

INSPECTION REPORT

COIT PRIMARY SCHOOL

Chapelton, Sheffield

LEA area: Sheffield

Unique reference number: 107060

Headteacher: Mrs V Vaughan

Lead inspector: Mr Clive Davies

Dates of inspection: 20-22nd June 2005

Inspection number: 269545

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:	218
School address:	Park Avenue Chapelton Sheffield
Postcode:	S35 1WH
Telephone number:	0114 2468710
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Allan
Date of previous inspection:	February 2000

CHARACTERISTICS OF THE SCHOOL

Coit is an average sized primary school situated on the outskirts of Sheffield. Pupils start in the reception class at the age of 4 and leave at the end of Year 6, aged 11. The number of pupils who join or leave the school at times other than reception or Year 6 respectively is relatively small. The school serves a mixed community with large numbers of pupils living in either owner-occupied or rented accommodation. The number of pupils entitled to school meals free of charge is well below the national average. When they first start school children display a wide range of personal and academic skills but overall they are about level with those expected for their age. At the time of the inspection there were no pupils at the school whose home language was not English. The percentage of pupils with special educational needs was also below the national average.

The school gained Investors in People Award in 2004. It has several partnership links with the most noteworthy being with the Sheffield Hallam University for teacher training. It has a partnership with Arches Sports and is part of a Sheffield Learning Network. It has also a strong link with the local cluster of schools that meets regularly.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	Foundation Stage of Learning, English and information and communication technology
9649	Jean Smith	Lay inspector	
33594	Carol McDermott	Team inspector	Mathematics, special education needs
32436	Margaret Beesley	Team inspector	Art and design, design and technology, music and physical education
22359	Jean Harvad	Team inspector	Science, history, geography and religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Coit provides a satisfactory standard of education for its pupils. There are considerable strengths in the way older pupils are taught, leading to them making very good progress and attaining good standards in English and mathematics by the end of Year 6. The progress made by pupils in Year 1 to 4 is satisfactory but does not build sufficiently on the good start provided for children in the reception. The headteacher and the governors know the school well and ensure that there is a strong, positive ethos in the school. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils in Years 5 and 6 make very good progress and achieve to their full potential.
- The very positive attitudes and behaviour of pupils are major strengths of the school.
- Pupils are confident communicators and are keen to be engaged in discussions.
- Children in the reception class are provided with a very secure start to their school life.
- The headteacher and governors are very aware of the school's strengths and weaknesses.
- The school provides pupils with good opportunities to be involved in regular exercise.
- Parents work very well with the school to support their children's education.
- Pupils in Years 1 and 2 do not always make the progress they are capable of.
- More able pupils in Years 1 to 4 are not always being consistently challenged.
- Subject leadership does not focus enough on the achievement of pupils.

The school was last inspected in February 2000 and has made satisfactory progress since then. Much has happened since that time. The staff has changed almost entirely and several new national initiatives have been successfully introduced. The school has worked well to improve overall standards in English, mathematics and science although there are still issues associated with the progress being made in Years 1 and 2.

STANDARDS ACHIEVED

The vast majority of pupils achieve satisfactorily with pupils in Years 5 and 6 achieving very well. The table below shows that standards attained by Year 6 pupils have been steadily improving over the past few years. The present Year 6 cohort is sustaining this improvement. At the end of Year 6 standards in English, mathematics and science are above average. However, the test results for Year 2 show that standards are below average in reading, with the achievement of boys being unsatisfactory. Recent improvements in writing and mathematics have resulted in Year 2 standards now being in line with national expectations.

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

*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.*

When children first start school their personal and academic skills match those expected for their age. During their time in the reception they make good progress, especially in communication, language, literacy and creative development. This good progress is not maintained through Years 1 and 2, with boys in particular underachieving at this stage. This is mainly due to the many staff changes that have occurred recently and to assessment information not being used well enough to improve pupils' achievement. The rate of progress does improve in Years 3 and 4 but more able

pupils are not always being challenged sufficiently. Pupils achieve very well in Years 5 and 6 resulting in Year 6 national test results being above average. Standards in information and communication technology are in line with those expected for pupils' age. Pupils attain high standards in the performing arts.

Pupils' personal qualities are very good and their spiritual, moral, social and cultural development is good. The pupils are a delight to be with. They confidently engage adults in conversation and relationships between adults and pupils are very good. Their very good behaviour helps them to be ready for learning and there is very little time lost in lessons to unnecessary disruption. Pupils are very helpful to each other and are very happy to take on additional responsibilities. Attendance levels are well above average.

QUALITY OF EDUCATION

The quality of the education provided is satisfactory overall. The curriculum is enriched by opportunities provided for pupils to participate in a range of activities outside normal lessons. The school is at the stage of introducing more innovation into the curriculum but this is at an early stage of development and not yet embedded into school practice. Each school day starts with opportunities for all pupils to participate in exercise and keeping fit is given a high priority in the school. **Teaching and learning are good overall with considerable strengths noted in reception, Year 5 and 6.** Very effective use is made of classroom assistants to support pupils with learning difficulties. Teachers give good opportunities for pupils to engage in talk and think for themselves. In Years 5 and 6 all pupils of different ability are challenged very effectively. However this is not consistently the case elsewhere. Assessment information is not used well enough in Years 1 to 4 to help ensure that pupils are aware of what they need to do next to improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The governors work effectively with the school's senior management team to check on strengths and weaknesses. The governors meet their statutory duties and support the school well. The new arrangements for subject leadership teams are not yet effective enough to help focus on raising standards. The headteacher ensures that a strong positive ethos exists where pupils are valued and staff work together as a team. The headteacher and deputy headteacher form a strong leadership team and are willing to take on new ideas in order to drive up standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents support the school's attempts to involve them in their children's education. They appreciate the fact that staff are accessible to them and support the school's homework arrangements well. The pupils feel proud of their school and appreciate the opportunities given to them to perform in local theatres and to represent their school in sporting events. Through the school council the pupils feel that they have every chance to make suggestions about making their school even better.

IMPROVEMENTS NEEDED

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

- Improve the progress made in Years 1 and 2, especially in reading;
- Provide even greater challenge for more able pupils in Years 1 to 4;
- Review the current organisation of subject leadership teams to enable greater focus on pupils' achievement to happen;
- Continue to introduce the new assessment arrangements so that pupils are clear about what they need to do next in order to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The vast majority of pupils achieve satisfactorily with pupils in Years 5 and 6 achieving very well.

Main strengths and weaknesses

- Test results for Year 6 pupils show that standards are above average in English, mathematics and science
- Pupils in Years 5 and 6 make very good progress and achieve very well
- The challenge provided for more able pupils in Years 1 to 4 is inconsistent
- There is underachievement amongst boys in reading in Years 1 and 2
- Children in the reception class settle well and make good progress during their first year at school
- Pupils attain high standards in the performing arts

Commentary

1. The National Curriculum test results for Year 2 and Year 6 pupils have tended to vary considerably over the past few years. The end of Year 2 results in 2004 were weak in comparison to previous years while the end of Year 6 results were stronger than they had been in the previous two years. The tables set out below identify the variations between 2003 and 2004 in both age groups. At the end of Year 2, for example, results in 2003 were average but were well below average in reading and mathematics in 2004. At the end of Year 6 results were well below average in mathematics and science in 2003 but well above average in 2004 in both of these subjects. These fluctuations are in part due to small cohorts and that attainment levels on entry tend to fluctuate on a year-by-year basis. There is however a steady improvement in Year 6 results and this is being confirmed by the present Year 6 group which is working at levels above that expected for its age. Test results and current work show that Year 6 pupils are attaining levels that are good in the three core subjects of English, mathematics and science. Standards in the performing arts are also high.

