

# INSPECTION REPORT

## **MARLCLIFFE COMMUNITY PRIMARY SCHOOL**

Hillsborough, Sheffield

LEA area: Sheffield

Unique reference number: 107000

Headteacher: Mr Tony Laycock

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> May 2005

Inspection number: 267284

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
Gender of pupils:	Mixed
Number on roll:	451
School address:	Marlcliffe Road Sheffield South Yorkshire
Postcode:	S6 4AJ
Telephone number:	0114 2344329
Fax number:	0144 2343186
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Gillian Brown
Date of previous inspection:	9 <sup>th</sup> June 2003

## **CHARACTERISTICS OF THE SCHOOL**

This is a large primary school with 451 pupils. The proportion of pupils known to be eligible for free school meals is similar to that found in most other schools. The area served by the school is mixed, including some housing in a significantly deprived area of the city. Children's attainment on entry to the Reception Year at the age of four is broadly average. The percentage of pupils with special educational needs, which include learning difficulties and physical disabilities, is the same as in most other schools, as is the proportion of pupils with statements of specific need. Seven per cent of the pupils are from ethnic minority backgrounds, mainly mixed race, which is more than in most other schools. However, there is less than one per cent learning English as an additional language. There is an above average amount of movement in and out of the school other than at the usual time of admission, with less than 80 per cent of the current Year 6 pupils being in school since the start of Year 1. The school has received several national awards in the last three years including an Activemark, an Artsmark, a Charter Mark and a School Achievement Award. There are currently three temporary teachers, two of whom are in their first year of teaching.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	English as an additional language The Foundation Stage curriculum Science
19365	Mr Gordon Stockley	Lay inspector	
19120	Mr Derek Pattinson	Team inspector	Mathematics Information and communication technology Geography History Religious education
33237	Mrs Christine Haddock	Team inspector	Special educational needs English Art and design Design and technology Music Physical education

The inspection contractor was:

peakschoolhaus Ltd  
BPS Business Centre  
Brake Lane  
Boughton  
Nr Newark  
Nottinghamshire  
NG22 9HQ

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school does a sound job.** It is well led and managed and important weaknesses are identified and dealt with. The school is improving rapidly because of this and is well poised for further improvement. Almost all pupils make satisfactory progress because of sound teaching overall and the pupils' positive attitudes to learning. The school gives satisfactory value for money.

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

- Children get off to a good start in the Reception classes and pupils achieve well in Years 2, 5 and 6.
- Pupils with special educational needs make good progress, but those with behaviour difficulties are not managed as well as they could be in ordinary lessons.
- In most year groups, assessment information is used well to check on pupils' progress and adapt work for those who learn at different rates, but pupils are not told enough about how to improve their work.
- Pupils are well cared for; most pupils behave well most of the time and their learning opportunities are enriched well through visits and visitors.
- Senior staff and governors are focused well on improvement and the pursuit of high standards.
- Some pupils arrive late at school, disrupting their learning and that of their classmates.

Improvement since the school's last inspection has been substantial and the school no longer has serious weaknesses. There is a firm upward trend in performance, with results rising faster than nationally. Weaknesses in leadership and management have been tackled and are now strengths. Teaching is better than it was, assessment procedures have improved, the provision for the youngest children is now good, and the most able pupils now achieve well enough. However, there are still problems with pupils' punctuality.

### STANDARDS ACHIEVED

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

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

**Achievement is satisfactory.** Reflecting their attainment on entry, most pupils reach standards that are in line with national expectations in reading and writing by the end of Year 2, and in English, where good results were achieved last year, mathematics, and science by the end of Year 6; they exceed national expectations in mathematics in Year 2. Following improvements to the provision in the Reception Year, most children now do better than expected nationally in most areas of learning, except mathematics, where standards are in line with national expectations. Standards in information and communication technology (ICT) are in line with national expectations and meet the requirements of the locally agreed syllabus in religious education at the end of Years 2 and 6.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have good attitudes to work. Their behaviour can be variable, but it is good overall because most of the pupils behave well most of the time. Attendance is good, but some pupils arrive at school late, disrupting lessons unnecessarily.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory, as is the quality of teaching.** Most pupils' learning and progress are sound. Pupils in Years 2, 5 and 6 and children in the Reception Year do well because in these years much of the learning is based on exciting work which pupils find interesting. Throughout the school, teachers make good use of thorough and detailed assessment information to adapt work for differently attaining pupils, which means that tasks have sufficient challenge. Pupils are increasingly involved in assessing their own work, but this is inconsistent and not yet embedded in all classes. Marking does not always tell pupils what they do well or need to improve, and the sessions at the end of lessons do not evaluate pupils' learning well enough. Relationships are good and staff are sensitive to the needs of individuals. Vulnerable pupils are supported very well to help them overcome barriers to learning. However, there are times when some class teachers do not deal effectively with the bad behaviour of one or two pupils. The curriculum is satisfactory and enriched well through visits, visitors and clubs. Pupils are well cared for, and the school has good regard to their well-being, health and safety. The school's partnership with parents, other schools and the local community is good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Leadership is effective, management is good, and governance is very good. Leadership is focused well on improvement, and the head teacher, governors and senior staff have implemented good and effective management strategies to raise standards. Teachers are held accountable for the standards pupils achieve, but are supported well in their work through effective monitoring, evaluation, guidance and training. Governors know the school well. They focus on how improvements can be made and they and the head teacher identify, pursue and tackle weaknesses effectively and in order of importance. They fulfil all of their duties except for one statutory one, well.

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

Most parents hold this school in good regard. They are particularly happy with how their children are helped to settle to school life and that staff expect them to work hard. A few feel that they are not kept well enough informed about their children's progress. Although reports give good information about how well pupils are doing, some of them contain too much educational jargon and could be written in a more suitable way. Pupils are equally as happy with what the school offers; they find teachers friendly and approachable and value the support they give them. They particularly enjoy the contribution they are allowed to make to school life through their school council.

## **IMPROVEMENTS NEEDED**

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

- Improve the way teachers ensure that all pupils settle to their work.
- Make sure pupils know what they do well and how they can improve their work.
- Find ways to encourage parents to ensure that their children arrive at school on time.

and, to meet statutory requirements:

- Ensure staff training details are incorporated into the governing body's annual report to parents.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is satisfactory and the broadly average standards pupils reach at the end of Year 6 reflect those on entry to the Reception Year. Children in the Reception Year achieve well to exceed the expectations of the Foundation Stage curriculum, as do Year 2 pupils in mathematics. Pupils with behaviour problems do not always do as well as they could in ordinary lessons.

#### Main strengths and weaknesses

- Reception age children achieve well and get a good start to their education, except in mathematics where the most able are insufficiently challenged.
- In English and mathematics, Year 2 pupils make good progress due to effective teaching and in English and science Years 5 and 6 pupils achieve well.
- In science, Year 1 pupils do not do as well as they could.
- Pupils with high level special educational needs working in small groups with the inclusion co-ordinator and teaching assistants make good progress, but in lessons teachers do not always tackle the inappropriate behaviour of one or two pupils and the learning of these pupils is slowed.

#### Commentary

1. From the work seen, most pupils achieve standards that are in line with nationally expected levels by the end of Years 2 and 6. However, test results are rising and in 2004 they were better than the national picture in Key Stage 1, in line with it overall in Key Stage 2, and better than those in similar schools. Although it is too early yet to say whether or not this picture will be sustained over time, early indications are that things are improving and standards are rising. Between 2002 and 2004 standards rose in all subjects at a much faster rate than nationally and last year, test results in English were particularly good. The improvements to teaching and learning which came about following the last inspection have, understandably, however, had an earlier impact on the youngest classes than the older ones, where there is more catching up to be done.

