Additionally, the school has a number of teachers with expertise who contribute effectively to the general standard of music throughout the school. By the end of Year 6, the standard of music in the school is good and pupils achieve well. Pupils take part in a range of activities that encourage the development of skills. They know what they are expected to learn, and they are helped to analyse their own performances. In Year 6, pupils quickly learnt to compose music in the style of rock and roll. They understood some musical terms and many were able to create rhythms successfully.

95. The teaching is good overall, and often very good, providing pupils with a solid musical foundation. Teachers ensure that music is taught in context, for example by giving pupils in Year 6 information on the history of rock and roll. Pupils are taught the importance of working collaboratively to produce a finished piece of music. The lessons are planned to catch pupils' interest. Pupils confidently used a variety of both tuned and untuned instruments, which they combined with their voices and actions to make compositions. Pupils in Year 1 were taught to clap rhythms. Throughout the school, children with SEN achieved well in lessons. Effective assessment arrangements have not yet been developed. The co-ordinator has plans to incorporate ICT into lessons to enhance pupils' learning

96. There are good opportunities to enrich the curriculum; many pupils learn musical instruments. Those who succeed in the auditions can sing in the choir, which is well recognised in the community for its high standard of singing.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- After-school activities are good and are well supported by the local community.
- Assessment is unsatisfactory; practice is uneven throughout the school.

### Commentary

97. Throughout the school, standards in physical education are average, though standards attained in swimming are above average. In each class there are some higher attaining pupils who

achieve standards that are high for their age, for instance the catching and throwing skills observed in a Year 5 netball lesson.

98. Teaching in physical education overall is satisfactory. Very good teaching was observed in a Year 2 dance lesson where pupils were able to evaluate their performance. Pupils generally enjoy physical education, but there are occasions when they are far too noisy, and occasionally unsatisfactory behaviour by a small minority prevents others from learning. Pupils with English as an additional language and those with SEN are included well in lessons and achieve satisfactorily. Planning is satisfactory but not always well executed. In two lessons observed, the warm-ups took far too long, reducing the time for the main part of the lesson. The pupils currently participating in swimming are taught by instructors from Sheffield City Council. Pupils are making good progress towards achieving their water skills awards. There is a good range of after-school sporting activities, well supported by Hallam Community Association, St Luke's and Fulwood Churches. Pupils take part in adventurous activities at Thornbridge Hall.

99. Leadership is satisfactory. The co-ordinator has only recently taken responsibility for physical education and is very keen to move the subject on. She has introduced a curriculum plan but is fully aware that there are several aspects of the subject that need developing, and that there are training needs for some teachers. The school is working towards the Activemark award. An after-school sports club includes a girls' soccer team. Boys report that they too would like a soccer team as only a few boys get into the Hallam Rangers team at the adjacent community centre. Currently there are no formal assessment procedures, and ICT is not used enough to support pupils' learning. Time has been allocated to develop the subject, and the monitoring of teaching is to begin shortly.

100. There has been satisfactory improvement since the last inspection.

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

101. The school has developed a policy for PSHE, but it is in the early stages of its development and does not yet ensure consistency of approach. The teaching is not monitored, so the co-ordinator is not able to see whether objectives are being met throughout the school. However, a regular programme of 'circle time' has been created in each class to provide an opportunity for pupils to discuss and share ideas. These times are used effectively to explore pupils' feelings and improve relationships. They are relevant to the pupils' lives and often to actual events in the school, which gives them meaning and makes them useful to pupils. One lesson seen during the inspection was used to explore pupils' feelings of anger, giving them opportunities to discuss how they thought other people felt and how they would approach them. Assembly themes are also used effectively to discuss issues on health and how pupils can keep themselves safe. The school is applying for the national Healthy Schools Award, and through this initiative the pupils are able to realise how they can keep fit and healthy. The school council is a useful and active tool in providing children with a forum to discuss issues relevant to them, such as making playtimes more productive.

## 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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	3
Accommodation and resources	4
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).*