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

Standards in:	School results	National results
reading	14.7 (16.1)	15.8 (15.7)
writing	14.3 (15.0)	14.6 (14.6)
mathematics	14.9 (16.4)	16.2 (16.3)

There were 29 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	28.2 (25.9)	26.9 (26.8)
mathematics	28.9 (25.3)	27.0 (26.8)
science	30.3 (27.2)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. A combination of very effective teaching, good assessment and appropriate target setting results in the progress made by pupils in Years 5 and 6 being very good. This is a very strong

feature of the school and is helping to ensure that there is greater consistency in the standards being attained by the time pupils leave the school at the end of Year 6. The effective challenge and support provided for pupils of different abilities is also ensuring that all these pupils achieve very well in the last two years at the school. More able pupils in Years 5 and 6 are developing their creative ideas very effectively. They are able to link their historical knowledge with creative ideas very well, resulting in story writing being very good for more able pupils. Lower attaining pupils are being provided with ample and well organised support so that many are attaining at the level expected for their age by the end of Year 6. Good analysis of pupils' work combined with effective targets helps all pupils in Years 5 and 6 make very good progress. This is a feature in all lessons ensuring that all pupils work to their potential and make better than expected improvement in their work over a given time.

3. There is inconsistency in the challenge provided for more able pupils in Years 1 to 4. Too frequently the work undertaken by the most able pupils is no more demanding than the work undertaken by average and lower attaining pupils. The assessment arrangements are partly at fault because information arising from assessments is not being used effectively enough by staff to plan and check on the work being undertaken. Although the needs of more able pupils are being catered for during group work session in English and mathematics too often pupils are not given enough guidance as to what is expected of them. During introductory sessions and more generally in foundation subjects, such as, history and geography there is not enough variations in the tasks planned for pupils of different abilities. More able pupils are often involved in lengthy sessions at the beginning of a lesson when the pace and demand is geared to pupils who are struggling or who need additional support. The work produced by pupils over time reflects this evenness in expectation with more able pupils often not making the progress that they could. This is in contrast to the level of challenge provided for more able pupils in Years 5 and 6.
4. In Years 1 and 2 there have been issues in relation to the amount of progress being made by pupils of all abilities. This is mainly due to staffing issues and problems which have prevented consistency in several aspects of these year groups' work. The temporary teacher in Year 2 who was present during the inspection was beginning to make a big difference to the overall progress being made by the pupils. The pupils were beginning to settle to a routine that made realistic demands on them. However, the one area which has suffered most is reading with boys in particular underachieving. Too many boys in both Years 1 and 2 are not motivated to read and need additional encouragement. This is reflected in disappointing National Curriculum tests results in reading which shows that boys' reading over the last three years is well behind that of girls and of other boys nationally. The gap between boys and girls in reading is far higher than it is for writing or mathematics.
5. Children in the reception class make good progress and achieve well. This is because they settle quickly into classroom routines and their levels of attainment are quickly and accurately assessed. The work provided for them takes full account of these levels of attainment and they therefore find themselves working at demanding rates using practical methods where possible. Children make particularly good progress in communication, language and literacy and in creative development. The effective partnership between the teacher and the teaching assistant and between school and home make important contribution to the good progress that is being made. The impact of the two partnerships enables the school to know the children well and to make decisions about the level of demand that is made on each group according to their ability.
6. The school has rightly earned a positive reputation for its work in the performing arts and sports education. Pupils are regularly performing in local theatres and most pupils enjoy performing to a large audience. This is helping pupils to feel at ease when talking to adults and it certainly is having an impact on pupils' confidence and self-esteem levels. In addition, many pupils participate in sporting activities both in and out of school. Many girls, for example, belong to football and gymnastic teams and they are used to competing regularly. During the inspection Year 6 pupils were rehearsing for their end of term performance at a local theatre and the quality of performance was very high.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to work are very good. The pupils' spiritual, moral, social and cultural development are good. The attendance at the school during the last academic year was well above average.

Main strengths and weaknesses

- There are very effective procedures in place for promoting good attendance
- The pupils exhibit an excellent level of confidence and self esteem
- The very positive attitudes and behaviour of the pupils are a strength of the school
- The appreciation of the pupils own and others' cultural traditions is satisfactory

Commentary

7. The school's actions to monitor and promote high attendance and punctuality are very effective. Parents and carers make very good efforts to ensure their children attend school regularly and are punctual and they are very supportive of the school's attendance policy. To celebrate success there are rewards for the highest class attendance in the weekly achievement assembly. There is an eye catching high profile attendance display board with photographs and lists of pupils with 100 per cent attendance. There is also a very effective system in place using vouchers to reward good attendance aimed at reducing holiday absence during school time. There is minimal sickness absence. The weekly newsletter publicises weekly percentages and attendance winners. The efficient late book system gives data for the 'Early Morning Punctuality Award'. As a result of these initiatives attendance is well above average as noted in the table below.

Attendance

Attendance in the latest complete reporting year (96.4%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.1
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.

8. The pupils are viewed by the headteacher as 'fantastic and a pleasure to teach'. They are a delight to be with, friendly, welcoming and polite to visitors. They confidently engage adults in conversation and are skilful communicators. They are keen to be engaged in discussions, are self-assured and are able to take initiative. At a School Council meeting, pupils were polite yet assertive, reflective and valued the contributions of their peers. They abided by the group's ground rules and were respectful and worked as a team. Pupils work well collaboratively in classes, learning from each other and from independent research. They are helpful and kind to each other and are happy to take on additional responsibilities. An example of this is the buddy system which works very well in the playground with the youngest and most vulnerable pupils supported and influenced by the positive role models of the older pupils. The school is very successful at developing attitudes and values in pupils from the time they start school.
9. The pupils' very good behaviour helps them to be ready for learning and time is not lost in lessons to unnecessary disruption. Their very positive attitudes towards school helps to keep them highly motivated. Golden Rules are followed throughout the school and are evidenced in the home-school diaries. A display in the hall entitled the 'Bennett Award' or 'Progress Award' explains the school system of rewards and sanctions for good or inappropriate behaviour respectively. Individual classroom rules are negotiated in a democratic way with the teachers. Pupils concentrate very well on their lessons. They play co-operatively at break times and

lunchtimes effectively responding to the positive encouragement of all staff in school. Staff have high expectations to which pupils respond appropriately. The school has successfully created a calm and purposeful atmosphere where consideration for others results in a very orderly community where pupils have a clear sense of right and wrong. *There have been no exclusions for some time.*

- The cultural education of pupils is satisfactory however it has been identified as an area for development. Interesting and appropriate activities have taken place on a regular basis. An anti-racism performance by the pupils from the local comprehensive school, classroom food tasting and a performance of African drumming are examples of positive initiatives undertaken by the school. Despite this, pupils have limited knowledge about living in a multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is satisfactory overall.

Teaching and learning

Teaching and learning are good overall with considerable strengths noted in reception, Year 5 and 6.

Main strengths and weaknesses

- The quality of teaching in Years 5 and 6 is very good and making a very positive impact on pupils' learning
- Very effective use is made of classroom assistants
- Teachers give good opportunities for pupils to engage in talk and think for themselves
- More able pupils are effectively challenged in Years 5 and 6 but this is not always happening in other classes
- The teaching in the reception class is good
- Inconsistent use of assessment in Years 1 to 4 hinders pupils' learning
- The quality of classroom organisation is very good

Commentary

- The quality of individual lessons was mostly good, with more than half of lessons seen being good or better. Most of the better lessons were in Years 5, 6 and reception. The table below gives a break down of the 34 lessons seen.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	9 (27%)	8 (24%)	15 (43%)	1 (3%)	0 (0%)	0 (0%)

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

- The quality of teaching in Years 5 and 6 is very good. This is as a result of very effective planning built around pertinent assessments. One of the other key features is the way pupils of different ability are being challenged and supported in these two classes. This is a consistent feature and one which stands out in relation to the impact teaching is having on the learning of these pupils. The teaching in these two classes is enabling all pupils to make very good progress and assuring that pupils of different abilities and backgrounds are achieving very well. The staff have good knowledge of the pupils' level of ability because they make very good use of assessment information and then set appropriate targets that is aimed at moving

on their learning. Lessons move at a demanding pace with the interaction between staff and the pupils being of high quality. In the Year 6 lesson built around the poem 'Jabberwocky' it was evident that pupils were used to thinking deeply and that creativity was central to the way of working. In both Years 5 and 6 literacy lessons very effective use is made of another adult to help pupils to see different points of view. In the case of Year 5 this was surrounding the idea of introducing a 'park and ride' scheme which immediately impact on the pupils' play area. In Year 6 it was giving a different perspective on the same poem. In both cases two adults took different points of view and the pupils had to give careful consideration to how they responded. In a Year 5 numeracy lesson the pace and quality of interaction was excellent leading to pupils making outstanding progress. Both teachers in Years 5 and 6 have excellent subject knowledge and are at ease with their teaching. This leads to excellent relationships being established where pupils know what is expected of them.