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

Standards in:	School results	National results
Reading	16.5 (15.5)	15.8 (15.7)
Writing	15.7 (15.2)	14.6 (14.6)
Mathematics	17.1 (16.4)	16.2 (16.3)

*There were 64 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	28.0 (27.3)	26.9 (26.8)
Mathematics	26.7 (26.8)	27.0 (26.8)
Science	29.1 (28.5)	28.6 (28.6)

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

2. Children in the Reception Year are now exceeding the goals they are expected to reach nationally in all subjects except mathematics, where standards are broadly as expected. Most

children are very confident learners and, because of some good improvements to provision in the Reception Year, their personal, social, emotional, communication, language and literacy, creative and physical skills are good. Many of the children can already read words in isolation and write in sentences, often using full stops and capital letters, and spaces between words. Their mathematical skills are satisfactory. Many children can add and subtract numbers up to ten and recognise two- and three-dimensional shapes. However, in this area of learning, the most able children are not always challenged as well as they could be and too often do the same work as their average attaining classmates, slowing their progress. Children's knowledge and understanding of the world are very good. Most children use the computers confidently and can save and print their work independently. Many are already working within the first National Curriculum level in science in particular. They understand what plants need in order to grow and survive and, from watching butterflies hatch and tadpoles turning into frogs, understand that animals grow and reproduce.

3. Improvements to teaching and learning are having good effect in other years too, and there are secure signs of standards rising in Year 2 particularly in English and mathematics. Staff have had some intensive support in both subjects, which has clearly benefited them well, but particularly those in Year 2. Here pupils achieve well and in mathematics exceed national expectations by the end of their year. Their mathematical problem-solving skills are particularly good and their ability to calculate is very secure. Achievement in science is satisfactory. However, in this subject Year 1 pupils do not perform as well as they could. Although they show the ability to attain the expected standards for their age, their work is untidy and is not tailored well enough to meet the needs of differently attaining pupils. This means that the least able often struggle to do it without support and the most able are insufficiently challenged to reach the higher level.
4. Although things have improved equally as well in Key Stage 2 as they have in the Reception Year and Year 2, improvements are taking longer to impact on standards because of the amount of catching up still needed. Even so, most pupils achieve satisfactorily in English, mathematics and science, and those in Years 5 and 6 do well in English and science. In these years, pupils are particularly good at writing for different purposes and carrying out scientific investigative work. They are good at recording the findings of their science investigations in an easy to interpret way. Because of this they draw valid conclusions and use the knowledge they have learnt from one investigation to predict the findings of another.
5. Pupils with special educational needs do well and make good progress towards their personal learning targets. This is because in most instances the work is matched well to their needs and challenges them well. However, there are a small number of pupils with behaviour problems who, because of their particular needs, struggle to concentrate in lessons, particularly in Key Stage 2. These pupils are supported extremely well by the inclusion co-ordinator who, over time, helps them to come to terms with how they feel and overcome their barriers to learning. When these pupils are taught in small groups by the inclusion co-ordinator or teaching assistants, they focus more successfully on their work than they do in ordinary lessons, where they make more limited progress. This is because in a bid not to disrupt the learning of the majority, there are times when some teachers choose to ignore the actions of one or two pupils who sometimes misbehave.

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

Pupils have good attitudes to learning and the great majority of them behave well, although a small minority struggle to conform and concentrate in lessons. Their spiritual and cultural development is satisfactory and their moral, personal and social development is good. Attendance is good, but punctuality is unsatisfactory.

### **Main strengths and weaknesses**

- There are good relationships throughout the school and pupils show respect for each other and adults.

- Daily assemblies make a very good contribution to pupils' moral and social development.
- There are good opportunities for pupils to learn to take responsibility.
- A small number of pupils misbehave in normal lessons because teaching often does not employ effective strategies and sometimes inappropriate behaviour is not always dealt with as successfully as it could be.

**Commentary**

6. In general, pupils have good attitudes to their work and apply themselves well to their tasks; in the Reception classes, children's attitudes are very good. Pupils of all ages work hard in lessons and many take part in the good range of activities offered outside school hours. In lessons, pupils have regular opportunities to work with a partner or in groups, which supports them well in forming constructive relationships with others as well as developing their speaking and listening skills.
7. Pupils' relationships with each other and with adults are good and this has a positive impact on behaviour and learning. Any incidents of bullying are responded to quickly, so that pupils work in an environment free from oppressive behaviour, such as racism. The rate of exclusions last year, prior to the inclusion co-ordinator being appointed, was high. However, the school has greatly reduced the incidence of exclusion this year to six in total, and now most of the children behave well most of the time. Overall, behaviour is better in the Foundation Stage and Key Stage 1 than it is in Key Stage 2, with some examples of very good behaviour being seen during the inspection. There are, however, a small number of extremely vulnerable children who struggle with their behaviour at times. When taken out of ordinary lessons and taught in small groups by the inclusion co-ordinator these pupils learn to cope with their feelings and are slowly developing an understanding of the need to alter their behaviour and the way they react in different situations. However, in ordinary lessons teachers often struggle with these pupils, especially when there is not a teaching assistant present, because they do not have a good enough range of strategies to manage in the short term, or change in the longer term, the behaviour of these pupils.

**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	386	44	0
White – any other White background	10	3	0
Mixed – White and Black Caribbean	10	3	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – any other Black background	1	6	0
No ethnic group recorded	33		

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

8. Assemblies, religious education and teaching in personal, social and health education contribute well to pupils' spiritual development. These sessions feature stories, prayers and opportunities for quiet reflection and help pupils to consider values and beliefs. In personal, social and health education lessons teachers encourage pupils to talk about themselves and

draw on their personal experiences. They are also encouraged to discuss their problems and how to resolve them, and to think about the impact of their actions on others. The school makes good use of its 'secret garden'. For example, during the inspection, pupils in Year 5 planted several small oak trees in the garden and thought quietly about their hopes for the future.

9. Pupils learn about the main world faiths in religious education and the school effectively promotes mutual respect and concern for others in such ways as supporting a school in India through donations made at their school concerts and assemblies. Pupils learn about their own cultural traditions as part of their work in history and through visits to relevant museums and galleries. For example, pupils dressed in Victorian costume and travelled by train to a museum where they had some experience of life in a Victorian schoolroom. Older local residents have talked to the children about their life during the Second World War, and a local artist and a local author have visited the school and passed on aspects of their particular talents to the children.
10. The school provides many opportunities for pupils to develop a sense of responsibility and due regard to the rights and feelings of others. These include taking on the roles of school councillors, stair monitors, playground buddies, reading partners and class monitors. Older pupils are involved in the production of a major dramatic performance each year and this also plays a significant part in their personal and social development.
11. Attendance is good. However, too many pupils arrive after the end of the registration session. This means that they may miss the introduction to the first lesson, as well as disrupting the lesson for those pupils who have arrived on time.

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

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.6
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is satisfactory overall. It is good for children in the Reception Year, in English and mathematics in Year 2, and in English and science in Years 5 and 6. The curriculum is enriched well through visits and visitors and pupils are cared for well. The school enjoys a good partnership with parents, most of whom are happy with what the school does for their children.

**Teaching and learning**

The quality of teaching and learning is satisfactory overall. It is good in the Reception Year and Years 2, 5, and 6 and for pupils with special educational needs. Vulnerable pupils are supported very well in withdrawal sessions, but not as well as they could be in ordinary lessons. Assessment and its use are good.

