

INSPECTION REPORT

MEERSBROOK BANK PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107002

Headteacher: Mr David Channon

Lead inspector: Mr Andrew Scott

Dates of inspection: 11th – 14th July 2005

Inspection number: 267301

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 260

School address: Derbyshire Lane
Sheffield
Postcode: S8 9EH

Telephone number: 0114 255 0491
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Appropriate authority: Governing body
Name of chair of governors: Ms Sara McClean

Date of previous inspection: 30th November 1998

CHARACTERISTICS OF THE SCHOOL

This is an average-sized urban primary school, situated south-west of the centre of Sheffield. It has 260 pupils who mainly come from the immediate neighbourhood. Pupils are predominantly from white British families, with about a fifth of pupils from ethnic minorities, especially those of Pakistani descent. Just over half of these pupils do not have English as their first language, and only a small number are not bi-lingual. Overall, pupils come from average social backgrounds. Pupils' attainment on entry to school varies and it is currently below average. A fifth of pupils have special educational needs, which is broadly average. There are five pupils with statements of special educational need who mainly have moderate or specific learning difficulties. An increasing number of pupils leave or join school after the age of four, but this does not have a significant impact on standards.

The school is a major contributor to teacher training at Sheffield Hallam University, with 44 students having trained at the school over the past year. The school is also involved in the Intensive Support Programme in conjunction with the local education authority, and is a national centre of excellence for interactive whiteboards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	Mathematics Geography History Music English as an additional language
13448	Mrs Dawn Lloyd	Lay inspector	
21227	Mrs Barbara Crane	Team inspector	English Information and communication technology Physical education Special educational needs
11901	Mrs Pat Lowe	Team inspector	The Foundation Stage Science Religious education Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its pupils. A strong sense of community and care pervades the school, providing a good platform for learning. Standards are currently below average by Year 6, but pupils achieve satisfactorily over time. The headteacher has done well to consolidate the strengths of the school and highlight areas of concern. As a result, the school is poised to develop well. **The school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- The caring and inclusive atmosphere of the school means that pupils feel safe, develop strong relationships with adults and one another, and have positive attitudes to learning
- Children benefit from a good start to school in the nursery and continue to achieve well by Year 2, because of effective teaching
- Between Years 3 and 6, pupils achieve satisfactorily but do not do as well as they could
- The firm, thoughtful and supportive leadership of the headteacher has enthused staff and pupils, and is moving the school forward in the right direction
- The school's recent priority on reading has improved pupils' achievement across the school
- Parents are very happy with all aspects of the school because they are kept very well informed, consulted regularly and encouraged to play an active part in their children's education
- Teachers do not make the most of other subjects to develop literacy, numeracy and information and communication technology (ICT)
- Not all subject leaders are effective enough in managing their subjects

The school has made satisfactory progress since the last inspection. The good provision and progress by pupils have been maintained in the Foundation Stage and Years 1 and 2. The provision for ICT has improved and so has pupils' attainment. Both key issues have been satisfactorily addressed; the curriculum is better structured and the library is a good facility. However, standards and teaching are now lower in Years 3 to 6 and pupils' behaviour, although good, is not as good as it was judged to be in the last inspection.

STANDARDS ACHIEVED

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

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

Pupils' achievement overall is satisfactory. The attainment of children when they enter school is below average at present. Children achieve well in the nursery and reception classes and reach the expected goals in all areas of learning by the end of the reception year. Pupils also achieve well in Years 1 and 2. By Year 2, standards are above average in reading, writing, mathematics and science, because teachers have high expectations of their pupils. Between Years 3 and 6, pupils' achievement is satisfactory. This year, standards in Year 6 are below average in English and science, and well below average in mathematics. This is mainly due to the high proportion of pupils with special educational needs in this class. Pupils' attainment in ICT and religious education is average throughout the school. It was not possible to judge attainment in the other subjects. Pupils with special educational needs and those whose first language is not English achieve well.

The personal development of pupils is good. Very good relationships between adults and pupils ensure that pupils have good attitudes to work and behave well. The moral, social and cultural development of pupils is good, and their spiritual development is satisfactory. Levels of attendance are above average and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall. Teaching in the nursery and reception classes, and in Years 1 to 2, is good, because teachers provide stimulating activities that meet the needs of all pupils. Between Years 3 and 6, teaching is variable but satisfactory overall. Teachers do not consistently provide the right level of challenge and do not advise pupils skilfully enough on how to improve their work.

The school's curriculum is satisfactory and well enriched by visits and after-school clubs. The provision for pupils with special educational needs, and for those who do not have English as their first language, is good. The learning resources and accommodation are satisfactory. The school takes good care of its pupils' well-being. There are very good links with parents, and good links with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good, because he has improved the systems in the school and is addressing the right issues to raise standards through more effective provision. The leadership of key staff is satisfactory, although most subject leaders are not pro-active enough in developing their subjects. The management of the school is satisfactory. The school is well aware of its strengths and weaknesses but is not yet resolute enough in carrying out all its improvements. The school's governors work hard for the school, are supportive and are well involved in school development, although they could do more to ensure a greater consistency in provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high opinion of the school. They especially appreciate the approachability of staff and the ethos of the school. Indeed, they feel that the school is a microcosm of the local community because it is such an inclusive environment. Parents feel that their children make good progress, although some think that the school does not keep them well informed as to how well they are progressing. The inspection team considers that the school provides very good information for parents and that pupils only make satisfactory progress. Pupils also are very positive about their school and only have concerns about the behaviour of some pupils. The inspection team finds that, although behaviour is generally good, there are a few pupils whose behaviour is challenging.

IMPROVEMENTS NEEDED

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

- ensure greater consistency in teaching between Years 3 and 6 so that the needs of all pupils are met
- promote vigorously the development of literacy, numeracy and ICT through other subjects
- enable all subject leaders to monitor and evaluate their subjects effectively

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall. In the current Year 6, standards are mainly below average, although they were above average last year and are set to rise again next year. In previous years, standards had been deteriorating but this decline has been halted. Pupils achieve well by Year 2 and their standards are above average at present.

Main strengths and weaknesses

- Children make a good start to school, achieving well in the nursery and reception classes
- Achievement in reading is good throughout the school
- However, pupils do not achieve so well in writing between Years 3 and 6, especially more able pupils
- Pupils' achievement by Year 2 is good in English, mathematics and science
- Pupils are not adept at problem-solving in mathematics and science
- Pupils with special educational needs and those who do not have English as their first language make good progress in relation to their individual needs

Commentary

1. At present, children begin school in the nursery with knowledge and abilities that are below average. This attainment on entry does vary and, recently, it has been closer to average. By the end of the reception year, children achieve well and reach the goals expected of them in all areas of learning.
2. In the national tests of 2004, the standards of pupils in Year 2 were well above average in reading compared to schools nationally and above average in writing. When compared to schools in a similar socio-economic context, standards were well above average in reading and writing. Standards in mathematics were above average compared to all schools. Teachers' assessments showed that standards in science were very high at the expected level, but below average at the higher level. Over time, standards have been rising distinctly in all subjects and test results have kept above the national trend.