13. Throughout the school one of the most positive features of the teaching is the way in which classroom assistants work in collaboration with the class teacher. Careful thought is given to which group they support and how they can best impact on the learning. The use made of this additional support is very impressive. There is very effective joint planning and preparation taking place. This alongside knowledge that all staff have of individuals' level of ability is helping the support to be highly targeted and effective. On some occasions teaching assistants work with small groups outside the main classroom. In these situations the quality of intervention is very good. The classroom assistant is highly prepared and knows exactly what is to be achieved by the end of the session. In other circumstances, the classroom assistant supports during whole class sessions, quietly and unobtrusively adding helpful comments to individuals who may be floundering. In both circumstances as well as others the professionalism of the individuals has been a consistent feature.
14. An important part of the school's contextual situation is the issue in relation to speaking and listening. Many pupils do have issues in relation to using a wide ranging vocabulary and often even the most able pupils come up with inappropriate phrases and words when describing different situations. This is very prominent in class discussions when pupils searching for a more powerful verbs or adjectives come up with 'interesting' phraseology, such as, 'it covers up time' for 'it makes time go quickly'. Staff's awareness of this issue is something that is very evident. In individual lessons pupils are given time to talk with a partner before being expected to make a contribution in front of others. Drama also has a high priority enabling pupils to gain in confidence when speaking in front of large audiences. As a result of these and other initiatives pupils' are confident when talking to unknown adults and have high self-esteem.
15. When teaching is not at such a high level it is usually because the challenge provided for the most able is insufficient. This does happen from time to time and especially in Years 1 to 4. This is in contrast to the care given to the challenge provided to most able pupils in Years 5 and 6. All teachers plan to meet the needs of more able pupils and often very good quality extension activities are prepared for them. However, it is when the class is working together that the challenge is not always appropriate. This is especially the case in foundation subjects, where too frequently the needs of more able pupils have not been thought through carefully enough. During whole sessions questions tend to be aimed at the middle ability. When extension activities have been planned more able pupils sometimes have to do the other work first before moving on to the extension. In several of these instances they would have benefited from being moved on much earlier and therefore raising the level of the challenge.
16. Children in the reception class benefit from a high standard of teaching from both the class teacher and the classroom assistant. The partnership between the two members of staff has all the qualities outlined in paragraph 13. In addition the partnership between the parents of these young children and school is enhancing the quality of learning that is taking place. There is appropriate focus given to literacy and numeracy and particularly the need to engage pupils in talk. This is in line with the school's appreciation that this is an important feature for many children when they first start. The classroom environment supports the needs of young children and has been set up with careful consideration given to this. The outdoor environment is fairly new and is very supportive of the promotion of early learning skills. There

is the right balance struck between direct teaching and enabling children to learn from first hand experience. The latter is supported through well organised resources being made available to give just the right amount of direction to the children. For example, the hut in the outdoor area where tickets are sold for flights which take off from the home-made 'airport' in the playground, enables children to learn by interacting with each other about the complexities of buying a ticket first before flying.

17. Assessment arrangements throughout the school are at an early stage of impacting on the learning of pupils. The school is working hard at ensuring that there is a common approach to assessment but at the moment there is an inconsistent application of the agreed ways of working. This is something that the assessment team has recognised and is working hard at improving. It is in Years 1 to 4 where the greatest amount of inconsistency occurs. In these classes many aspects of good assessment principles exist but they are not always implemented appropriately and therefore often have limited impact on the achievement and progress of individuals. For example, in all classes there are elements of targets being set but too frequently they do not help the pupils know what it is they need to do next to improve their learning. In writing, for example, the targets are often associated with the secretarial skills and do not necessary help to improve the quality of the composition. Similarly, learning intentions are shared with the pupils at the beginning of lessons but seldom are they referred to later to check to see if the intentions have been met. Pupils' self-evaluation is at a very early stage of implementation but what is happening in Years 5 and 6 is good practice and this needs to be shared across the school.
18. Each classroom is very well organised. Resources are exceptionally well set out so that they are accessible to pupils. This is helping to cut down on any loss of time due to unnecessary organisational deficit. Displays of pupils' work are an important feature in each classroom and indeed throughout the shared areas in the school. This is helping pupils feel very proud of their achievements as their work is presented well and celebrated appropriately. There is a consistent approach to classroom organisation with all areas being tidy and clean. There is an expectation that pupils play their part in keeping classrooms tidy and individuals are given responsibilities to help this happen.

The curriculum

The breadth and range of the curriculum is satisfactory overall. There is a good range of learning opportunities provided in the foundation stage, Years 5 and 6. In Years 1 to 4 the provision is satisfactory. Very good opportunities are provided for enriching the curriculum.

Main strength and weaknesses

- The school provides a good range of child centred learning opportunities in the foundation stage
- The curriculum is enriched by the provision of a range of activities during and outside the school day
- Participation in the performing arts and sport is very good
- The school has made every effort to improve the school environment
- The breadth and balance of the curriculum is weakened because of the lack of consistency in planning.

Commentary

19. The teachers in the foundation stage (reception) and Years 5 and 6 make every effort to provide a curriculum that is centred upon knowledge of how young children and older pupils learn. Staff are skilful in providing a wide range of learning activities that are exciting and stimulating, motivating children to learn. Within the foundation stage the curriculum is well organised to meet the needs of young children. In Years 5 and 6 pupils are effectively

challenged and the curriculum is very stimulating and helps to develop links between subjects as well as enhancing their thinking and creative skills.

20. Planning in other parts of the school lacks consistency and does not always help teachers to develop pupils' knowledge, skills and understanding effectively. This is particularly evident in the foundation subjects, religious education and information and communication technology. The school uses national guidelines to suit its needs. However, plans often lack clearly defined links with other subjects. The school is making every effort to introduce changes to the curriculum following the principles of the national guidance surrounding 'excellence and enjoyment'. However, the introduction of a cross-curricular approach is in its infancy and has yet to have an impact on standards. The school has also introduced curriculum teams to be responsible for curriculum development in the six areas of learning, instead of subject leaders for each curriculum area. Although certain teams have been successful in developing their subjects, for example, communication, language and literacy, others teams have been less effective. This is because there has been a concentration on the core subjects to the detriment of the foundation subjects and religious education.
21. Provision for the pupils with special educational needs is satisfactory. Their needs are identified early and there is good support provided for them to enable them to make improvements at the rate expected. The school makes good provision for gifted and talented pupils. Those with talents in music, drama, dance and physical education are given well-focussed opportunities to develop their potential. This was evident in the after school sports clubs, involvement in competitions and musicals.
22. The range of additional activities available to the pupils is very good, especially in sport and the performing arts. Older pupils can take part in a wide range of sports clubs, including football, netball, cross-country and basketball. The school is fully involved in the national 'Arches' scheme, which provides support for physical education during and outside the school day. The younger pupils have access to games and craft clubs. School clubs are very well attended with over 50 per cent of pupils taking part. The curriculum is enriched by visits, including residential activity holidays for pupils in Year 2 and Year 6. A strength of the school is the performing arts, the older pupils having an opportunity to take part in school musicals especially written for them by one of the teachers. These are very well received when the pupils perform annually at the Crucible Theatre in Sheffield.
23. Accommodation and resources are satisfactory overall. However, every effort has been made to improve the environment since the last inspection. Although there is a lack of space the rooms are used well. The exception is the ICT suite, which is located across a thoroughfare, which can disturb lessons. Pupils' work is well displayed to celebrate achievement and enhance the appearance of the school. The foundation stage of learning is well resourced and has a very good outdoor play area. The school grounds have been well developed to maximise all the available space. Pupils play well on the school field and use the newly acquired playground equipment appropriately. Markings in the playgrounds are very good providing a wide range of stimuli for creative and physical activities. There are adequate resources overall which meet the needs of the curriculum. The quantity and expertise of teachers and support staff to deliver the curriculum is satisfactory throughout the school. The teaching assistants make a very positive contribution to pupils' learning, especially in the development of thinking and creative skills. The teaching assistants are also closely involved in curriculum development.