**Main strengths and weaknesses**

- Reception Year children are taught well and there are particular strengths in Years 2, 5 and 6; however, in science Year 1 pupils are not taught as well as they could be.
- Extremely vulnerable pupils are supported very well, but in ordinary lessons behaviour management is not always effective.
- Teaching makes good use of assessment information to sharpen teaching plans and tailor work to pupils' needs, but pupils do not have a good enough understanding about how to improve their work.
- ICT is not used effectively enough as a tool for learning.

**Commentary**

12. Good progress has been made in improving the quality of teaching. This is because the school's leaders, with the help of the local authority consultants, have focused well on what does and does not work in teaching and have targeted training and support effectively. Whilst teaching is satisfactory overall, there was some good and very good, as well as excellent teaching seen during the inspection, indicating the effectiveness of these improvements.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	5 (10%)	20 (40%)	22 (44%)	2 (4%)	0	0

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

13. With effective funding allocation by the governing body and senior managers, and good support from local educational authority consultants, many improvements have been made, in particular to the provision for the Reception Year children. Here, the teaching is now good and children learn well through first-hand experiences. Because of effective planning, teaching is focused and directed and the very good deployment of teaching assistants supports children's learning well. For example, one of the classrooms is supervised by the two teaching assistants. It is stimulating and full of exciting things for children to do, such as snails for them to observe, model mini-beasts buried in gravel for them to find, and a 'butterfly-house' for them to show visitors around. In all of the Reception classrooms, resources are put to good use and both the indoor and outdoor learning spaces are used effectively. All of the activities are exciting and meaningful, and children learn much from them. For example, a group of children walked around the outside of the school following a map drawn by a classmate. They had to find particular features and make notes. Armed with a camera, bird and flower book, and a rucksack with a 'picnic' in, they set off on their journey. They found what they were looking for, using the information books to help them to decide, for example, what type of bird it was they spotted in a tree and what flowers were growing in the raised flower bed.

14. Similarly, there has been intensive support from the local education authority in English, mathematics, and science, which is starting to raise standards and in particular improve the quality of teaching in Years 2, 5 and 6. In these years, the teaching is consistently good, work is nearly always challenging and teaching pushes pupils to achieve just that little bit more. Exciting things are planned, such as in science when Year 6 pupils had to explore where dandelions grew best and in Year 2 when pupils had to solve real-life money problems. Expectations are usually high and purposeful questioning extends learning well. However, in Year 1, where there has been and still is some temporary teaching, untidy work in science is accepted too readily and activities are not adapted for pupils who learn at different rates.

15. Good improvement has been made to the school's assessment arrangements and in particular to the use teaching makes of the information gained to tailor work for differently attaining pupils. This means that most of the work challenges pupils of all abilities successfully and leads to some good learning taking place in some lessons. However, the comments teachers write in pupils' workbooks do little to tell pupils what they do well and need to work on next, and the last ten minutes of lessons are usually spent looking at what pupils have done rather than at how well they have done it, which does not help pupils to improve next time. In addition, the teaching of ICT as a tool for learning is under-developed and because too little use is made of classroom computers, pupils do not go to them to, for example, check on spellings, word process a piece of writing, or look up something on the Internet.

16. There are some pupils who find it difficult to concentrate and focus on their work. These pupils have many barriers to overcome before they can start to learn, and last year many of them were excluded from lessons and from school because they were causing too much disruption. However, in September 2004, the school appointed an inclusion co-ordinator who, along with the effective work of the school's learning support assistants, is now helping these pupils

exceptionally well to deal with their feelings, see the point in getting on with their work, and make progress in their learning. She is extremely sensitive to their needs and quick to draw on outside expertise when necessary. Most of her support comes whilst working with small groups in a separate classroom away from the main classrooms. This works very well and she is able to help these pupils to come to terms with their emotions, overcome their difficulties, and cope with the work. However, when back in the classroom, particularly when there is no teaching assistance, these pupils do not achieve as successfully as they do in the withdrawal sessions. This is because teachers struggle to cope with their behaviour, as well as the behaviour of one or two others at times, and do too little to change it. They do not have enough strategies to hand to deal with the situation and as a result too often resort to sending pupils out of lessons or ignoring their inappropriate behaviour.

## **The curriculum**

The school provides its pupils with a satisfactory curriculum, and enriches their experiences with a good range of extra activities that boosts their skills in sports, arts, and personal development. Accommodation, staffing and resources for learning are all satisfactory.

## **Main strengths and weaknesses**

- There is a good programme of extra-curricular activities.
- Good provision is made for pupils with special educational needs.
- The learning opportunities for children in the Foundation Stage are good.
- The school has benefited from a good range of awards and achievements.
- The internal decoration is in need of attention.

## **Commentary**

17. Children in the Foundation Stage get off to a good start because the activities are planned so that children learn through observation and exploration and talk is valued and encouraged by adults in all three classes. There is a vast range of interesting things for the children to do, that excite them, make them eager to start work, and want to learn, such as watching snails crawl over paper and showing visitors round their 'butterfly house'.
18. Overall, good provision is made for pupils with special educational needs and these pupils make good progress in their learning because of the clearly defined learning targets in their individual education plans. They receive good support from teaching assistants in class especially when working in small groups or individually. The appointment of an inclusion co-ordinator has made a positive difference to how well pupils with behaviour problems are supported and helped to overcome their barriers to learning. Although these pupils still struggle to deal with classroom situations and to access the curriculum in ordinary lessons, they work well in small groups and are making good progress towards their targets.
19. The school makes good use of visits to places of educational interest and of visitors to the school to extend pupils' learning. Effective use is made of sporting links with local secondary schools to improve pupils' performance in sport. Pupils also have access to instrumental tuition such as violin, clarinet and recorder and the opportunity to join the school choir. There is also a wide variety of after-school clubs, which include football, juggling, sewing, gymnastics and gardening. All of these activities support the good provision throughout the school for pupils' personal, social and health education, which in turn helps pupils of all ages develop positive attitudes to their own well-being and that of others. Pupils are taught sex education and about the dangers of drugs' misuse, which helps them to develop a good appreciation of the need for a safe and healthy lifestyle.
20. Despite the school's particular focus on English, mathematics, science and ICT, the quality and range of the other subjects have not been compromised because of the necessary priorities given to the main subjects. All staff are fully focused on extending pupils' learning. Teachers

use a variety of teaching techniques and approaches effectively to engage pupils' interest and enhance levels of understanding. To this end the school has worked hard to achieve the Artsmark Silver Award and the Activemark Gold Award.

21. There are bright and colourful displays of pupils' work all around the school. These enhance the learning experiences and make the learning environment more stimulating. However, although the school has a rolling programme for improving internal decoration there are some areas in the school that are in desperate need of refurbishment.

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

The school takes good care of its pupils' welfare, health and safety. It provides good support, advice and guidance and involves pupils well through seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- Good attention is paid to health and safety requirements to ensure pupils have a safe working environment.
- Children's introduction to school in the Foundation Stage is good.
- Pupils' views are valued and so pupils are able to make a difference.
- There are very good strategies for pupils to express their problems privately and discreetly.
- There is good pastoral care and staff know pupils well.