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

Standards in:	School results	National results
reading	17.2 (15.9)	15.8 (15.7)
writing	15.7 (14.9)	14.6 (14.6)
mathematics	16.9 (16.7)	16.2 (16.3)

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

3. Pupils' achievement in the current Year 2 is good. Standards are above average in reading, writing, mathematics and science. Pupils read and write well, because of good teaching of basic skills and high expectations by teachers. In mathematics, pupils have competent grasp of number, shape and measure but are less secure about solving problems for themselves. In science, pupils are good at carrying out simple investigations. In information and communication technology (ICT) and religious education, pupils achieve satisfactorily and their attainment is average. It was not possible to judge attainment in the other subjects.
4. Pupils in Year 6 achieved above average standards in English in the national tests of 2004. These results were comparable to those of schools in a similar socio-economic context but

below schools where attainment was similar at Year 2. In mathematics and science, standards were average compared to schools nationally but well below schools where attainment was similar at Year 2. Compared to schools in a similar socio-economic context, mathematics was average but science was below average. In recent years, the trend of test results has been slower than the national trend; in fact, test results fell dramatically in 2003 and then recovered well in 2004.

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

Standards in:	School results	National results
English	28.1 (25.1)	26.9 (26.8)
mathematics	27.5 (24.3)	27.0 (26.8)
science	28.5 (25.3)	28.6 (28.6)

There were 33 pupils in the year group. Figures in brackets are for the previous year

- The achievement of pupils in the current Year 6 is satisfactory. At present, standards in English are below average. Pupils have average standards in reading, but are less effective in writing because there are not enough opportunities to develop a creative and mature style. Standards in mathematics are well below average. Pupils have insecure skills in using number to solve problems and very few pupils achieve the levels that more able pupils are expected to achieve. In science, standards are below average, because pupils' skills in investigation are not sufficiently developed. Pupils' attainment in ICT and religious education is average and their achievement is satisfactory. It was not possible to make judgements on attainment in other subjects.
- Pupils with special educational needs make good progress in all years. This is because their particular needs are well supported through teaching in the classroom and, sometimes, in withdrawal groups. The targets set for pupils to achieve are precise and relate closely to individual needs. Pupils who are learning English as an additional language are present in all ability groups. They achieve well because of effective support that recognises the need to check and extend pupils' understanding.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are good. Their personal development, including their spiritual, moral, social and cultural development, is good. Attendance and punctuality are also good overall.

Main strengths and weaknesses

- Pupils' relationships with one another and with the adults they meet in school are very good
- Because the school promotes tolerance and understanding, pupils show respect and consideration for the needs of others
- Pupils show their enthusiasm for learning by behaving well and taking an active part in lessons and other school activities

Commentary

- The very good relationships that clearly exist between pupils, and between pupils and adults, make the school a happy place to be in. There is a tangible sense of belonging in this stable, secure community. Pupils agree that they enjoy coming to school, partly because everyone is friendly. They are adamant that bullying is not an issue. If incidents do arise, they are investigated carefully and resolved effectively. Older pupils play naturally with younger ones, taking care of those who are more vulnerable, for example by volunteering to be 'playground friends'. The atmosphere at lunchtime, in the dining hall and in the playground, is civilised and

sociable. New children are quickly made welcome and helped by their peers to fit into school routines. Because the school emphasises the importance of kindness and consideration for others, pupils develop an understanding of social responsibility and learn to care about others. They take pleasure in recognising and celebrating achievement; for example, pupils who played the piano in assembly earned a spontaneous round of applause. The very good quality of relationships throughout the school helps to create a positive atmosphere that is conducive to learning.

8. A stated aim of the school is to celebrate the diversity of pupils and the community. To this end, pupils are taught to consider the needs of others and to show respect for views and customs that differ from their own. Discussions in personal, social and health education, daily worship and religious education lessons, together with a wide range of visitors to school, all contribute to opening pupils' eyes to the rich and varied world around them. As a result, pupils work and play together harmoniously. There is no sign of racial tension and pupils with special needs are very well accepted and cared for by their classmates. Pupils show an awareness of the needs of others and act accordingly, whether simply in being polite, friendly and helpful to visitors, or by organising a major event to raise substantial funds for victims of the tsunami.
9. Pupils have very positive attitudes to learning. They are keen to do well and proud when they achieve their goals. For example, when discussing their personal targets with their 'target partners', Year 4 pupils were very pleased with their successes and anxious to take up new challenges. Older pupils particularly recognise that, if they try hard at school, their chances of success in the future are enhanced. Many take part enthusiastically in after-school clubs and take pleasure in volunteering to help teachers with day-to-day jobs. Because the school provides well for their moral education, pupils have a good understanding of the principles of right and wrong. The majority choose to behave well, concentrating and persevering in class, even when teaching is not especially inspiring. Behaviour around the school is almost always good. Exclusions are very rare; indeed, there were none in the last full academic year. However, if it is felt necessary to exclude a pupil temporarily for violent behaviour, careful support systems are put in place to ensure good behaviour when that pupil returns to school.

Attendance

10. Attendance figures are broadly similar to those found in most primary schools, although many pupils have very good records of attendance. Effective monitoring systems identify any pupils whose attendance causes concern and a half-yearly summary is sent home to alert parents to any unusually high rates of absence. Holidays in term time are responsible for most of the unauthorised absences, in spite of the school's constant efforts to discourage this. The punctuality of a few pupils is unsatisfactory, but is improving, thanks to the school's system of target setting and rewards.

Attendance in the latest complete reporting year (95.0%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides for pupils is satisfactory. Teaching and learning are satisfactory overall, but mostly good from nursery to Year 2. The curriculum is satisfactory, and well enriched, and there is good provision for pupils' personal and social education. The very good relationships between staff and pupils ensure that all pupils are very well looked after and cared for. There are very good partnerships with the parents, good links with the local community and satisfactory links with other schools, all of which improve pupils' learning.

Teaching and learning

The quality of teaching, learning and assessment is satisfactory.