Care, guidance and support

Care, welfare, health and safety arrangements for the pupils are very good. The school has effective child protection policies in place. The school gives good support, advice and guidance to pupils using the detailed knowledge that staff have of individual children. The involvement of pupils in the life of the school, through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Procedures to ensure that pupils work in a healthy and safe environment are very good
- The school places a strong emphasis upon promoting a healthy lifestyle for pupils
- The school council provides an excellent voice representing the views of the pupils
- Not all pupils have a clear understanding of what they need to do next in order to improve their work.

Commentary

24. The school provides a very healthy and safe environment in which pupils can learn. The school carries out all statutory risk assessments and the Local Education Authority supports the school with formal health and safety audits. The school gives pupils good advice on personal safety and safety in the home through the curriculum. The school nurse has a positive impact on the effective delivery of health issues in classes. All appropriate policies and procedures are in place and safety procedures are followed closely.
25. The school provides pupils with good opportunities to be involved in regular exercise with all pupils participating in ten minutes of daily exercise in the playground at the beginning of each day. The school sees the benefits of this innovation as promoting health and well being, stimulating the brain, providing a wake up call and being fun and enjoyable. In addition to this, physical activities are provided during lunchtimes for all pupils. An impressive range of resources and organised activities were available for children aged 5 to 7. The lunchtime play leader's aim is to stimulate the pupils to become more active, to share and play together. There is a weekly gross motor skills workshop - a session of exercise and movement designed to meet the physical needs of a small group of pupils to improve their mobility. This is very ably led by a skilful teaching assistant. Relationships were very good within the group with pupils on task and attentive. They particularly enjoyed the challenging obstacle course with activities such as dribbling, crawling, following footprints, hopping through hoops and using a wobble board and space hopper. The school has made the decision to fund the provision of fruit each day for pupils aged 7 to 11 seeing this commitment as a means of promoting healthy eating for all pupils within the school. This is much appreciated by the pupils. Another example of this whole school approach was seen when a representative from 'Enjoy Activity Sheffield' was invited to address the pupils in assembly. The pupils responded enthusiastically to her motto of 'More people, more active, more often' and they listened attentively to the presentation joining in appropriately with animated responses and spontaneous applause.
26. The excellent school council plays an active role within the school. The council meets regularly, with pupils actively encouraged to participate in decision making about all school issues. Minutes are kept which are given to the headteacher. The pupils feel that through the council they are given a voice, their views are considered and suggestions for improvements are taken seriously and acted upon. For example, a suggestion to provide a clock in every classroom and a bell at the end of the day was immediately acted upon. Fellow pupils democratically elect the council members from Years 3, 4, 5 and 6. Council members are proud of the position they hold and of their responsibilities. The routine of reporting back to their classes following the meetings enables all pupils to feel involved in the process. The school council is chaired in a highly effective and empowering way by the efficient Personal, Social and Health Education co-ordinator. The school council notice board shows minutes of the last meeting, the role of being a school Buddy, Buddy rota and photographs giving the council a deservedly high profile position within the school. The councillors were clear of their role: 'If people think we need to change something we can sort it out and help people'. A very confident Year 3 pupil summed it all up with, 'We have votes and badges for school so things aren't all 'higgledy piggedy'.
27. Although all pupils have their own personal targets to raise attainment there remains an inconsistency of challenge between classes and subjects. Developments towards

'assessment for learning' have begun to address this. The headteacher has identified there is still work to be done to raise expectations within the school. Personal targets are displayed on the walls in some classes. Good examples of this strategy were seen in Years 4 and 6 with aeroplanes taxiing and heading skyward and footballs moving towards the goalposts. Parents are informed of personal targets through home-school diaries and reading records. Targets may be attainment or behaviour based.

Partnership with parents, other schools and the community

The school has a good partnership with parents who hold the school in high esteem. There are good links with the community and sound links with other schools

Main strengths and weaknesses

- Parents give very good support to the school and to their children's learning
- The school is very welcoming to parents and keeps them well informed
- The many good links which the school has established with the community enrich pupils' learning well
- The Arches Sports Partnership has opened up new sporting opportunities for pupils

Commentary

28. A great strength of the school is parents' active involvement in school life and their very good support for their children's education. The school is very welcoming to parents and strongly encourages this involvement. The Coit Parents' Group is a large and active group which holds regular social events and has raised substantial funds for the school; these have been spent on resources which benefit pupils' learning and their play, such as interactive white boards and playground equipment. Many parents also provide good help in classrooms and with clubs and activities. Parents' support for their children's work at home aids their achievement very effectively. The school encourages this support by keeping parents well informed about the work their children are doing through class newsletters and homework schedules. Home school diaries are used well for communication. The school has responded to parents' requests for more information about their children's progress by introducing brief termly progress reports in addition to the main annual progress report on pupils' progress. Weekly newsletters keep parents very well informed about everything which is going on at school.
29. The school listens to parents and responds to their concerns. Parents participate in the extensive consultation process which the school carries out every two years. At the time of the last consultation parents made a number of suggestions and the school responded to these well, for example by introducing termly progress reports and by introducing a wider variety of extra-curricular clubs. One concern which a number of parents share is the large size of the Year 6 class. However, the school has held a meeting for parents about this and has kept them informed about the extra support which has been put in place in order to alleviate this issue.
30. The school is closely involved with the community. The local policeman visits the school to talk to pupils about issues such as drugs and road safety and the school nurse also provides valued support for the curriculum. The school has good links with the local library, charities, church, and the Crucible theatre where older pupils perform in the annual Children's Festival. The school's participation in the Arches Sports Partnership has greatly improved sporting opportunities for pupils. Good links with several local sports clubs and teams mean that pupils benefit from expert coaching in a number of different sports, both during school hours and also after school.
31. Parents are pleased with transition arrangements to the school which help children settle well in the reception class. However the school's links with the nine different nurseries from which

children come are, as yet, under-developed. Links with the local secondary school are improving and the school values its participation in the Astra Zeneca science project.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory.

Main strengths and weaknesses

- The headteacher is the driving force behind school innovation and leads the school well
- The deputy headteacher works effectively with the headteacher to provide staff with clear direction
- Subject leaders do not put enough emphasis on pupils' achievement when checking the provision in their subject
- The foundation stage of learning is led well
- A strong positive ethos exists where pupils are valued and staff work together as a team
- Governors support the school well and have appropriate systems in place to check on how effective the school's spending decisions are

Commentary

32. The headteacher is very effective in bringing to the school new innovations and this is aiding the school's development. For example, initiatives associated with new assessment principles and focussing on the achievement of pupils is as a result of the headteacher's determination to link improvements in pupils' progress with improvement in assessment. The headteacher has a positive way of introducing new ideas and this helps to motivate staff. The headteacher is able to take difficult decisions when they are needed to be made and has the interests of the pupils of the school very much at the forefront of her thinking. The headteacher sees changes as an opportunity for further development and not merely as a setback. This philosophy has been important in view of the number of changes that the school has undergone in the recent past. There is also a very good link between the new innovations introduced and a determination to increase the rate of pupils' progress and also their achievement. In this respect the headteacher's thinking is clear and drives forward school improvement with this in mind.
33. The deputy headteacher forms an excellent partnership with the headteacher. They are both very clear about the need to improve school performance and have a very accurate view of the school's work. They have in place a number of strategies for checking pupils' progress and use performance data well to identify areas for improvement. They also check on the quality of teaching and learning appropriately and give due recognition to the impact that teaching is having on pupils' learning. They also provide individual staff with clear targets for improvement. As a result of the many recent staff changes this has been a very important aspect of the leadership's work. The deputy headteacher's classroom practice is very good. This is helping to give a clear lead to other members of staff and has already resulted in the very good work that is seen in the upper end of the school. This high quality practice is an important part of the leadership's armoury in ensuring that new innovations are being translated into practice. The school is at the stage of seeing many of the new ideas being established in Years 5 and 6 (using the deputy headteacher's expertise) and then beginning to disseminate this work across other classes.
34. The school is at the stage of changing its subject leadership arrangements. The school's leadership has recognised that a new and more efficient system of gaining more in-depth information about what was happening about different areas of learning was necessary. The setting up of teams under the six areas of learning was introduced and this is taking time to embed into school practice. At present the teams are feeling very positive about the new arrangements and can see the long term benefits. However, the teams are not in a position to check on the provision's impact on overall achievement. Within the core subjects of English,

mathematics and science there is good information available to assess progress, however, this is not yet in place for foundation subjects. The senior management team is able to analyse test results and therefore has a better view of core subjects than it does of achievement in the foundation subjects. This is an area that the school needs to focus on so that team members are in a better position to check on standards as well as coverage. Another issue is the inclusion of mathematics in the 'knowledge and understanding of the world' team. This is not helping the subject leadership of mathematics to be as effective as it could be.