### **Commentary**

22. This is a caring school where pupils feel happy and safe. Health and safety checks are carried out regularly and risk assessments are completed for those activities involving an element of risk. Sickness and accidents are handled sensitively to minimise children's distress. Parents are informed by a note home when their child has received treatment. There are clear guidelines for staff who may have to deal with the specific health problems of certain children. Child protection matters are handled effectively, and healthy and safe living is promoted well through the school's good personal, social and health education programme.
23. Good induction procedures and information to parents and carers help children in the Foundation Stage to settle quickly into school routines. Pupils who join the school at a later stage are warmly welcomed by staff and pupils, enabling them to settle in quickly. Relationships throughout the school are good. Pupils know who to turn to if they have problems and they form trusting relationships with the staff. The 'worry' boxes, in which pupils can put their concerns, allow pupils to share their worries and provide good material for a range of issues to be discussed during circle time and in personal, social and health education lessons.
24. The support and guidance pupils receive from the monitoring of their academic and personal development are good overall, and very good for the most vulnerable pupils who have additional support from the inclusion co-ordinator and learning support assistants. Pupils are rewarded for effort, attitude and good behaviour by being entered in the 'Golden Book' and receiving certificates in front of their classmates at the celebration assembly. The school has responded to some criticism from parents that pupils who are always well behaved were not always rewarded. Teachers now choose two pupils each week who have worked hard and behaved exceptionally well. These pupils receive a 'Golden Certificate' in assembly.
25. Pupils' views and opinions are sought well, mainly through the school council, which meets regularly with the head teacher. Councillors take their responsibilities very seriously and they welcome the opportunity to represent other pupils and become more involved in the work of the school. They have commented on what makes a good lesson, the introduction of school uniform, and improvements to the adventure playground. Pupils are invited to complete questionnaires every two years. They feel that their views are listened to, valued and acted

upon where appropriate and this helps develop their sense of pride and ownership of the school.



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

The school has good links with parents, other schools and colleges, and the community.

### **Main strengths and weaknesses**

- The school provides parents with a good range of useful guidance to help them support their children's education.
- Parents support the school and their children's education well.
- The school regularly seeks parents' views and acts on them.
- Good links with the community and with other schools significantly enhance pupils' education.

### **Commentary**

26. This school has an 'open door' policy that encourages parents to get involved in their children's education. Parents are welcomed into classrooms at the beginning of the school day. This means that they can settle their children and have a quick word with the teacher if they wish to do so. The head teacher is available to see parents at most times and parents are encouraged to get in touch if they have any concerns. Parents' views are sought by questionnaire every two years and the results are analysed so that the school can look at trends. Parents have also been consulted recently about school uniform and healthy snacks at school. The results of these surveys have been reported through newsletters.
27. The school provides a good range of support to assist parents who wish to help their children at home. These include, for example, written guidance on helping with mental mathematics and reading, drop-in sessions for parents seeking guidance about how they can help their children with their homework, and advance information about future topic work. During the inspection, a number of parents were helping in school and there were lots of parent helpers when the youngest two classes went on a visit to a butterfly farm. A very active parent-teacher association organises regular fund-raising events and two parents run a weekly chess club for pupils.
28. Most parents are happy with the school and what it provides. They are particularly pleased with the arrangements that helped their child to settle in when they joined the school and that staff expect children to work hard and do their best. A significant minority, however, feel that they are not kept well enough informed about their children's progress. A selection of pupils' annual reports examined during the inspection showed that these provide a lot of valuable information which would form a good basis for discussion with the class teacher. However, there is scope for writing the reports in a way that parents would find easier to understand. Several parents commented on the lack of information given to them during the long-term absence of their children's teacher. The school has now taken steps to provide an opportunity for parents to find out how their children are progressing.
29. Pupils' personal and social development is enhanced by the school's good links with the local community. Some pupils take part in Sheffield Children's Festival and all of them visit a local church as part of their religious education studies. A local vicar leads assemblies regularly and some pupils are enthusiastic members of the school choir. An ethnic minority support group is involved in mentoring and supporting vulnerable Black children and the school doctor and school nurse have provided guidance for parents on supporting their children's emotional needs. Links with local football and rugby clubs provide opportunities for pupils to benefit from specialist training in these sports. Several governors are involved in the local community and some local businesses support fund-raising events.
30. The school's good links with other schools and colleges provide opportunities for pupils to take part in events such as a pop maths quiz at Sheffield University and a mini Olympics where pupils compete with pupils from 30 other primary schools. Staff from the university also attend and support the school's science day, giving talks and demonstrations. The school's close links

with its partner secondary school – a sports college – provide a range of sporting and academic opportunities for pupils, and links with a city learning centre allow the school to borrow a range of specialist equipment to enhance pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Leadership is good, management is effective, and governance is very good. There is effective leadership by the head teacher and senior staff, and the governing body fulfils all but one of its statutory duties well.

### **Main strengths and weaknesses**

- The head teacher provides good leadership because he has high aspirations and a clear view of the way ahead.
- Senior leadership teams and subject leaders are good at shaping the school's direction.
- Planning for school improvement is comprehensive and rigorous, and focuses on the right issues to drive up standards.
- The management of the school is good because arrangements for monitoring standards and quality are now secure in many areas of the school's work.
- Finances are used well so the school makes the most of the money it has.
- The committed and able governing body carries out its responsibilities very well, which is helping the school to move forward.

### **Commentary**

31. The head teacher provides purposeful leadership, which is increasingly effective in many areas because of his high aspirations, commitment and effective delegation. Since the last inspection, when the school was judged to have serious weaknesses, he has embraced the need for school improvement. He has communicated his clear view of the way ahead and shown relentless determination in the pursuit of higher standards, improving behaviour, and ensuring inclusion. He has established a rigorous agenda so that all who have a vested interest in the school's development know what must be done to secure improvement. He has successfully led and overseen the introduction of systems and arrangements to improve provision and raise standards in many areas of the school's work, such as mathematics and ICT, and also to reduce the rate of exclusions. Through his hard work, drive and effective communication, he has gained the respect of all who wish to make the school successful, including the local education authority, which has helped to provide a clear direction and effective steer for the school. Under the head teacher's good leadership, the evaluation of introduced initiatives is increasingly embedded in the school's work to make the school more accountable in all areas, to help give pupils the best possible opportunities to realise their potential.
32. The most important function of the senior managers is to secure the best possible quality of education for all pupils in order to raise standards. The able senior management teams, deputy head teacher and, increasingly, all subject leaders have clear responsibilities and are being empowered through training and support to lead the implementation of essential improvements. For example, subject leadership in English, mathematics, science and ICT is effective. This is because co-ordinators check all aspects of provision, such as the quality of teaching and learning, the standard and range of pupils' work, and planning arrangements to ensure compliance with statutory requirements. As a result, these leaders know what works well and what needs doing to help further improve provision and raise standards.
33. Planning for school improvement is comprehensive and rigorous, and provides a clear, measurable agenda for improving achievement, teaching and learning. It is used well to determine the best use of available funding to support the priorities for school improvement. It is linked closely to the planned provision of training of teachers and support staff, which is given high priority, and the performance management arrangements, which are embedded in the school's work.

34. Systems are steadily being established to secure a rigorous approach to all aspects of monitoring and evaluation. The school's arrangements for evaluating its own performance are increasingly effective. Pupils' performances in the national tests are rigorously analysed, weaknesses identified, and strategies and approaches introduced to overcome them. For example, weaknesses identified in mathematics are being addressed through the increasing emphasis teachers give to investigation and problem solving as means of developing pupils' understanding. Pupils' progress is tracked increasingly carefully as they move through the school in order to check that they are learning well enough and to identify any inconsistencies in progress. The setting of individual targets by teachers to give pupils a greater understanding of their learning is inconsistent. However, pupils increasingly know what they need to do next to improve, which is helping them to move forward.
35. Since the last inspection, the committed and able governing body has made substantial improvements in the way it operates. Over the past two years, it has established well-organised, effective and rigorous systems to secure school improvement through its increased involvement in all aspects of the school's work. It has harnessed the skills and expertise of individual governors, such as in early years' education, special educational needs, and ICT, to help improve provision and raise standards. Increasing levels of involvement include links between specific governors and individual subject leaders, which are helping to provide governors with an informed overview to ensure that they know the school's strengths and weaknesses. As a result of these improvements, the governing body is now actively involved in leading and shaping the school's future direction and is constantly seeking to challenge and support the school's senior managers. It now provides very good support for the head teacher and, despite one statutory omission in its annual report to parents, carries out its duties well.