Main strengths and weaknesses

- The good relationships in lessons produce a positive atmosphere, conducive to learning
- Teaching in the nursery and reception classes is well focused to meet individual needs
- The good level of challenge by teachers in Years 1 and 2 enables pupils to achieve well
- Teachers in Years 3 to 6 do not have consistently high expectations of their pupils
- There is effective teaching of pupils with special educational needs, and also for those whose first language is not English
- The pace of learning in lessons is not always brisk enough to ensure that pupils apply themselves wholeheartedly and behave well

Commentary

11. Classrooms are mostly happy and productive places. Teachers are relaxed in their style of teaching, yet disciplined as well as supportive. Consequently, pupils are at their ease and respectful. Teachers are good at involving all pupils in activities. Often, for example, they vary the complexity of questions so that less able and more able pupils can respond at their own level. Pupils appreciate this and so feel that their contributions are worthwhile. Teachers encourage pupils to help one another, through frequent discussion and group activity. As a result, pupils get on together very well and support one another's learning.
12. In the Foundation Stage, teaching is good and often very good. The teachers understand the needs of their children and ensure that they have ample scope to develop skills through direct teaching and independent experience. Teachers seize opportunities to develop children's skills well in all activities. For example, during a creative activity, the nursery teacher carefully elicited one child's opinions about the Penguin character in the Batman film, to strengthen his speaking skills and broaden his vocabulary. Teachers enable children to become self-reliant and so they are able to work on their own very capably and sustain good concentration. For instance, when painting unsupervised, children are deliberate with their brushstrokes and take a pride in their work.
13. In Years 1 and 2, the quality of teaching varies in lessons but is essentially good overall. Teachers build successfully on pupils' previous learning and set work that is demanding for pupils of all abilities. Pupils, therefore, are motivated to work hard and enjoy the challenge. For example, in a Year 2 English lesson, pupils created their own sentences to demonstrate the life-cycle of a butterfly, happily rising to the challenge. Teachers give pupils effective guidance in lessons and set clear targets for improvement in the main subjects. This means that pupils have a clear indication of what they should do to improve and so they work with a greater sense of purpose. Occasionally, lessons are less successful when there is not enough insistence on precision. In a Year 1 physical education lesson, pupils enjoyed their kicking game but did not strengthen their kicking skills.
14. Overall, teaching has remained much as it was at the last inspection, although it is less effective between Years 3 and 6. It is satisfactory but variable; during the inspection, lessons ranged from unsatisfactory to very good. Teachers are aware of the different needs of their pupils and set work that is reasonably appropriate. However, their expectations of pupils' abilities are not consistently high enough and so pupils are not extended. This is particularly true for more able pupils. In mathematics, for example, older pupils are not encouraged to develop their own strategies to solve problems. Teachers are not good at giving regular, specific advice to pupils. Support in lessons is good, but the marking of pupils' work is weak; when it is done, it is often superficial and fails to give pupils clear guidelines on how to improve. This does little to improve the quality of writing, for example.

15. The teaching of pupils with special educational needs is good. Pupils' needs are quickly assessed and good management ensures that support is focused *where* it is most needed. The teaching assistants play an important part of the team supporting pupils' specific needs. They know what to do because of effective training and a good degree of involvement in planning and review of work for pupils. Pupils who are learning English as an additional language make good progress because their developing needs are carefully met through good teaching that checks their understanding and makes adaptations to work if necessary.
16. In a minority of lessons, the atmosphere is too laid-back. At times, teachers do not exhibit the energy necessary to galvanise and enthuse pupils. Teachers do not move lessons on quickly enough and give pupils sharp deadlines to complete work. Consequently, pupils become casual and not productive enough. This is particularly evident in Years 3, 4 and 6. Occasionally, pupils become restless and behave inappropriately. In a Year 2 mathematics lesson, for example, several pupils talked far too much out of turn, especially when the teacher was talking. Such misbehaviour is not commonplace, but happens throughout the school in most year groups.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (28%)	12 (38%)	9 (28%)	2 (6%)	0	0

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

The curriculum

The school provides a satisfactory curriculum for its pupils and there is good enrichment through activities that extend pupils' experiences outside normal lessons. The school's accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage is good
- There is good provision for pupils with special educational needs and for pupils learning English as an additional language
- Good planning supports pupils' personal, social and health education
- A stimulating range of extra activities ensures that pupils are well motivated and keen to learn
- There is insufficient planning for pupils to use their skills in ICT, numeracy and writing across the curriculum

Commentary

17. There has been satisfactory improvement since the previous inspection. All subjects are now supported by appropriate schemes of work. The school provides a sound curriculum and teaches everything that it should, including sex education and the dangers of misusing drugs. The school has conducted a sensible review of the curriculum over the past 18 months in order to establish a better balance of time allocated to subjects.
18. There is good planning to meet the needs of children in the nursery and reception classes. A good balance is achieved between activities that are directed by teachers and those that children choose for themselves. The nursery is particularly good at stimulating children's desire to explore and find things out for themselves. Children's personal, social and emotional development is very well promoted through activities that encourage such independence.
19. There is good provision for pupils with special educational needs that ensures that these pupils make good progress towards the targets set for them. Good planning and well-targeted

support mean that pupils benefit from careful adaptations to the curriculum and are fully included. Basic skills are extended at a good rate and pupils' self-esteem is raised because they meet with success. Pupils who are learning English as an additional language make similarly good progress because their needs are recognised and well supported.

20. There is a good scheme of work for pupils' personal, social and health education that is followed well throughout the school. Consequently, pupils have a good grasp of how to keep safe and healthy, and they relate well to others. The school is working towards the Healthy Schools Award and aspects of its work to attain the award are built in well to subjects such as science, physical education and design and technology, as well as permeating its everyday life through the provision of healthy options at lunchtime.
21. The staff work hard to provide a range of interesting activities for pupils to take part in outside normal lessons. Pupils appreciate these, join in enthusiastically and say that they get a great deal out of taking part. Year 6 pupils, for example, talk about their enjoyment of the residential visit, as well as their experiences at an outdoor education centre, where they were able to develop skills in climbing, as well as working together to solve problems. Sports coaches visit to extend pupils' skills in cricket and football. Professional dancers and artists work with pupils on particular projects and pupils gain valuable experiences from this specialist provision.
22. There is still work to do in knitting together the curriculum so that learning becomes more efficient and relevant to pupils. This is particularly the case with skills in writing, mathematics and ICT because teaching misses opportunities for pupils to use and extend their skills in these areas in situations that are relevant in other subjects.

Care, guidance and support

Arrangements to ensure the safety, health and personal welfare of all pupils are very good. There is good provision for the support and guidance of pupils, based on monitoring of their academic achievements and personal development. There are good systems for seeking and acting upon pupils' views.