35. There is good leadership of the foundation stage of learning. The staff in the reception class have established very good working routines which suit the needs of the children they serve. They have also established a system of checking progress through an effective tracking system. The curriculum is well organised and is appropriate for the age of the children. In addition there is good use made of the resources available to support children's learning in the six areas. New initiatives, such as the development of the outdoor area, have been done with careful consideration given to the needs of the children. There is a very good working relationship between the leadership of the foundation stage and the senior management team. These areas are all impacting positively on the provision for the youngest children in the school and also on the rate of progress being made.
36. The school ethos is enhanced by the very good quality of teamwork that exists across the school. The establishment of teams for curriculum leadership, although in its infancy, has had much to do with this teamwork. The quality of teamwork extends well beyond the teaching staff with everybody who works at the school having an important part to play. The clerical support, for example, is very good and ensures that day-to-day administration is handled efficiently and appropriately. The caretaker has been at the school for a very long time and is well known to the pupils who regard him very highly. This is in addition to the very good teamwork that exists between teachers and teaching assistants. The headteacher has much to do with the way in which teams work and relate to each other. Each member of staff feels respected and in turn is happy to give that much more to the school. The way in which many members of staff were intimately involved with the Year 6 performance is one example of the way everyone works together in the school.
37. The governors know the school well and are particularly effective in supporting it. They meet their statutory responsibilities and have efficient methods of conducting themselves as a body. They apply good systems to check on the impact of spending on pupil attainment. They carefully analyse, for example, the value that teaching assistants have had on overall provision and pupil progress. They are kept well informed of new initiatives but are not always in a position to provide challenge to the school. This is something that they need to develop.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	535,535	Balance from previous year	22,920
Total expenditure	546,649	Balance carried forward to the next	11,806
Expenditure per pupil	2507.56		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. There are two points of entry for children joining the reception class. The ones whose birthday falls between September and February start at the beginning of the Autumn term and the younger group starts in January. The school records show that this two-point of entry start does hinder the progress made by many children right through until the end of Year 2. Children arrive into the reception class having received pre-school education in one of nine different establishments that currently serves the school. This results in records about attainment on entry being very different and often not supporting the development of a clear pattern for the school to build on. However, a great deal of work is done early on to help establish exactly what children can and cannot do. All children are entered on to the school's own system in a very short time after they start and careful analysis of their progress is made after that.
39. On the whole children start school with average attainment for their age. There are strengths in their ability to communicate with confidence (even though Standard English is often weaker) and in their ability to co-operate and play together. Weaker areas include emotional development and writing. In mathematics there are strengths in knowledge of number and recognising shapes but weaknesses in their ability to carry out calculations. The two members of staff working with these younger children have a well established routine which supports the six areas of learning outlined in national guidance. They work particularly well as a team and are well known to all the children and their parents. The parents also make a very valuable contribution to their children's learning and have established a very good partnership with the staff of the reception class.
40. Planning is extensive and there is very effective use of a range of resources to support children's learning. Assessment arrangements are very good and help to focus on the progress children are making as they complete their first year at school. Good progress is being made within all six areas of learning with particular strengths in the areas of communication, language and literature and creative development. Teaching is good with strengths in the way resources are used, the teamwork between the teacher and teaching assistant and the way all children of different abilities are challenged and supported.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good

Main strengths and weaknesses

- Early recognition of children with emotional difficulties
- The way in which children are expected and encouraged to work collaboratively

Commentary

41. When they first start school the vast majority of children display personal, social and emotional skill levels anticipated for their age. Girls tend to be stronger than boys in independent skills. A few children have emotional difficulties and tend to take time to settle away from their carer. The school works well with these children and the establishment of groups where children can establish a relationship with at least one of the adults working in the reception class helps in this respect. There are many opportunities for children to improve their co-operative skills and an example of this was seen at its best in the outdoor play area. In this area a group was seen trying to decide if they needed a runway for the aeroplane as part of the on-going theme on journeys. The lively debate showed good levels of co-operation and consideration given to each others' ideas. Through the reception year children make good progress in this area. This is down to sensitive recognition of the children's needs by the two experienced adults working with them. At the end of the foundation stage of learning the vast majority of children meet the early learning goals for the area and approximately 20 per cent exceed them. All these tend to be girls.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good

Main strengths and weaknesses

- The focus given to speaking and listening is good
- The time and resources deployed to help children with reading and writing is very positive

Commentary

42. When children first start school they display skills that approximate to the levels they should be at for their age. Most children are confident communicators but their use of Standard English is not as strong. During their time in the reception children are provided with many opportunities to talk in front of others and this was seen to be happening successfully during a 'circle time' event at the beginning of the school day. Children make good progress in their reading and almost all can recognise individual letters and sound blends by the time they are ready to leave the reception. They enjoy looking at books and most can follow a story using the pictures as a guide. More able children have made a significant start into reading and have up to 50 words that they can recognise by sight and are able to make a good attempt at decoding unknown words using appropriate phonic methods. It is in the area of writing that many children struggle. This is partly because a few struggle with the manipulative demands in the writing process. However, towards the end of the year many children are able to write full sentences using word lists as an aid. Younger children (mainly January entrants) successfully copy out sentences under the adults' writing. Good teaching in this area, supported by very good assessments results in provision being very good. This in turn impacts very positively on the progress children are making. By the end of the foundation stage nearly all children meet the early learning goal and a good 20 per cent exceed them. It is the area of writing that is holding back the progress being made for a significant number.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good

Main strengths and weaknesses

- Children demonstrate good knowledge of number
- Most children can recognise shapes, such as triangle, square and oblong
- Most children have a good mathematical vocabulary

Commentary

43. When children first start school they know most of their numbers to 10 but do not have an understanding of their value. During their time in the reception class they learn about the order of number and have a good grasp of their value. More able children can write down numbers beyond 10 but occasionally make mistakes by reversing the ten and unit value. Most children respond well in mental agility work which they have access to each day. The more able children can also recognise the '+' sign as well as the '-' sign. They also know all their number bonds to 10. Nearly all children know and can name shapes such as triangle, circle, square and oblong. They also have a good mathematical vocabulary and readily recognise terms such as 'before', 'after' and 'more and less than'. Overall, children are weaker in calculation work and this is preventing more than the 20 per cent moving beyond the early learning goal for this area of learning. The teaching is good enabling children to make good progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good

Main strengths and weaknesses

- There is a strong emphasis on using ICT
- There is a strong emphasis given to multi-cultural resources and promoting children understanding of multi-cultural issues

Commentary

44. Children's varied experiences tend to indicate their skill level on entry in this area of learning. Many children have already had a full range of experiences such as travel abroad while others have very limited experience of life outside Sheffield. The school has recognised two major areas to work on with all children during their first year at school. In the first case it is improving their ability to use ICT. In this respect priority is given to a daily ICT activity. Most children can manoeuvre a mouse appropriately and click on to a given icon. More able children can use the word processing package and are beginning to be able to make changes on screen. There is a high priority given to using a digital camera with all children having used it at least once a term. The second area is the widening of children's experience in relation to multi-cultural work. There is a strong emphasis on multi-cultural resources for play and books are carefully checked for its multi-cultural balance. The children recently celebrated the Chinese New Year and enjoyed their experience of working with African drummers. In other areas such as science, history and geography the class covers the work expected for this age group. Progress is good for children in this area with good teaching being an important component. By the time children finish their reception year most have met the early learning goal for this area and approximately 20 per cent move beyond this.