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

Income and expenditure (£)		Balances (£)	
Total income	1142838	Balance from previous year	1213
Total expenditure	1148163	Balance carried forward to the next	-4112
Expenditure per pupil	2540		

36. The school has presented a balanced budget for the financial year April 2004 to March 2005, which provides evidence of careful budgeting and prudent spending from a small deficit at the end of the financial year 2003/2004. Regular monitoring of spending patterns helps to ensure that finance is used to benefit pupils. Principles of best value are applied rigorously, and the governing body is committed to ensuring that all funds are wisely spent. Office staff work hard to familiarise themselves with administrative procedures to help ensure that the school runs smoothly and that day-to-day financial management does not impinge on teaching and learning. Financial control is good overall. Although the school had a small overspend in 2003/04, this was due to early spending of 2004/05 money, rather than wait for some developments scheduled for 2004. In relation to its social and educational circumstances and to the standards that pupils achieve by the end of Year 6, the school provides satisfactory value for money.

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

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

Children in the Reception Year are currently taught in three classes and four teaching areas, three of which are supervised by teachers and the other by two teaching assistants, who make a very good contribution to children's learning. Because of the large numbers this year, some of the Reception age children are housed in the Year 1 classroom. The provision for the children in all classes is good and much improved since the last inspection, which means that children end their Reception Year much better prepared for their work in Year 1 than they were at the time of the last inspection.

Children achieve well because of effective teaching. Learning opportunities are exciting and purposeful, and based on learning through observation and exploration. Because of this, most children enjoy school and all of them, including those with special educational needs and those learning English as an additional language, make good progress in almost all areas of learning by the time they start Year 1.

The Foundation Stage is well led and managed and there have been some good improvements, in particular to the size and organisation of the classrooms and the outdoor learning area and the quality and range of learning resources. These developments have been supported and financed well by senior managers and governors. Assessment information is used well to inform teaching and tailor the work to meet the needs of the differently attaining children, but there is insufficient monitoring and reviewing of the trends in children's performance over time in order to identify weaknesses in teaching and learning and so improve things further.

There are also some weaknesses in teaching, which reflect those found in the rest of the school. Sometimes inappropriate behaviour is not dealt with and the last ten minutes of lessons are usually spent with a few children showing and telling classmates what they have done. This does not help children to understand how well they have done and how they could improve next time.

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

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

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

- Children are secure and confident learners because they quickly establish very good relationships with each other, teachers, and teaching assistants.
- Caring for animals and plants develops children's sensitive nature well.
- Work is very attractively displayed, valuing children's efforts and raising their self-esteem.

#### **Commentary**

37. Due to good teaching, children achieve well in this area of learning and most of them exceed the goals they are expected to reach nationally by the end of the Reception Year. They share and take turns well and know right from wrong. Most children maintain very good attention and persevere with their work; they select and find the equipment that they need for a given task because these are well labelled and easily accessible. Children dress and undress with increasing independence when getting ready for physical development sessions.
38. Very good relationships permeate the Foundation Stage classes and children and adults get on extremely well together. Adults maintain eye contact with children as they talk with them, making them feel special and valuing what they have to say. This helps children to settle, be happy at school, and develop the confidence to try new things. Children excitedly explore living things in the classrooms, watching, for example, butterflies hatching from chrysalises, tadpoles

turning into frogs, and seeds they have planted growing into plants. The adults value the efforts children make with their work by displaying it attractively. Models that children have made are labelled and displayed on low tables for classmates to look at and admire, split-pin teddies hang from the ceilings, and children's paintings adorn the walls.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Most children are confident talkers and attentive listeners because talk is valued.
- There is equal focus on all aspects of communication, including speaking and listening, reading and writing and good account is taken of how children learn at different rates.
- Children benefit immensely from a linguistically stimulating environment.

### **Commentary**

39. Teaching is effective in this area of learning and most children do well to exceed the goals they are expected to reach by the time they leave the Reception class. Because of this, all children are well prepared for their work in Year 1. They are confident and attentive communicators, listening to what others have to say and sharing their news willingly and excitedly with their classmates. The adults show genuine interest in what children have to say, and ask questions that help them to extend what they have to say. However, more could be done to encourage children to ask each other questions and so build their powers of communication even further.
40. Many children can already recognise words in isolation and write the first letter of a word in an attempt to spell it correctly. Whilst most children have achieved well, some have progressed very well from September, when they wrote letters in isolation which were barely recognisable, to now writing in sentences with letters well formed, full stops and capital letters, and spaces between words. This is because they are given many opportunities to practise their writing skills not just during structured writing sessions, but also at other times such as when taking orders in the 'café' or writing on the large whiteboard fixed on the wall. Words around the room help children to learn to spell and enable them to see the purpose of writing to communicate.
41. Teaching takes good account of the needs of the slower learning children, who are given lots of tracing and finger control work. Teachers make different demands on these children from on the most able, by giving them far more practical work to do and not expecting them to, for example, write letters and words before they are ready to. Because of this they grow into secure learners with good self-esteem and the confidence to have a go.
42. Most of the children enjoy reading and know their way around a book. For example, many know to look at the contents page in non-fiction books in order to locate what it is they want to read about. There are attractive book areas in all four teaching areas inviting children to look at books and listen to taped stories. Small group reading sessions with the teachers help children to improve their reading skills by looking at what the book is saying rather than just focusing on the technicalities of reading words in isolation.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Most children have a good grasp of addition and subtraction and make good progress in writing digits.
- There is a wide range of learning opportunities across all strands of mathematics.

- The least able children are given good support and a range of relevant activities, but sometimes the most able are insufficiently challenged.
- Classrooms are not particularly mathematically stimulating and there is little of the children's mathematical work on display.

### Commentary

43. Teaching is satisfactory in mathematics, standards are broadly as expected nationally by the end of the Reception Year, and children make sound progress. However, this is the least well taught of the six areas of learning. Whilst the least able children make good progress because the work is relevant to their needs, the work that the most able are asked to do is very similar to and sometimes the same as the work of the average attaining. This slows learning in lessons and the progress these children make over time. There is little prominence given to the work children do in mathematics through, for example, displays, and the mathematics teaching base is less exciting than the language and literacy base, with too few things for children to develop their mathematical skills through play.
44. Nevertheless, by the time they leave the Reception classes, most children write numbers correctly, have a good grasp of adding and subtracting, and are confident working with numbers up to 20. The other strands of mathematics are equally as well represented in the Foundation Stage curriculum. For example, children enjoyed putting their hands into a lidded box, feeling the two- and three-dimensional shapes inside, and naming their properties, such as, "it's got three sides" and "it's got a pointy bit" so that classmates could guess what they were. They explored symmetrical patterns when painting ladybird pictures and creating insects from modelling dough and adding plastic wings and antennae.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Learning opportunities excite the children, stimulate their curiosity about the world around them, and prepare them very well for their work in Year 1.
- Children's computer skills are developing well and their 'mouse' control skills are good.
- There are many opportunities for children to observe animals and watch plants grow.