Main strengths and weaknesses

- Pupils' very good relationships with adults give them confidence and make them feel safe
- Pupils are cared for very well, because staff pay great attention to their individual needs
- Pupils' views are systematically sought and valued, so that they play an active part in the life and development of the school

Commentary

23. The school provides a caring, supportive environment for pupils, not least through the very good relationships that pupils have with adults. The youngest children say that they love their teachers, while older pupils appreciate the fact that all adults who work with them are kind and do their best to help them with their lessons. As a result, pupils behave well and try hard, in order to please their teachers and to live up to their expectations. They are confident to ask and answer questions, and to play an active part in lessons. For example, Year 6 pupils entered into a role-play exercise with enthusiasm during circle time, knowing that their efforts would be taken seriously and their suggestions treated with sensitivity. They trust adults to resolve problems, both personal and academic and, because they get on well with all staff at school, pupils feel safe.
24. The personal welfare of *each* individual child is a matter of great concern to the school. Staff know children and their families very well and take pains to give whatever support is needed to ensure that children are happy in school and, consequently, able to learn effectively. Proper attention is paid to health and safety, including regular checks of the building and equipment. Risk assessments are completed for all activities and care is taken to see that safe practices

are followed in lessons. Pupils are carefully supervised at all times. There are very good arrangements for child protection and for routine first aid and medical care. Particular medical or personal needs are appropriately documented and staff are informed on a 'need to know' basis, so that essential support can be given to pupils and their families while confidentiality is preserved. The importance of following a healthy life-style is stressed, with pupils encouraged to eat fruit snacks and drink water during the day, together with recent innovations in offering more healthy options at lunchtime. Parents are particularly pleased with the quality of care that the school provides for their children.

25. Pupils' views are sought by means of an annual questionnaire. Staff and governors take pupils' responses into account when determining priorities for development. More significantly, the school council is an effective mechanism for seeking pupils' views and giving them an opportunity to have a real say in issues that affect them. Council members lead class discussions that inform council meetings and ensure that the opinions of the whole school are represented. Pupils are pleased to see that the school takes their concerns seriously and point proudly to the successes that the council has achieved, for example in getting improvements to the school grounds and changes to the lunchtime menus. The school council is also a means of teaching pupils the basics of citizenship. Their letters to the City Council, for example, have resulted in improvements to the area around the school.

Partnership with parents, other schools and the community

The school has very good links with parents. There are good links with the local community and with other schools and colleges.

Main strengths and weaknesses

- Parents are very happy with all aspects of the school and show this in their practical support for children's learning
- The quality and range of information for parents are very good
- The school makes very good arrangements to consult parents and to respond to their views and concerns
- Good links with the community enhance pupils' learning

Commentary

26. Working in close partnership with parents is a priority for the school. All documentation, such as the prospectus and governors' annual report to parents, encourages parental involvement in all aspects of school life. Parents greatly appreciate this approach and respond by offering a wide range of practical support for everything that the school does. Parents show their interest in children's learning, for example through sharing activities at the start of the school day, which helps the younger children to settle. A weekly diary session in Year 1 saw a room full of parents and carers helping excited, well-motivated children to show off their writing skills. The warm welcome extended by staff means that parents find the school approachable, so they are encouraged to play an active part in supporting their children's learning. Where parents have relevant skills or experience, they are willing to share them with the school for the benefit of the children as, for example, in leading special Muslim assemblies or preparing food with small groups. A highly successful Friends Association raises substantial funds to buy additional equipment for the school.
27. The school provides a wide range of information for parents, in writing, verbally and via its comprehensive website. All the written information is presented in a friendly, welcoming style that communicates the main points clearly and simply. Regular newsletters keep parents up to date with school events and developments, and let them know what children are learning. Annual school reports are detailed and informative and personal to each child. They give a clear picture of what pupils know, understand and can do, and set targets for improvement. There is ample opportunity for parents to talk to teachers, both formally and informally, to

check on pupils' academic and personal development. In addition to this sharing of information, the school makes special arrangements to help particular groups of parents. For example, staff run drop-in sessions for parents whose first language is not English and offer short courses to help develop parenting skills. There are also helpful leaflets on bullying, homework, attendance and special educational needs.

28. Regular consultation with parents is an important factor in the school's decision making. For formal consultation exercises, the school has devised an innovative means of collecting parents' views through the use of a notice board and 'post-it' notes, a system greatly appreciated by busy parents. Governors who are members of the Parent and Community sub-committee make themselves known to parents and are accessible in the playground for informal contacts. Most importantly, parental consultation results in action, so that parents can see that their opinions are valued. For example, the highly successful introduction of new playground games, together with training for lunchtime supervisors, was a direct result of concerns expressed by parents.
29. Because the school has a very high profile within the local community, pupils benefit from enhanced learning opportunities and personal development. Visits to places of interest supplement classroom learning well. The school council has met with its counterparts at other schools to share ideas and pupils contribute to the life of the community by taking part in local events, singing at Christmas and raising funds for charities. Close links with the local churches support pupils' spiritual development and meetings with clergy of different faith groups to discuss common beliefs have resulted in the successful inclusion of all pupils in assemblies. The school building is used by various community groups and as a result, pupils have enjoyed singing with an Afro-Caribbean choir and taking part in a line-dancing festival, thus enhancing their cultural development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. The leadership of key staff, the overall management of the school and governance are all satisfactory.

Main strengths and weaknesses

- The thoughtful, thorough and supportive leadership of the headteacher has ensured that the school has a happy, positive atmosphere and a clear sense of direction
- There are very thorough systems for keeping check of the school's progress, although data is not always interpreted adeptly enough by all key staff
- Few subject leaders have a discerning enough overview of their subject, including a clear awareness of any shortcomings in teaching and the curriculum
- However, some key areas of the school are efficiently run
- There is a lack of urgency in addressing the inconsistencies in teaching
- The school makes effective and shrewd use of its funds

Commentary

30. The headteacher has done well in his relatively short time in charge of the school. Crucially, he has upheld and strengthened the spirit of the school. He is very good at consulting and involving all the people involved in the school, and pupils, staff, governors and parents all value this. He has introduced very effective systems to underpin the work of the school. For example, there are very good systems for checking and analysing pupils' progress. He has also introduced a support programme for the main subjects in a bid to raise standards. He has improved the quality of accommodation, has introduced computerised systems and is well advanced in his plans to revise the workload of staff in line with the government's requirements.