PHYSICAL DEVELOPMENT

Provision in physical development is good

Main strengths and weaknesses

- The high level of focus given to physical activities
- The use made of the outside environment

Commentary

45. Each day starts with children being involved in physical activities. This is helping to make the point about being healthy and taking regular exercise. This is in line with the whole school policy. Good use is made of the outside area to support children's learning in this area. A range of wheeled vehicles and play equipment is available to children on a daily basis enabling them to practise their physical skills. There is also high priority given to helping children develop their manipulative skills. The staff recognise that the manipulative skills of individuals are adversely affecting their writing. Therefore there has been a high priority given to this aspect of the curriculum. As a result children's ability to persevere with writing, drawing and tracing is improving as the year moves on. At the end of the reception year most children meet the early learning goals and about a quarter exceed them.

CREATIVE DEVELOPMENT

Provision in creative development is very good

Main strengths and weaknesses

- The quality of play enabling children to move from the real to the imagined world
- The time dedicated to drama, art and music helps children develop creative thinking

Commentary

46. This area of learning is very strong and children make very good progress during their reception year. Staff prioritise opportunities for children to be engaged in creative work and this is a prominent feature in the outdoor area, especially when the weather permits. During the inspection children had created a range of vehicles using large blocks and other large toys. An aeroplane had been created by a few children and others were seen to be boarding the plane with a view of going abroad on holiday. A shed in the corner had become the ticket office and children knew that this had to be done before they could start their journeys. Other children have created posters of holiday destination such as Wales and Cornwall. These posters are representative of an advert for these destinations. In the meantime a puppet theatre based within the classroom is the venue for three children's retelling of the Billy Goat's Gruff story. The children use conventional story language such as, 'Once Upon A Time'. As a result of this high level of creative activity most children meet the early learning goals for this area with at least a quarter moving beyond this point.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory

Main strengths and weaknesses

- The progress made by pupils in Years 5 and 6 is very good
- Teaching is very good in Years 5 and 6

- There is inconsistency in the challenge provided for more able pupils
- Boys in Years 1 and 2 underachieve in their reading
- In most classes pupils are enabled to develop their speaking skills
- Pupils' attitudes and disposition enhance their capacity to learn
- The quality of leadership is good

Commentary

- 47 National Curriculum test results over the past few years show that successive cohorts of Year 6 pupils have had variable levels of success. In 2004, the last full set of results, the school's results were above average after two years of being below average. The present Year 6 cohort is a stronger one and the initial analysis of their test results suggest that they could well be well above the national average, when the national results are known. The number of pupils attaining at least the level expected for their age (level 4) is well above the national average while the percentage attaining at the higher level (level 5) is about in line with the national average. The impressive progress made in Years 5 and 6 is mostly responsible for the improvement in results and in the greater consistency that the school is now sustaining. Lessons in Years 5 and 6 have a rigour about them that is helping pupils make very good progress. The impressive quality of teaching together with excellent assessment arrangements is responsible for this.
- 48 Teachers in Years 5 and 6 have very good subject knowledge which helps to bring the subject alive for pupils. They ensure that pupils participate fully in lessons and their engagement leads to improved rate of progress. In Year 5, for example, the teacher drew pupils into the argument about whether a 'Park and Ride' system should be introduced in the locality by making sure that they were going to be personally inconvenienced by the outcome. This meant that their involvement was that much more meaningful. At the same time the main aim of getting pupils to put across a powerful argument for or against the scheme was being met. Similarly, in Year 6 the dual presentation of the poem Jabberwocky got pupils highly motivated as to whether the poem was a jolly and humorous one or indeed a dark and sinister one. This created a very interesting debate that also got pupils talking about poetic form and how rhyming couplets work.
49. In contrast, there is not the same sense of confidence that the standards attained by Year 2 pupils in their National Curriculum tests are improving at the same rate. Test results for this age group have been declining over the 2003 and 2004 period. However, the unvalidated results for the current Year 2 cohort show improvement on the 2004 cohort. Reading results were well below average in 2004 moving from a position of being above average in 2001 and 2002. Writing results have similarly slipped to being below average after good results in 2001 and 2002. The current cohort seems to have halted the slide with writing results, in particular improving at a good rate. However, there is strong evidence suggesting that boys are underachieving in reading. This is seen in test results and is confirmed by the conversation with groups of pupils where many boys stated that they didn't read regularly outside school nor had a passion for reading.
50. The level of challenge provided for more able pupils is inconsistent. Years 5 and 6 pupils are well challenged and the work is demanding and stretching their thinking. In other classes the needs of more able pupils are not always being met. One of the main issues surrounds over-long explanations to the whole class by the teacher when more able pupils could be engaged in activities. The second issue is associated with not setting clear expectation targets for more able pupils resulting in pupils not always working as productively as they could. In addition, extension activities are not always being introduced at the right time. Too frequently more able pupils are expected to do the work undertaken by others first before moving to their extension activity. Scrutiny of work books in Years 1 to 4 shows that this is happening too often and therefore more able pupils are not being challenged sufficiently in these year groups.

51. One of the strengths associated with the teaching is the way in which opportunities are provided for pupils to talk to each other. The staff are particularly aware of the need to extend pupils' speaking skills, especially in relation to their use of Standard English. Apart from the frequent opportunities afforded to pupils to be involved in dramatic work there is good awareness of this development in daily lessons. It is a frequent occurrence for a teacher to ask a question and then give pupils a chance to think of a solution or an answer by talking the issue through with a partner. This is working well in enabling pupils to develop their speaking skills and in allowing pupils to have full involvement in the lesson. These events often focus on using more powerful words or phrases.
52. In most cases pupils' attitudes to work are exceptionally good. The only slight issue is related to a number of boys' reading habits. Other than this pupils show a great deal of interest in their work and their enthusiasm is abundant. They participate with keenness and are always eager to answer questions, especially in relation to offering their own opinion about something. The very good behaviour of pupils results in very little time being lost to unnecessary disruption. This is having a very positive impact on the quality of learning that is happening in each classroom.
53. Subject leadership is good. The newly formed communication, language and literacy team has the benefit of being led by the very experienced and expert deputy headteacher. The amount of analysis taking place is very good and giving very valuable information about strengths and weaknesses. These are being acted upon with a clear action plan in place to pick on issues such as boys' reading and the general use of Standard English. In addition, the team is able to consider the national agenda in relation to such issues as 'assessment for learning' and to look at ways in which this can impact on pupils' learning. The team, despite being new, is well established and making a very important difference to the school's work and is partly responsible for upward trend in standards in Year 3 to 6.

Language and literacy across the curriculum

54. There is satisfactory use of literacy skills in other subjects. This area is being given more prominence through the new arrangements for the curriculum. There has been rightly a focus on raising standards in writing and reading and this has to a certain extent delayed the school's development in ensuring that pupils' literacy skills were being applied through the rest of the curriculum. However, there are embryonic signs that things are getting much better and that the momentum for this is moving very quickly. In science, for example, a wider range of opportunities are given for pupils to write up investigations in different ways rather than to be provided with a pre-structured worksheet. Similarly, in the humanities the knowledge and understanding team is looking at ways of increasing opportunities to link the literacy hour and on-going work in history, geography and religious education.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- Standards reached by pupils at the end of Year 6 are above average
- Good teaching overall in Years 3 to 6 enables pupils to achieve well
- Pupils enjoy mathematics and work hard in lessons.
- Leadership and management of the subject across the school are underdeveloped.