### Commentary

45. This is the area of learning in which the most interest and excitement is generated and consequently the most progress is made. Most children achieve very well to exceed comfortably the goals they are expected to reach nationally by the end of the Reception Year and many are working within the first level of the National Curriculum in science. Children do so well because the curriculum is planned extremely effectively and prepares them well for their Year 1 work in science, design and technology, geography, history, and ICT. For example, children learn how to draw a bird's eye view of the outside of their school and to follow a simple map, drawn by a classmate, to find particular features listed, such as the 'raised flower bed' and the 'little house'.
46. Teaching is very good. Teaching assistants play a major and very effective role in this, briefed well by the teaching staff, and all adults have a very good understanding about how young children learn through observation and exploration. The range of learning opportunities is very good and stimulates within children the desire to find out why things happen and how things work. For example, they watch butterflies hatch and tadpoles grow legs and turn into frogs and they plant seeds and investigate what they will need to help them to grow into healthy plants.
47. Children's computer skills are good. Most children are confident users of the computer and guide the cursor round the screen with good control, dragging and dropping objects, drawing

pictures of butterflies, and saving and printing their work. They are enthused by the teachers' own enthusiasm and interest in computers and, because explanations are sharp, children know what to do and how to do it, progressing well in one lesson. Already many children know how to incorporate text and pictures and change font colour, size and style.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for boisterous outdoor play.
- Opportunities to use the school hall and the large climbing apparatus help develop children's physical skills well, but there is sometimes too much noise in these sessions and some inappropriate behaviour that is not dealt with well enough.
- Children understand well the changes to their body caused by physical exertion.

### **Commentary**

48. Good teaching means that most children achieve well and, by the end of the Reception Year, many exceed the goals expected nationally. The improved outdoor learning area provides children with opportunity to engage in boisterous play as well as other activities, such as role-playing camping, and riding, pushing and pulling wheeled toys. Indoors, classroom activities develop children's fine motor skills well, such as cutting and drawing, and time in the hall means that children learn to climb and manoeuvre across, along and around large apparatus, such as the climbing frame and upturned benches. However, these times are sometimes too noisy, interrupting children's concentration and slowing their learning. A few children misbehave at these times, which is not always dealt with, and because of this inappropriate behaviour patterns start to emerge at an early age.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Exciting role-play areas promote learning very well.
- Children have many opportunities to be creative and produce paintings and models in their own way.
- Children experience a wide range of media and have good opportunities to work with different textures.

### **Commentary**

49. The good teaching in this area of learning means that achievement is good and most children exceed the goals they are expected to reach nationally by the end of the Reception Year. Role-play areas are very good. For example, in the 'butterfly house', children develop good speaking skills when they show visitors around, and improve their writing skills when they complete questionnaires about their visit. They collect the entry fees, swiping the credit cards of those visitors who have no cash!

50. Children's paintings are all individually created, as are most of the models and other art work. Stimulated by walks during which they look for patterns in nature, such as the trail left by snails, children use a wide range of media, such as paints, clay, fabric and food, and mix different textures to create collages and other artwork.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching is good in Years 2, 5, and 6, where pupils make the most progress.
- There are good opportunities for pupils to develop their speaking, listening and reading skills.
- Teaching assistants are deployed effectively to support pupils with special educational needs, but sometimes teachers tolerate inappropriate behaviour from a small minority of pupils.
- Assessment processes and procedures are good and inform teaching well, but marking does not do enough to help pupils to improve their work.
- Effective leadership and management of the subject have led to some good improvements since the last inspection.

#### Commentary

51. Standards are broadly in line with the nationally expected level by the time the pupils leave the school and pupils' achievement over time is satisfactory. This is because teaching and learning are satisfactory overall, with good teaching in Years 2, 5, and 6. In these years, teachers provide good opportunities for pupils to write in a variety of contexts. A good range of classroom materials, such as word banks and displays of points of grammar, supports pupils' writing experiences well. Throughout the school, teachers have a secure knowledge and understanding of the curriculum, relationships are good, and good attention is paid to teaching grammatical skills, spelling and handwriting. However, occasionally teaching fails to enthuse the small minority of pupils who have difficulty fitting into classroom routines and as a result teachers find themselves in the position of having to place greater effort on managing pupils' behaviour than on learning. Rather than tackle inappropriate behaviour head-on and in order to avoid confrontation, they tolerate inappropriate behaviour, in particular from some of the more vulnerable pupils who struggle to conform to classroom routines.
52. Good use is made of assessment to set work at an appropriate level to challenge and encourage all pupils to work hard. However, the quality and usefulness of marking vary considerably; some teachers set targets for improvement for individual pupils to work towards, whilst others miss opportunities to guide pupils' learning.
53. There are particularly good opportunities for speaking and listening through, for example, 'talking partners' and contributing to school assemblies. As a result, most pupils are confident and clear in their speech. Their understanding and ability to communicate effectively prepares them well for the next phase of their education. Pupils throughout the school enjoy reading. Pupils in Year 6 know limericks and riddles and have favourite authors such as J.K. Rowling and Malcolm Rose; they understand both characters and plot well. They are competent at reading unfamiliar words. Pupils in Year 2 are familiar with a good variety of nursery rhymes but struggle to name a favourite poet or poem.
54. Pupils with special educational needs achieve well; they are effectively supported by teaching assistants when working in small groups or individually. This support is sensitive yet firm, so that the pupils feel reassured. Teaching assistants do not supply the answers but guide pupils' thinking carefully to the correct conclusion.
55. The leadership of the subject is good and good progress has been made since the last inspection because of this. The subject leader carries out systematic and regular procedures for monitoring teaching and learning, identifying what works well and what needs improving, which has led to good support for teachers and better quality teaching over the last two years.



## Language and literacy across the curriculum

56. This is satisfactory. Pupils use language and literacy, especially writing across the curriculum, for example to present arguments, describe investigations, and narrate historical events. In some lessons they use computer word-processing programs for writing, but this is as yet underdeveloped because teaching makes insufficient use of computers in classrooms.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well, especially in Year 2, to reach above average standards by the end of Key Stage 1.
- Teaching and learning are satisfactory overall, but during the inspection some good teaching was seen in both key stages, reflecting the increasing effect of the improvements made since the last inspection.
- The subject is well led and there are clear plans for its continued development.
- Investigative and problem-solving approaches are given increasing emphasis as a means of developing pupils' mathematical understanding, but too little is done to help pupils improve their work.
- The development of mathematical skills through other subjects is developing well, but minor weaknesses in teaching are slowing the drive to raise standards further.

### Commentary

57. Pupils make at least sound gains in learning as they move through the school. This is because the subject has a high profile and is well led, teaching is satisfactory and most pupils show good attitudes to learning, which contribute to the rate of progress they make over time. Pupils' achievements are good overall as they move through Key Stage 1, with pupils making especially good gains in Year 2. As a result, pupils reach standards that are above national expectations by the end of that year and which are higher than at the time of the last inspection. Pupils make satisfactory progress as they move through Key Stage 2 to reach standards which are close to national levels by the end of Year 6.

58. A small amount of unsatisfactory teaching was seen during the inspection, but overall teaching is satisfactory, with some good teaching seen in both key stages. Teaching in Year 2 is consistently good, and as a result, most pupils achieve well in this year. For example, in both Year 2 lessons seen in which pupils were learning to solve money problems, teachers had high expectations and pitched work at appropriately challenging levels, asked purposeful questions to develop clear understanding of new knowledge, and gave pupils much encouragement to succeed. Pupils were motivated and involved because of the teachers' enthusiasm, the very good relationships established, and the secure subject knowledge shown. As a result of these strengths, pupils made good gains in their learning in both lessons. However, in contrast, in an unsatisfactory lesson seen in Key Stage 2, pupils made little progress because work was not matched to their precise needs and time was not used to best effect.

59. All teachers maintain informative records to help them identify what pupils know and understand and what they need to be taught next. Most teachers mark pupils' work carefully and conscientiously, increasingly referring to pupils' targets to help them with the next steps in their learning. However, many teachers do not use the final session in lessons to best effect to help pupils reflect on and evaluate the extent of their learning

60. The subject is well led and there are clear plans for its continued development, such as through the improvement of pupils' targets to give them greater understanding of what they are learning,

a repeat of a successful 'Mathematics Day', and the organisation of further meetings with parents. Lessons and pupils' work are now regularly and systematically monitored to establish what works well and what needs doing to help raise standards further. Data from national tests is rigorously analysed and weaknesses identified so that they can be overcome.