31. The headteacher has a good overview of the school's strengths and weaknesses. He is very good at sharing information with key staff and governors, so that they too appreciate what needs to be done in the school. The senior teachers work well as a team and act as an important sounding board for the headteacher, as well as suggesting their own ideas. The school's self-evaluation is comprehensive and honest but is not linked closely enough with pupils' achievement throughout the school. Analysis of data is an important part of school development and highlights some but not all of the areas for development. For instance, the school has identified a small group of average pupils who are underachieving and provided extra support. It has not, however, fully appreciated that more able pupils would also benefit from better provision.
32. Subject leaders are not all effective enough at developing their subjects. In most subjects progress is satisfactory, but there is too little objectivity in assessing the true issues. For example, the school analyses test results to see where children need to improve but there is little focus on specific teaching skills and strategies to enable this to happen. The subject leaders' overview of their subjects is inadequate because the headteacher is undertaking most of the monitoring of teaching, while they train to be more proficient in lesson observation. Action plans for improvement are sensible but not finely tuned enough and sometimes include routine activities. Curriculum development is satisfactory, yet not innovative and relies too heavily on set schemes of work, insufficiently adapted to the needs of the school.
33. However, the leadership of ICT is good, because the skills of staff, the range of resources and pupils' achievement have all improved recently. The leadership and management of the Foundation Stage are also effective because they ensure a consistently good provision. The leadership and management of provision for pupils with special educational needs and for pupils learning English as an additional language are good. A high level of expertise by the co-ordinator underpins them and there is a tightly focused approach that matches the resources and staffing available to where these are most needed. The training provided for teaching assistants is well planned and pays dividends in raising the quality of support provided for the pupils' diverse range of needs.
34. The school wisely links the professional development of teachers to raising achievement. There is regular and relevant training for staff to improve their skills for the benefit of pupils, as in ICT, mathematics and assessment. However, the monitoring of teaching focuses too much on teaching methods and not enough on the outcomes, especially on what exactly pupils achieve in lessons seen. Teachers are often given sensible suggestions for improvement, but there is too little frequent checking to make sure that these improvements are rapidly made.

Financial information

35. The school is prudent in operating its budget. The budget balances well and its procedures for dealing with money are good. Spending is closely linked to school improvement and, in some cases, has a clear benefit. For example, the introduction of interactive whiteboards enables teachers to present new learning with greater impact and flexibility. The headteacher and governors keep a close eye on spending throughout the year, and are good at obtaining best value for their spending. The headteacher is resourceful in attracting extra funding to sponsor development.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	641,738	Balance from previous year	18,714
Total expenditure	642,462	Balance carried forward to the next	17,990
Expenditure per pupil	2,452		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the nursery and reception classes (Foundation Stage) is good, due to good leadership and management and very good links with parents. Children enter the nursery with standards that are below those expected for their age. By the end of their time in the reception class, most children achieve the goals expected of them in all areas of learning. All children, including those with special educational needs and those for whom English is an additional language, achieve well because of good teaching by all adults. Assessment procedures are good and the results of assessment are used well to respond to children's individual needs. Accommodation and resources are satisfactory, but the lack of a dedicated outdoor area for the reception class makes it difficult to extend the work outside. The good outdoor area in the nursery is used very well to reflect and complements the activities that take place in the classroom. The quality of provision has been maintained well since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Induction procedures are good and children to settle quickly into routines
- The level of care and the quality of support are very good

Commentary

37. Children make a good start to their learning in the stimulating learning environment of the nursery. Sensitive induction procedures enable them to settle quickly into the daily routines. They are taught the necessary skills to enable them to make choices and work independently in the classroom and the outdoor area. Children of all abilities make good progress, due to good teaching and support by the class teacher and the nursery nurses. Carefully planned adult-led and child-initiated activities engage children's interest and ensure that they have equal access to learning opportunities.
38. Children in the reception class are encouraged to initiate ideas and manage their own time. Their increasing sense of responsibility is evident in the way that they select and use resources. At the end of each lesson, they are encouraged to reflect on what they have learnt. They develop an understanding of the importance of healthy eating and how to keep safe. Most children understand the difference between right and wrong and accept the need for a common code of behaviour. Teaching is good, enabling children to achieve well and reach their expected goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are well-planned opportunities to develop children's language
- The early emphasis on letter sounds encourages good development of reading skills

Commentary

39. There are many opportunities in the nursery for children to improve their language skills. Teaching is good and so all children achieve well. Children are encouraged to talk about their

own experiences, for example those during their recent visit to Cleethorpes, and adults listen carefully to what they have to say. There is a strong emphasis on the early development of reading skills. The skills of one of the nursery nurses are drawn upon to enable children to learn Spanish. Through visual stimuli and repetition, they have learned to greet people, count to ten and develop their vocabulary through role-play.

40. Children in the reception class extend their vocabulary and gain confidence in speaking within a group. Their reading skills are enhanced through listening to traditional stories. Effective letter, word and sentence work takes place daily and children are encouraged to write for a relevant purpose. They develop their speaking and listening skills well in all areas of learning, such as scientific investigations. All children are taught and supported well in small groups, enabling them to achieve well and reach the expected goals by the end of their time in the reception class.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical skills are developed well through practical activities

Commentary

41. Children in the nursery develop mathematical language through focused play. They enjoy counting and recognise and order numbers from 1 to 5. They make good progress and achieve well, as a result of good teaching. Teachers make good use of songs and rhymes to consolidate counting and sensibly use hands-on activities to strengthen children's knowledge, skills and understanding. For example, while children were enjoying catching 'fish' (strips of carrots) in the water container, there were asked to count how many they had caught and point out the number on a nearby chart.
42. In the reception class, staff build systematically on children's prior learning. There is a strong emphasis on numeracy skills and the use of mathematical vocabulary, reinforced through practical activities and computer programs. Teachers insist that children use the correct vocabulary when adding and subtracting. There are also ample opportunities for children to solve simple problems, using a range of strategies. By using sand and water play, for example, they gain a developing understanding of capacity and weight, and learn to use words such as 'full', 'half-full', 'empty', 'heavier' and 'lighter' appropriately. Children are able to identify some of the characteristics of two- and three-dimensional shapes, such as triangles and squares. They achieve well and meet the standards expected by the end of the reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's understanding is developed well through hands-on experience

Commentary

43. Children enter the nursery with a basic general knowledge. Carefully planned activities increase their knowledge of the past and where they live. These include meeting local visitors, such as fire-fighters, who help them to learn about people who help others. Children learn to appreciate the natural world and learn about habitats and the life cycle of the butterfly. They

develop an understanding of their own development from birth to the present time. Skilful questioning helps them to interpret their discoveries.