Commentary

55. Improvement in mathematics since the previous inspection is satisfactory. Historically, standards in the National Curriculum tests at the end of Year 2 fell from below average in 2000, to low in 2004. As pupils enter the school with broadly average standards, this represented unsatisfactory achievement. However, there is convincing evidence that this long-term trend has now been halted and the unvalidated test results for 2005 indicate that standards at the end of Year 2 will be above the national average.
56. Standards according to National Curriculum test results at the end of Year 6 in 2004 were above average. For these pupils this represents good achievement compared with their level of attainment at the end of Year 2. There is no significant difference in the achievement of boys and girls, though some higher attaining pupils are not being stretched sufficiently. By the end of Year 2, lesson observations and analysis of pupils' work show that most pupils can use mental strategies to add and subtract two digit numbers, they understand double, half, less than and more than, and can explain their mathematical thinking well. By the end of Year 6, most pupils can deal confidently and accurately with the four mathematical operations of addition, subtraction, multiplication and division. They can order and use decimals, add subtract fractions, make acceptable estimations of mass and length and can identify arithmetical progressions. They demonstrate a wide range of mathematical problem solving strategies and are able to explain them very well.
57. Teaching and learning are good overall. Teaching is inconsistent and ranges from excellent to unsatisfactory. The best teaching, seen in Year 5, is exciting and challenging, as knowledgeable and enthusiastic teachers use a variety of approaches to ensure that all pupils learn consistently and achieve well. Work is well planned with interesting activities engaging pupils' attention quickly. The quality of teaching drops when planning does not take into account the range of learning needs of pupils and where there is insufficient variety and challenge in relation to the tasks and activities set. This is seen at various times in Years 1 to 4. Pupils behave very well and their attitudes to learning are very good. They work very well as individuals and also collaboratively in group situations. They are keen to learn, and very proud and positive about their school. Their very good behaviour is aiding their learning.
58. Leadership is unsatisfactory. There is no clear vision of how improvement will happen. The role of subject co-ordinator is not clearly defined within the school as a whole and at present the quality of provision in mathematics is not effectively evaluated. There is no identified co-ordinator or subject leader with responsibility for development of the subject. Management is satisfactory because individual teachers ensure that the pupils learn the right things and because of the developmental work in assessment which is being co-ordinated by the Knowledge and Understanding of the World team. However, a systematic approach to target setting is not yet in place. And this means that teachers do not have a clear and accurate picture of how well individual pupils are achieving.

Numeracy across the curriculum

59. As with literacy the school has concentrated on improving standards in mathematics at the expense of using pupils' numeracy skills across the curriculum. The present position is that there is satisfactory use of numeracy across the curriculum and every prospect of things getting much better. Good examples of making use of pupils' numeracy skills were observed in design and technology lessons, where pupils checked each other's measurements. The new subject leadership arrangements are already showing that more time is being given to consider how pupils can apply their numeracy skills in other subjects. The link between ICT and mathematics, in terms of use of spreadsheets, need to be improved and pupils need to be directed to think of more innovative ways of presenting evidence in science, history and

geography. However, this is an improving position with staff already making conscious efforts to think about how numeracy can link more directly to other subjects.

SCIENCE

Provision in science is good

Main Strengths and weaknesses

- Pupils achieve well in this subject
- Standards attained by the end of Year 2 are in line with expectations and above average by the time they leave Year 6
- Pupils' attitudes towards science are very good
- Opportunities to monitor and evaluate teaching and learning are lacking
- There is a lack of challenge for the more able pupils from years 1 to 4

Commentary

60. In 2004 standards for Year 2 were above the national average and broadly average compared to similar schools. Although the number of pupils assessed at the higher level was well below average. In 2005, teacher assessment results show encouraging and positive improvement in the number of pupils gaining the higher level (Level 3). Standards in 2004 for Year 6 were well above the average both nationally and compared to similar schools, with the pupils achieving well. From the work seen and from discussions with pupils there is every indication that standards will be above average in 2005. Overall this is an improvement from the previous inspection.
61. During the period of the inspection only one lesson was seen, therefore no judgement on teaching and learning can be made. There was very little evidence to support teaching and learning in the scrutiny of work from Year 2. However, from the scrutiny of work in Years 5 and 6 there is every indication that teaching and learning is at least good in these classes. Scrutiny of work and discussions with pupils from Year 6 indicate good achievement with standards above national expectations. Pupils throughout the school have opportunities to support their learning through investigative work. For example, Year 5 pupils demonstrated an ability to hypothesise and complete a fair test when investigating changing sounds. The development of thinking skills linked to science lessons was also in evidence. In the one lesson seen for example, the teaching assistant led a group of pupils in creating a wide range of habitats as they changed one variable under temperature, light and humidity classifications.
62. Pupils' attitudes are very good. During discussions, pupils in Year 2 enthusiastically talked about their work. For example, they described at length the work they had completed on circuits in electricity. The pupils in Year 6 also show a very positive attitude towards science. They have good recall of details and keenly recalled the scientific topics they had studied, demonstrating good knowledge and understanding. During the inspection, whilst pupils' work displayed many opportunities for investigative work across the science curriculum, there were too few links with ICT.
63. For the last year the science curriculum has been led and managed by the team responsible for knowledge and understanding and mathematics. Science has not been an area of high priority for review due to the team's concentration on other areas. However, one member of the team has accepted responsibility for science and has worked hard to support colleagues but the role is insufficiently developed. More opportunities for monitoring and assessing teaching and learning in order to raise standards, especially from Year 1 to 4 are needed. Assessment procedures are in place; however, these need to be developed further to ensure pupils' progress is closely monitored to guarantee sufficient challenge for all pupils. There are good examples of work being marked to identify what pupils need to do to improve their work,

but these good strategies are not consistently applied. Overall, however, provision represents a good level of improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Provision for ICT has improved greatly since the previous inspection.
- Pupils are attaining in line with national expectations.
- Teachers have gained in confidence and are making greater use of ICT across the curriculum.
- Assessment arrangements do not currently provide an adequate overview of standards

Commentary

64. Since the previous inspection much has been done to improve the overall provision for ICT. The provision is now satisfactory with the school having spent a significant amount of money to increase resources, which have included the setting up of a much larger suite of computers that provide access for half a day per week to each class. The new resource centre has clearly improved the manner in which the school is able to delivery the ICT curriculum. However, its present citing within a busy shared area lacks a clear focal point for directed teaching and has many distractions caused by other pupils and groups moving through the area. Classrooms have additional computers and digital cameras, which are used to support the use of ICT across the curriculum.
65. There are interactive whiteboards in Years 1, 2 and 6 and plans to extend this so that each classroom will have an interactive whiteboard. As a result of the increased resources and additional professional development opportunities provided the confidence level of the staff is much higher than it used to be.
66. Pupils benefit from a range of learning opportunities across the school. They are often supported effectively in groups where learning is developed in clearly planned steps. For example Year 3 pupils received very clear guidance to create e-mail addresses in a carefully structured activity. Very good teaching and support arrangements enabled Year 5 pupils to collaborate well during a whole class lesson where most of the class were able to select, move and rotate objects within a virtual environment to produce computer-aided designs. By the end of Year 6 most pupils are confident in putting together a multi-media presentation. However, they have limited experience of other areas of the information technology curriculum such as spreadsheet modeling. Pupils are attaining at the levels expected for their age, although often there is insufficient challenge for the most able children.
67. The school now has a well-structured and thorough planning system in place to help all staff be fully aware of their role in ensuring pupils are presented with opportunities to enhance their skill level and to ensure that the National Curriculum is met in full. This now needs time to become embedded across all classes and its impact needs to be monitored closely by the coordinating group. The level of staff confidence has increased significantly in the last few terms, especially since the introduction of the Interactive Whiteboards. The school recognises that the boards need to be placed in all other year groups and this is a priority for the future.

Information and communication technology across the curriculum

68. Pupils use ICT for a variety of subjects. There are good examples of ICT being used to support work in English, mathematics, the humanities and for art. Older pupils use the

Internet for a range of purposes, and teachers are regularly using the Interactive Whiteboards in their classrooms to support work in a range of subjects. When used most effectively this is enhancing pupils' skill level and increasing the pace of learning. Whilst the current use of ICT across the curriculum is satisfactory its development is a little ad hoc and each co-ordinating group should be mindful to fully map the opportunities that ICT can provide to support learning in all areas of the curriculum.