61. Teachers rightly give increasing emphasis to investigative approaches and problem solving as a means of developing pupils' understanding as they move through the school. This was evident during the inspection with many pupils using and applying their mathematical knowledge through open-ended investigations, which helped to improve their reasoning skills and initiative.
62. There is a clear framework for developing knowledge, skills and understanding as pupils move through the school. Displays have a high profile around the school and help to motivate pupils, celebrate their efforts, and teach a mathematical vocabulary. However, weaknesses in a small number of classes exist that prevent some pupils from making best possible progress. For example, some of the most able pupils are sometimes required to complete work they already understand before proceeding to appropriately challenging tasks. Some teachers do not yet use real life mathematical experiences enough to help bring mathematics to life. Some pupils are required to complete 'low level' worksheets, which are not matched to their abilities. Some teachers do not involve pupils enough in question and answer sessions, and occasionally, a small minority of pupils do not make enough progress because teachers do not use behaviour management strategies effectively and consistently.

### **Mathematics across the curriculum**

63. The development of mathematical skills, knowledge and understanding through other subjects is satisfactory and is developing well, such as when pupils in Year 2 used a time line in history to help them understand the sequence of events of the Great Fire of London and Year 6 produced a time line of important events with dates since 1945. ICT is not used enough to extend and support learning, such as through data-handling activities, as at the time of the last inspection, but this is being dealt with.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Increased emphasis on investigative work and the importance of recording findings in an appropriate way engage pupils well; this and effective leadership is raising standards.
- Teaching in Years 5 and 6 is good; the most able pupils are challenged well and pupils complete a good amount and range of work in these years and most others, but in Year 1 learning is not built as well as it could be, untidy work is accepted too readily, and learning intentions are not always clear.
- Good use of assessment information tailors pupils' work effectively but teaching does too little to help pupils improve their work further.
- Teaching assistants are deployed well, lessons are generally well planned, and subject language is promoted effectively.

### **Commentary**

64. Standards are broadly in line with national expectations by the end of Years 2 and 6, although more securely so at the end of Year 6 than at the end of Year 2. Pupils' achievement over time is satisfactory and is improving as developments start to bite and the good teaching in Years 2, 5, and 6 starts to have more impact. In particular, investigative work is increasing and becoming more embedded throughout the school, which has increased pupils' interest in science. As a group of Year 6 pupils explained, "We have a lot of hands-on work to do...you get into experiments really well". These pupils could explain how to test a scientific hypothesis and

ensure valid results. They are clearly used to asking 'why' and 'how' because the teachers continually pose more questions for their consideration.

65. Good assessment procedures and the effective use of the information gained from the frequent checks teachers make on pupils' learning, help teachers to tailor the work well for differently attaining pupils. This, along with improved leadership and new management systems for finding out what is going on in science and what needs improving, has led to results rising consistently year on year since 2000. In addition, an increase in the amount of money allocated to the subject each year has led to better resources, and teacher accountability means that pupils make steady progress as they move through the school, which in turn results in the need for catching up in Year 6 diminishing.
66. Teaching is satisfactory overall, but there are variations between the years. Throughout the school, lessons are planned and prepared well so that little time is lost. The amount of work most pupils do is good and each aspect of the science curriculum is appropriately represented. The good deployment of teaching assistants means that pupils are supported well and can work effectively in small groups, and the effective use of subject language by the teachers means that pupils explain clearly what they are doing and have done. However, marking does little to help pupils to see what they have done well and how they could improve their work, and the plenary sessions at the end of lessons do not evaluate what pupils have and have not learnt during the lesson and what they need to do next.
67. Teaching is good in Years 5 and 6 because it is lively and inspirational and motivates pupils to work hard, and consequently most of them do well. For example, the excitement generated when Year 6 pupils investigated where dandelions grew best in the secret garden was infectious. All pupils concentrated very well, including the more vulnerable ones who sometimes struggle with class lessons and without the support of the inclusion co-ordinator. Because of very effective teaching, pupils realised the need to record findings in an easily interpretable way. For example, one Year 6 pupil explained, "I wouldn't use a line graph because this is discrete data and line graphs are for continuous data". They went on to suggest putting their findings on a bar chart and then discussed how it would be made easier if they found "the mean average size of plants in different locations".
68. However, in Year 1, there is little adapting of work for pupils who learn slower or faster than others; teachers accept untidy work from the pupils, which means that given the good standards that children leave the Reception class with, pupils do not achieve well enough. This has already been identified by the senior managers, who are supporting the teaching in Year 1 in a bid to improve provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The subject is well led, and there are rigorous plans for its continued development.
- The subject is given increasing emphasis, which is helping standards over time to rise.
- Pupils do not use ICT enough in other subjects to extend learning and practise important skills and sometimes work is not tailored sufficiently to the needs of different groups of pupils.

### **Commentary**

69. Standards are in line with national levels at the end of both key stages. Pupils make at least sound progress in most aspects of ICT as they move through the school. By the end of Year 2, pupils are starting to use ICT to generate ideas in different forms including text, tables and images. By the end of Year 6, pupils complete spreadsheets of information gained from a local traffic survey and of rainfall and temperature in some of the world's cities, and represent the

information in different ways to help them draw relevant conclusions. A small number of the most able Year 6 pupils achieve above national requirements in presenting information and ideas in different forms and combining a range of information from different sources.

70. Standards are rising because of the good leadership of the co-ordinator, supported well by the senior managers and the fact that most teachers are confident teaching the requirements of the curriculum. Pupils have regular opportunities to learn and develop important skills through weekly access to the computers in the suite, and show good attitudes to learning. As a result, most are confident users of computers by the time they leave the school and in a good position to build further on their achievements.
71. Teaching and learning are satisfactory overall and in a Year 2 lesson linked to science, in which pupils were using the Internet to find information about contrasting habitats, the teaching was very good. In this lesson, the teacher's presentation was confident and her subject knowledge was secure. Resources, such as the interactive whiteboard, were used effectively to promote learning. Good questioning of pupils and good levels of challenge helped to ensure there was a clear focus on developing understanding. Pupils were given much encouragement, and the teacher maintained a brisk pace, which ensured that they had positive attitudes to work. As a result of these strong features, pupils made very good gains in learning. Teachers constantly assess and record the progress individual pupils make, and are seeking to further improve assessment procedures in order to give pupils the best possible opportunities to succeed. This is an improvement since the last inspection. However, teachers do not always match work to pupils' precise needs to help them make the best possible progress.
72. The subject is well led and there are clear and rigorous plans for its continued development to help raise standards further. The monitoring of teaching and learning is effective, pupils' work is scrutinised and planning is looked at in order to identify what works well and what needs doing. Strategic planning is well focused on the need to extend the use of ICT, especially in classrooms, in order to give pupils more frequent access to help raise standards. The governing body, using the expertise and interest of a subject link governor, has targeted funds to purchase lap-top computers that are intended to help pupils develop and use important skills to support and extend learning in other subjects.
73. Staff confidence and knowledge of ICT have improved since the last inspection. For example, teachers confidently use the interactive whiteboards to help pupils learn. As a result, pupils develop their skills, knowledge and understanding in all strands of the subject as they move through the school. The timetabled use of the computer suite ensures regularity of access for all pupils. Older most able pupils use ICT effectively to administer a whole-school survey and evaluate its outcomes. However, teachers do not give enough attention to discussing and describing with pupils the effectiveness of their work in ICT and how it compares with alternative methods. The exchange of information using electronic mail and the use of ICT to draft different forms of writing is given insufficient emphasis. Some computers in classrooms are not used because of faulty equipment while others are not used enough to enable pupils to practise key skills.