44. In the reception class, teachers stimulate awareness of how varied good food can be by enabling children to make a fruit salad. In this way, they learn to recognise and name a variety of tropical fruits, and this was reinforced by listening to the story of 'Handa's Surprise'. Similarly, children investigate the properties of materials and forces by pushing or pulling different objects. They learn how change can be reversible or irreversible, through making play-dough, salt dough and porridge, and watching ice melt. They gain practical experience of growing plants and learn about mini-beasts and habitats. Computer skills are developed progressively. Children make good gains in their knowledge of the cultures, values and beliefs of others, through traditions that are special to people of different faiths. Children achieve well and reach their expected goals, as a result of good teaching and support.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children move confidently with an awareness of space
- They have a developing understanding of the importance of exercise

Commentary

45. The imaginative use of the extensive, well-equipped outdoor area plays a major role in helping children in the nursery to develop their physical skills. Each day, they have opportunities to climb, balance, jump, run, and travel under, over and through equipment. They are taught to show awareness of the needs of others in the space around them. As a result of good teaching, their physical development improves rapidly.
46. Children in the reception class use the nursery outdoor area to good effect and they make good use of the school hall to develop their physical skills. All children respond well to rhythm, music and stories through movement. They are encouraged to initiate combinations of movement, in order to respond to feelings and ideas. Children use climbing equipment safely, and successfully develop the ability to control a ball. They are aware of changes that happen to their bodies when they are active and discover that their hearts beat faster after exercise. As they construct models of vehicles and use play-dough and construction sets, they demonstrate increasing control in handling tools, objects and construction materials safely. All children achieve well and standards match those expected for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers provide many activities that stimulate children's imagination

Commentary

47. Teachers encourage children in the nursery to develop their creativity by providing stimulating, well-resourced learning areas. Children learn to draw, print, mix colours and explore texture and shape. They make close observational drawings, examine texture, and explore colours and patterns in nature. Their design activities include making models, building with construction kits, baking and making pancakes. They listen keenly to music, sing, explore

sounds and simple rhythms, and respond enthusiastically to music through movement and dance.

48. Children continue to make good progress in the reception class. They contribute to collages, use papier-mâché, wax resist, ink wash and clay. Their design activities include making a carrier bag to hold 500 grammes of potatoes, a bridge to help the Billy Goats Gruff over the river, a miniature garden, and sunglasses for their holidays. With support, they use the computer to make 'painted' greetings cards. There are many opportunities for them to express their ideas, thoughts and feelings and to use their imagination in response to music. They demonstrate a developing understanding of pitch, dynamics and tempo, and listen to and compose music to create effects. Achievement is good as a result of good teaching. At the end of the reception year, standards match those expected for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There is good achievement in reading throughout the school because of effective teaching
- Pupils in Years 1 and 2 achieve well in writing
- Pupils with special educational needs and those learning English as an additional language achieve well
- There is a lack of challenge for pupils in writing in Years 3 to 6
- Writing is not used sufficiently across the curriculum

Commentary

49. There has been satisfactory improvement since the previous inspection. Pupils' achievement is good in Years 1 and 2 and standards are above average in Year 2. In Years 3 to 6, pupils' achievement is satisfactory, overall, but better in reading than in writing. Standards are below average in Year 6. Pupils' speaking and listening are as expected for their ages in both Year 2 and Year 6.
50. Overall, teaching is satisfactory, but it is better in Years 1 and 2 because of a greater level of consistency in challenging more able pupils in writing. Teaching of reading is good throughout the school. This is because there is a thoughtful and successful approach to organising group reading sessions that is adopted in all year groups. All pupils learn at a good rate in these sessions because the work is pitched at the right level. Assessments are built in well to judge areas where pupils are doing well or need more support. The effectiveness of teaching reflects in the above average standards of reading in Year 2 and average standards in Year 6.
51. In writing, there is a consistently higher challenge for more able pupils in Years 1 and 2 than in Years 3 to 6. This results in the more capable younger pupils attaining levels beyond those expected for their ages. In a very good Year 2 lesson, for example, more able pupils decided how to organise their notes in preparation for writing a report about mini-beasts. In Years 3 to 6, there are examples of a good level of challenge on occasions, but too often, more able pupils start at the same point as other groups and do not get the challenge they need to achieve higher levels. These pupils sometimes spend too much time planning what they are going to write than in actually getting on with it; as a result, they do not always complete the work. Teachers' marking in Years 1 and 2 is good and helps pupils understand how to improve their writing. Good targets are set for pupils that they understand and work towards. In Years 3 to 6, marking is not always helpful in identifying the next steps to improve pupils' work; the system of setting targets for pupils is less consistent and targets are not usually followed up effectively.

52. Pupils with special educational needs do well because specific targets are set to improve skills in language and literacy, and teachers and teaching assistants give good support. The work is well adapted for these pupils so that they meet with success and make good progress. Pupils who are learning English as an additional language make equally good progress because adults check their understanding and encourage a full contribution in lessons.
53. The leadership and management of the subject are satisfactory. The initiative to improve pupils' achievement in reading has been carried through successfully. The co-ordinator has sampled some pupils' work but has a better understanding of how well pupils in Years 1 and 2 are achieving than in the later years. This is because there have been limited opportunities for gaining a better overview through checking what is happening in classrooms across the school.

Language and literacy across the curriculum

54. Overall, this aspect is satisfactory. Pupils are given suitable opportunities to talk about their ideas, and to read for information in subjects such as history and geography. In Years 1 and 2, pupils learn to adapt their style of writing to suit the particular occasion. In a Year 1 lesson on personal, social and health education, for example, pupils adopted bullet points for notes made about healthy choices from a menu. Opportunities are not taken frequently enough, however, to enable pupils to use and extend their skills in writing in Years 3 to 6. Too often worksheets are used that restrict pupils' chances to write about their ideas and organise their writing in a particular style. In addition, there are too few opportunities to write in depth about topics in geography and history.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well by the end of Year 2 because of effective teaching
- Most lessons have a positive working atmosphere
- Not all teachers plan work with a consistently high challenge that meets the needs of all pupils
- Although satisfactory, the leadership and management could be more incisive, innovative and rigorous in order to move the subject forward
- The school does too little to promote numeracy through other subjects

Commentary

55. Standards by the end of Year 2 are above average. Virtually all pupils reach the expected level for their age and are secure in most aspects of the subject. However, fewer than average of the more able pupils achieve as well as they might. Standards in the current Year 6 are well below average but pupils achieve satisfactorily over time. This year group has a high percentage of pupils with special educational needs. Pupils steadily acquire competent basic skills but do not have good mental agility and are therefore not confident in solving problems. This makes it hard for many pupils, especially the more able, to achieve better than average.
56. Pupils enjoy their work and respond readily in lessons because they respect their teachers and know they are expected to do well. Teachers want their pupils to succeed and so are good at explaining new learning clearly, reinforcing it with sensible resources, particularly the interactive whiteboards. They often ask good questions to check and strengthen understanding. They praise pupils for their efforts and value all their contributions, so that pupils feel comfortable about giving answers or suggestions. Sometimes, especially between Years 3 to 6, the atmosphere in lessons is too relaxed and so pupils are not energised to work at a brisk pace.