HUMANITIES

69. **History** was not a detailed area of focus during the inspection and so no overall judgement can be made about standards, provision or teaching and learning. However, evidence from the pupils' work in their books and on display around the school, together with scrutiny of planning documents indicates that the subject receives sound coverage. During discussions with pupils they demonstrated a good awareness of differences between past times and now. The pupils in Year 6 have a good understanding of life in Egyptian, Roman times and in the 1950s. From the scrutiny of work and discussions with pupils there is every indication that standards are at least in line with those expected for Year 6, the more able achieving standards beyond expectations for their age. Visits complement history very well, for example, the Year 2 pupils recalled with obvious enthusiasm their visit to Cannon Hall where they had an opportunity to take part in Victorian role-play. The pupils used their ICT skills to very good effect, for example, one pupil completed very good research on the Internet to gain a deeper understanding of working conditions in the 1950's.
70. Only two lessons were seen in **geography** and there was insufficient evidence to make an overall judgement on teaching or on standards and achievement. However, from the evidence available standards attained are broadly average. Good use is made of the national guidelines and learning is enhanced by visits out of school. For example, the annual Year 2 and Year 6 residential visits are used well to enhance pupils' geographical skills. During a discussion with Year 6 pupils they were able to recall information on the work they had covered, including studies of rivers and volcanoes. In the lessons observed the teachers made every effort to involve the pupils in practical activities. In the Year 2 lesson, for example, when studying sandy deserts the pupils enthusiastically completed experiments to demonstrate the impact of wind and rain on sand.
71. Both history and geography are led and managed by the humanities team who also have responsibility for science and mathematics. Due to other priorities there has been no audit of provision or action plan produced for future development. There is no provision for monitoring of standards through scrutiny of work or observation of lessons. The school has started work on modifying the curriculum to ensure links are formed between different subjects; however, this is still in its infancy.
72. **Religious education** was also sampled. Not enough work was seen to allow an overall judgement to be made about provision. However, the curriculum covers the requirements of the agreed syllabus and there is every indication that standards are at least satisfactory by Year 6. For example, during a discussion with Year 6 pupils they demonstrated an understanding of the key features of Christianity and other major world religions. The subject is led and managed by the team responsible for PHSE. Although it has not been an area of high priority plans are in place for future development. Since the last inspection there has been an improvement in the resources made available to support learning, including the acquisition of religious artefacts.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision in art and design is satisfactory.

Main strengths and weaknesses

- The pupils' attitudes to their work are very positive
- Art work is presented well helping pupils to feel pride in their achievements

Commentary

73. Standards of work seen and the achievement of pupils are satisfactory. There was insufficient evidence to make a judgement on teaching and learning. In the one lesson observed in Year 2, which was satisfactory, pupils successfully recreated an ethnic style of art using Masai tribal body painting as a stimulus for learning. Pupils worked well in groups to create an effect of animal markings using pastels, pens and pencils. Discussion with pupils from Years 2 and 6 confirmed that they were able to talk about their creations confidently and with pride. Year 2 pupils were able to respond to, explore and collect aesthetic ideas to use as starting points for their work. For example, journey sticks made at Whirlow Hall Farm. Year 6 pupils discussed Pop Art and Andy Warhol knowledgeably having carried out research on the internet.
74. The quality of art presentations around school are of a good standard. The Egyptian display in the school entrance is particularly impressive. The school hall has a continuous display around the walls covering many themes including Chinese New Year and a Caribbean Carnival. It is bright, eye catching and celebrates pupils' work effectively.

Design and technology

Provision in design technology is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to their work are very positive
- Pupils have the ability to work very well together on a collaborative task

Commentary

75. Pupils' achievements and standards of work seen are satisfactory. There was insufficient evidence to make a judgement on teaching and learning. Provision in design and technology is satisfactory.
76. Two lessons were observed. In Year 4 the satisfactory lesson was linked to a history topic of the Tudors. Pupils were instructed to construct a 10cm cube from wood strip for a Tudor home. Pupils worked co-operatively sharing the task and resources, checking their partner's measurements for accuracy. There was good attention to health and safety issues resulting in pupils using the saws and bench-hooks appropriately. The attitudes and behaviour of the pupils were strengths of the lesson. In the Year 6 lesson where teaching and learning was judged as very good, the interactive whiteboard was used very effectively to show examples of strong structures. Pupils worked very well together on the collaborative task of building a weight bearing structure using art straws and sellotape. Their attitudes to learning were excellent. The very knowledgeable class teacher moved the pupils' learning forward by constantly challenging them with skilful questioning to which they reacted by giving full and considered replies.
77. A scrutiny of work indicates that that a suitable range of design projects is in place. There is a wide range of displays around school. In Year 1, photographs of famous sculptures are displayed with pupils' paper relief sculptures and examples of food technology photographs displayed with fruit salad recipes making good use of ICT.

Music

Provision in music is satisfactory.

Main strengths and weaknesses

- Pupils have very positive attitudes and particularly enjoy singing
- There is a strong focus on the Performing Arts with original scripts and music being used well

Commentary

78. Pupils' achievements and standards of work seen were good. No judgement about the quality of teaching and learning was made as no music lessons were seen.
79. In assemblies pupils sing tunefully showing good control of pitch, dynamics and rhythm. The pupils have very good attitudes and enjoy singing a variety of songs accompanied by the co-ordinator on an acoustic guitar. The hymn 'Peace, Perfect Peace' was sung with tuneful harmonies. Music is played as the pupils enter the hall with information about the composer, performer, title, country of origin and style projected clearly onto a screen for the pupils to read. They are asked to listen to the lyrics to find the answer to a pertinent question. They enjoyed this activity and clearly appreciated the different styles of music to add to their own repertoires, for example 'Eight Days a Week' by The Beatles.
80. Pupils attain high standards in the performing arts. The very talented co-ordinator works tirelessly to keep the pupils motivated and raise their performance. A Year 6 family assembly highlighted the talents of the pupils as they performed their radio and power point presentations publicising their most recent production 'Highways and Heartaches' with words and lyrics written by the co-ordinator, to be performed at Sheffield's Crucible Theatre. All Year 6 pupils have the opportunity to participate and a considerable amount of money is raised through ticket sales which is used to resource future productions. During a drama rehearsal five of the cast sang a song 'Four Daughters and a Wife' with solos and harmonies. It was well rehearsed and sung with feeling. The performers were articulate, projected their voices well with dramatic impact and engaged the audience.

Physical education

Provision in physical education is satisfactory.

Main strengths and weaknesses

- The schools involvement in the Arches School Partnership is enhancing the provision
- Opportunities for the pupils to participate in competitive sports and coaching activities are very good

Commentary

81. There was insufficient evidence to make a secure judgement on the standard of teaching. Only two lessons were observed. In a very good games lesson in Year 3, the physical education co-ordinator's enthusiasm was infectious. All pupils were fully engaged with very good use of pupils to model effective running action and to exemplify techniques. Pupils were able to efficiently evaluate their own performance and that of their team mates. The teaching assistant was used very well as an effective role model, participating in the lesson.
82. The school is part of 'The Arches Schools Sport Partnership' which aims to promote and develop physical education and Sport in schools in both the curriculum and out-of-hours activities. Involvement in this partnership has led to the enhancement of extra-curricular sport, an increase in staff expertise and coaching activities available to the pupils, including football,

rugby, tennis and cricket. In addition to this the Headteacher coaches the school netball team, there is a sports club for pupils aged 5 to 7 and a lunchtime gym club. The co-ordinator is very enthusiastic and has a good knowledge of the subject's strengths and weaknesses.

83. In all subjects, music, art and design, design technology and physical education subject leadership which is managed in curriculum teams does not focus enough on the achievement of pupils. There is a lack of systematic monitoring of standards and rigorous assessment of learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The inspection gave little opportunity to evaluate the impact that the school's approach to personal, social and health education was having on pupils. However, it is clear that this area is being given prominence by the school. The curriculum plan has at its heart issues related to health education and citizenship. The new curriculum arrangements have given a high priority to this aspect of the school's work. The headteacher is very determined that this area will continue to be prioritised.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
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	2
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
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).