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

74. This is barely satisfactory, although there is evidence of the developing use of ICT to extend work in other subjects. For example, pupils in all years increasingly use Internet research to extend their learning in subjects, such as geography and history. However, its use in other subjects still does not have a high enough profile as at the time of the last inspection because classroom computers are underused as tools for learning. There is not yet a planned programme to secure the integration of ICT with other subjects because of shortages of hardware and software. However, this is a key priority which has been identified for development and is soon to be rectified.

### **HUMANITIES**

75. **History** and **geography** were not part of the main focus of the inspection. Inspectors saw no lessons in either subject and insufficient evidence was gathered from pupils' books and wall displays to make secure judgements about teaching, learning, standards, or provision in either subject.
76. Nevertheless, from the examination of curriculum plans and from talking to pupils, geography and history are taught regularly and are appropriately represented across the school. For example, in geography, Year 2 pupils locate cities on a map of the United Kingdom while Year 6 pupils study mountain environments across the world and learn of the importance of the water cycle. In history, Year 2 pupils learn about conditions in the Crimea for Florence Nightingale while Year 6 pupils discover the key events and personalities in the post World War Two era.
77. In addition, there is evidence of developing links with other subjects in both subjects. For example, in history, Year 2 pupils complete a diary of the events of the Great Fire of London in a good link with literacy, while Year 6 pupils use ICT to find out about the history of computers. In geography, Year 6 pupils research the Internet to learn about the Himalayas.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Pupils learn about religion well, but not well about the impact of it on everyday life.
- Assemblies make a good contribution to pupils' personal development.
- The quality and range of artefacts are good, but there are too few visits and visitors to help bring the subject to life.
- Religious education is competently led, and there are clear plans to move it forward.
- Links with other subjects are evident but require further development.

## Commentary

78. Overall standards meet the requirements of locally agreed guidelines. Progress over time is satisfactory because religious education is secure within the school's planning, the subject is soundly taught, and pupils often enjoy their lessons, which help them to learn. By the end of Year 2 pupils know that the followers of Islam believe that for decorative purpose only pictures of non-living things or patterns should be displayed. By the end of Year 6, pupils understand the four stages of life in a study of Hinduism, know about aspects of Jewish family life and have discovered the importance of pilgrimages to Moslems. As pupils move through the school they acquire a secure knowledge of Christianity, and begin to apply what they are learning about this faith to their daily lives. However, teaching does not lead pupils to consider the impact of religion on people's lives.
79. Teaching is satisfactory. It is at its best when the use of artefacts helps bring the subject to life, as seen in the mixed Year1/2 class during the inspection where pupils were able to identify simple differences between religions. Other good features were observed in a Year 6 lesson on the theme of Islamic pilgrimages where good relationships, secure subject knowledge and good questioning of pupils, helped to ensure pupils moved forward with their learning. Most marking of work is good, helping pupils to move forward as well as celebrating their efforts. However, the most able pupils are not always challenged enough because work is rarely matched closely enough to their needs. Some teachers allow pupils to spend time colouring in pictures, which does not contribute to the development of religious understanding.
80. During assemblies, which have a strong moral theme, pupils consider a wide range of issues, which contribute to their understanding of religion. For example, they learn about fairness, the importance of courtesy, care and consideration for others, and friendship. Older pupils consider whether they believe in God. As a result, the subject makes a sound contribution to their

personal development. Collective worship now complies with statutory requirements, a key issue for improvement in the last inspection report.

81. Religious education makes a sound contribution to pupils' cultural understanding because the study of five major world religions is given good emphasis. As a result, the subject helps to prepare pupils appropriately for life in a multicultural society. However, there are too few visits and visitors to bring the subject to life, as at the time of the last inspection, although the range of artefacts to support learning has improved.
82. The subject is soundly led, and there are clear plans for its further development. For example, the co-ordinator is to revise the school's policy to ensure that it meets the needs of all pupils. She has started to monitor teaching and pupils' work for quality, consistency and compliance with requirements, but arrangements are embryonic and are yet to make an impact to help improve pupils' learning.
83. Links with other subjects are evident, but require further development. For example, as part of work about Christianity, Year 2 pupils, in a good link with literacy, wrote a report for the Jerusalem Gazette about the Resurrection, and older pupils, in a link with geography, completed maps of Abraham's journey. However, links with ICT are too few, such as for research purposes.

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

84. Standards in **art and design** are broadly in line with national expectations throughout the school. It was not possible to see enough teaching to make a judgement about the overall provision, but it is clear that pupils benefit from a suitable range of artistic opportunities. Year 2 pupils have produced work in the style of Degas. Year 6 pupils have contributed to the school's musical performances by painting backdrops and scenery. Pupils know how to improve their skills by appraising their own work objectively. The subject is used well to enrich other areas of the curriculum. For example, colouring is used regularly in history and symmetrical drawings inevitably involve mathematics.
85. Pupils' attainment is in line with nationally expected levels in **design and technology**. However, there was insufficient evidence to make a judgement on teaching and learning. Pupils of all ages receive a suitable range of opportunities to plan, make and evaluate products. Year 2 pupils produced 'natural sculptures'. There is a wide variety of design and technology work on display in and around the school, which includes making fruit kebabs, leaflets, and books with moving parts. There is evidence of the planning, making and evaluating with all of the finished products. The finished products are of a good standard. A creative approach to the curriculum is evident and links are made with literacy, science, ICT and geography.
86. It is not possible to make an overall judgement about achievement, teaching or learning in **music** as insufficient lessons were seen. Standards in music are broadly in line with national expectations. Some pupils in Year 4 enjoyed composing and performing a 'rap' about the subject of alcohol. Discussions with pupils indicate that they enjoy their music lessons. Year 6 pupils spoke enthusiastically about their role in school performances, which include Christmas concerts and assemblies. The school also put on a Shakespeare production each year and the Year 6 pupils are looking forward with enthusiasm to another production later this year. The local education authority music service visits the school regularly and increases the pupils' enthusiasm for this subject. Pupils have the opportunity to learn to play a variety of instruments, including clarinet, trumpet, violin and piano. The school also has a choir who sang a tuneful rendition of 'Any dream will do' from *Joseph and his Technicolour Dreamcoat*. The choir sing at the Town Hall and at local homes for the elderly. Resources and accommodation are good for this subject.
87. It is not possible to make a secure judgement on standards, achievement, teaching or learning in **physical education** as only one lesson was observed. However, teachers' planning indicates full coverage of the physical education curriculum. Physical education has a strong influence on

the life of the school. A good range of weekly curricular and extra-curricular activities is offered to pupils. Pupils respond enthusiastically to the good range of physical challenges that the school offers and develop a good sense of team spirit and fair play that is central to the schools ethos. Sheffield Wednesday Football Club and Sheffield Eagles support the school by coaching pupils. The school also draws expertise from a local specialist secondary school. During the inspection pupils from the school were involved in an athletics tournament. Resources and accommodation for the subject are satisfactory.

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

88. The school regards pupils' personal, social and health education as an important part of its work and there is an effective programme in place which includes work on healthy living, sex education, the dangers of drug misuse, and personal safety. The school is successful in developing pupils' sense of responsibility and the school council introduces pupils to the democratic process and teaches them well about how they can contribute to their community. During regular planned 'circle times', pupils are encouraged to share their thoughts and feelings and explore relationships. Around the school older pupils are regularly seen offering help and guidance to younger pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	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	3
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).*