57. The overall quality of teaching and learning is satisfactory. It is good in Years 1 and 2, because teachers have higher expectations and set more challenging work. Although teaching can be good in Years 3 and 6, it is not consistently so. Too often, pupils perform routine tasks which often differ in complexity according to ability, but not significantly enough. There is good provision for pupils with special educational needs even though there are very few extra adults to support them. However, the challenge for more able pupils is less successful. There are good objectives for all pupils to aim at, but there is not individual enough guidance so that pupils exactly know what they should do to improve. Marking, for example, is unsatisfactory. Pupils' work is not always marked and, when it is, there are very few constructive comments.
58. The school has maintained similar provision and standards since the last inspection. Indeed, it corrected a decline in standards by Year 6 last year. There is a satisfactory system of monitoring the quality of teaching, and very good systems for recording pupils' progress have been recently introduced. Nevertheless, the monitoring of teaching is not yet sufficiently rigorous and the school has not been able to use its analysis of test data to help improve standards by Year 6. The curriculum is adequate but not very inspiring and does not benefit from innovation or creative thinking.

Mathematics across the curriculum

59. The development of mathematics through other subjects is unsatisfactory. Very occasionally, teachers use ICT to enable pupils to produce graphs of their findings of, for example, their favourite fruit. Teachers do not systematically include other such opportunities in their planning and so mathematics is taught too much in isolation. As a result, pupils do not have enough chance to link their learning to real-life situations to develop their understanding. For example, there is little evidence that pupils regularly enhance their knowledge of co-ordinates through map-work in geography, or reinforce their understanding of symmetry through artwork.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The emphasis on developing investigative skills in Years 1 and 2 is having a positive impact on standards
- Although pupils achieve satisfactorily by Year 6, standards are not as high as they might be
- There are too few opportunities for pupils to use and develop their mathematical and ICT skills when recording their findings

Commentary

60. By the end of Year 2, standards are above average. However, in the current Year 6, standards are below average, particularly because too few pupils reach the higher levels. More able pupils are not sufficiently challenged in their work and they do not have enough opportunities to carry out open-ended investigations. Standards are also depressed by the fact that one-third of the pupils have special educational needs. Although assessment is used satisfactorily, the resultant data is not used skilfully enough to provide really challenging work in response to individual needs. Furthermore, teachers are not consistent in ensuring that pupils know how to raise their standards. The achievement of all pupils, including those with special educational needs and those who speak English as an additional language, is good in Years 1 and 2 and satisfactory in Years 3 to 6. Improvement since the last inspection has been satisfactory.
61. Teaching is satisfactory, overall. It is good in Years 1 and 2 and satisfactory in Years 3 to 6. Throughout the school, teachers encourage and engage pupils; an insistence on high standards of behaviour creates a positive climate for learning. Teaching assistants give good

support to pupils with special educational needs and those in the early stages of learning English. Pupils' application and productivity are good. Strengths common to good and better teaching are the effectiveness of teachers' planning, good subject knowledge and equality of opportunity for all pupils. This is especially true in Years 1 and 2. Teachers use a range of effective teaching methods to ensure the full participation of all pupils. Pupils' good attitudes and behaviour and very good relationships contribute to their learning. Assessment procedures are satisfactory, overall. In Years 1 and 2, assessment is thorough. It is used well to respond to individual pupils' needs and they have a good understanding of how they can improve.

62. The curriculum is satisfactory. There is little enrichment at present, but a science week is planned for next term, when science becomes a focus for school development. Teachers wisely promote learning through hands-on activities. For example, younger pupils explore habitats in the school grounds and pupils in Year 6 extend their scientific knowledge during their residential visit. Good opportunities are provided for the reinforcement of pupils' literacy skills through the use of scientific vocabulary and the recording of results. However, teachers do not make the most of opportunities to develop mathematical and computer skills by recording their findings in the form of tables, charts and graphs. Subject leadership and management are satisfactory. The subject leader has monitored teaching and pupils' work, but monitoring has not been focused enough on standards and achievement. She has a clear vision for future development and is enthusiastic about the fact that science is a focus for development next year.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good leadership and management have improved resources and teachers' expertise, thus raising pupils' achievement
- Teaching often makes effective use of ICT to gain pupils' interest but there is, overall, too little use of ICT in other subjects

Commentary

63. There has been good improvement since the previous report. The improvements made are fairly recent and have not yet had time to impact fully on standards. However, the subject is well poised to improve because of several strengths, including the staff's willingness to embrace opportunities to enhance provision. Pupils' achievement has been raised through the provision of better resources, such as the interactive whiteboards, and good training for staff, including teaching assistants, so that they are more confident in using resources.
64. Standards are average in Year 2 and Year 6. Pupils' achievement is satisfactory, as are teaching and learning. Pupils are very keen to work in lessons in the library, which houses a good number of computers. In a lesson with Year 6, for example, pupils settled quickly to create newspaper reports and made full use of a publishing program to explore their ideas. Many of the Year 5 pupils chose to use ICT in creating a presentation about a country of their choice, which was given as a task for homework. Year 2 pupils know how to log on to the computers, access particular programs and select the right options from menus to allow them to draw or find images. Pupils very willingly help each other if they face problems. Older pupils competently use the Internet to search for information about topics and know how to refine searches. Year 6 pupils have created multi-media presentations that combine sounds, images and text in producing reading materials for children in the reception class.
65. Teaching often makes good use of the newly installed interactive whiteboards to gain pupils' interest. In a Year 2 literacy lesson, for example, teaching helped pupils to gain an understanding of the pace of a piece of text, as well as the different emphasis on words by

using a beam to track words on the interactive whiteboard. This enabled pupils to read these together. There are times, however, when teaching does not match the work to pupils' needs because of the lack of sharpness in assessment of pupils' current level of competency. This was a significant factor in an unsuccessful lesson with Year 3 pupils, who found it very hard to evaluate the usefulness of different websites because they lacked the knowledge to do this. The good improvement in the subject has been achieved through good leadership and management. The co-ordinator has a high level of expertise and knows what needs to be worked on next to further improve pupils' achievement.

Information and communication technology across the curriculum

66. The development of ICT through other subjects is unsatisfactory. The co-ordinator rightly has the development of the use of ICT across the curriculum as the main priority for the subject. This is needed because, at present, many opportunities are missed for pupils to use the skills that they have in everyday situations that arise in other subjects, such as handling data in mathematics or presenting findings in science.

HUMANITIES

67. Very few lessons were observed in geography and history during the inspection. Therefore, there was too little evidence to make judgements on provision or pupils' attainment in either subject.
68. In **geography**, pupils follow a recognised scheme of work that provides a reasonable coverage of the curriculum. Pupils' work seen in Years 1 and 2 is satisfactory, but the available work by older pupils showed a less favourable picture. The work is frequently untidy and certainly brief, with little scope for independent investigation, extended writing or informative diagrams. Pupils research facts in reference books and on the Internet, yet some of their work is undemanding. One task in Year 6, for example, was to cut and paste captions to show the journey of a river to the sea; there was no pertinent diagram, nor any interpretation. Pupils acquire some useful knowledge, for example through their study of the local village of Hathersage, but do not obviously draw their own conclusions from their studies about environmental issues, for example, or lifestyles in different parts of the world.
69. The situation in **history** is very similar. The quality of pupils' work in Years 1 and 2 is appropriate for their age, for the most part. Pupils have a reasonable awareness of important people such as Florence Nightingale and Guy Fawkes, as well as key events like the Great Fire of London. Less able pupils, though, struggle to put down their knowledge effectively on paper. Further up the school, coverage of the curriculum is thin and the presentation of work is often untidy. There is little opportunity for pupils to consolidate their knowledge through extended writing, and diagrams are few and casually drawn. An excellent array of resources has certainly inspired pupils in Year 6 to appreciate life in the 1960s. Their potted biographies on, for example, John Lennon reveal a good understanding of his life. However, their work on the ancient Greeks is threadbare.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers ensure that pupils appreciate the differences and similarities between the major religions
- Teachers are not systematic in setting work to meet the needs of all pupils
- Very good relationships in class have a positive influence on pupils' spirituality and morality

Commentary

70. Pupils' attainment in Year 2 and Year 6 matches the expectations of the locally agreed syllabus and pupils achieve satisfactorily overall. Pupils in Year 2 have a sound knowledge of festivals of light and religious artefacts in Judaism, and a developing knowledge of Islam. Year 6 pupils have a good knowledge of the importance of worship and festivals within various faiths. Pupils' learning is enhanced through visits to the local church, not only for services at Harvest and Christmas, but also to learn about the building and Christian worship. The vicar is a frequent visitor to the school and conducts the daily assembly on a regular basis. As a result, pupils benefit from a clear insight into Christianity. There are good links with the local Muslim

community and pupils in Year 6 visit the mosque. There is an assembly for Muslims in school once a week, led by a parent, at which Muslims and non-Muslims are welcome.

71. Teaching is satisfactory overall. Speaking and listening skills are developed well in discussion and drama, and it is clear that pupils have a greater depth of knowledge than is apparent in their limited written work. The school is aware of the need to extend opportunities for writing. Teachers know how well their pupils are progressing but rarely plan different work specifically to meet individual needs. There are lower expectations of less able pupils in terms of writing and presentation, but there is too little scope for more able pupils to develop at their own pace, through independent learning or extended writing. In addition, pupils are not clear about what they need to do to improve, because marking is not helpful enough.
72. Teachers engage pupils' attention well and so pupils develop good attitudes and behaviour that benefit their learning and achievement. As a result, pupils work hard whether on their own or in groups. The curriculum is satisfactory and builds upon pupils' own experiences and cultural identity. Their spiritual knowledge is enhanced through collective worship and visits to the church. Moral development is encouraged through stories relating to providing and accepting help and overcoming disabilities. The planning of collective worship is good. It incorporates themes that support and extend learning in the classroom. Leadership and management are satisfactory. The subject leader has ensured that the provision has been satisfactorily maintained since the last inspection but there has been little innovation in the development of the curriculum or the quality of teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Very few lessons were observed in any of these subjects during the inspection, so there was too little evidence to make judgements on provision or pupils' attainment in them.
74. In **art and design**, there is a good emphasis on the development of skills, helped by expert visitors and visits. Visitors are particularly active during an annual Arts Week, enabling pupils to develop many skills, including making a mosaic for the playground. There are plans for pupils to enhance the playground further with a mural, under the guidance of a local artist. Freelance artists have taught printing to pupils in Years 2, 3, 5 and 6. A parent has given generously of her time in teaching sculpture to pupils in Year 3. Over half the classes visit local art galleries each year. Good resources, including a well-equipped practical room, support learning. The school has recently been awarded the Silver Artsmark, which confirms that the capacity for further improvement is good.
75. In **design and technology**, the recently appointed subject leader has a clear vision for future development. Her main priority is to link learning with elements of ICT, such as control technology. As part of this, pupils in Years 3 to 6 recently took part in a 'Connects Challenge'. Under the leadership of a visiting specialist, their task was to build a structure that would bear a certain weight. The subject leader has produced a new policy and plans to adapt the scheme of work. Resources are good and are used well, and pupils benefit from a separate, well-equipped practical room. Teachers make good use of the interactive whiteboards and other visual stimuli to aid learning.
76. Pupils enjoy **music** and benefit from a sensible range of influences, from hymns to the Beatles. Many children are able to learn musical instruments and they come together to perform as an orchestra on special occasions. Similarly, the choir works towards performances such as the Christmas celebration. The singing observed in the school during assemblies and parts of lessons was not, however, very impressive. It was at best satisfactory, lacking cohesion, expression and tone. Accompaniment to the singing was also satisfactory. Even the very youngest pupils know how to play the various percussion instruments but few did so with real accuracy and rhythm.
77. The curriculum in **physical education** is appropriately planned to cover all aspects of the subject. The school has reviewed its arrangements for swimming so that most pupils now reach the expectation for their age by the time they leave the school. There is a good range of

specialist coaching for pupils in various sports at different times of the year. Physical education makes a very good contribution to pupils' moral and social development through extending their ability to negotiate, work together and establish rules that are sensible and adhered to. This is very evident when pupils play games together on the playground at lunchtime. In the very good lesson seen in Year 3, pupils demonstrated these skills very well as they devised games in small groups. They persevered very well to refine their games and incorporated higher levels of challenge.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

78. It was not possible to gauge the formal provision for this subject because too few lessons were seen. Nevertheless, the school places great store by the development of the whole child and succeeds in enabling pupils to become sensible and thoughtful, and aware of the importance of healthy living. The move to upgrade the quality of school lunches is a good example of this. Teachers show genuine interest in the welfare of their pupils and treat them very fairly. As a result, pupils look after one another well, and are generally respectful to adults. A sense of camaraderie pervades the corridors and playground, and most of the classrooms. At break times, for example, pupils are lively but mostly considerate, so that there is always someone to play with.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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