

INSPECTION REPORT

LIMPSFIELD JUNIOR SCHOOL

Brightside, Sheffield

LEA area: Sheffield

Unique reference number: 107040

Headteacher: Mr John Bainbridge

Reporting inspector: Mrs Barbara Crane
21227

Dates of inspection: 10 – 14 January 2000

Inspection number: 188145

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Jenkin Avenue Brightside Sheffield
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Peter Price
Date of previous inspection:	1 – 5 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Barbara Crane	Registered inspector	English Art Religious education English as an additional language	Characteristics Results and achievements Teaching Leadership and management Effectiveness and improvement
Mr Bernard Eyre	Lay inspector		Partnership with parents
Mr John Brooke	Team inspector	Mathematics History Geography	Pupils' attitudes, values and personal development
Mrs Jo O'Hare	Team inspector	Science Physical education Special educational needs	Curriculum and other opportunities
Mrs Lea Short	Team inspector	Information technology Design and technology Music Equal opportunities	Support, guidance and pupils' development

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Brightside, in the north east of Sheffield and has been part of an Education Action Zone for the past year. The school is average in size with 271 pupils on roll. Thirty-eight per cent of the pupils are on the school's register of special educational needs, which is well above average, and four pupils have a statement of special educational need. Twenty-one per cent of the pupils come from minority ethnic groups, with the largest group being of African-Caribbean heritage. Seventeen pupils are learning English as an additional language. On entry to the school, the pupils' attainment in reading and mathematics is below average; attainment in writing is well below average.

HOW GOOD THE SCHOOL IS

This is a good school. Standards in the core subjects are improving. The good quality of teaching results in the pupils' good achievement. The effective leadership by the headteacher and the senior management team promotes a very good ethos and is effectively improving the quality of teaching, learning and standards achieved by the pupils. The school provides good value for money.

What the school does well

- The school's commitment to raising standards in English, mathematics and science is resulting in the pupils achieving higher standards .
- The pupils' work in art reaches an excellent standard.
- There is very good teaching in over a third of the lessons.
- The school's very good provision for the pupils' personal, moral and social development is reflected in the pupils' good behaviour and very good relationships.
- The school has a very good ethos; the staff work effectively and are committed to raising standards.
- The headteacher provides very good leadership and is strongly supported by the senior management team. Together, they analyse the school's performance and plan effectively to bring about improvement.
- The school provides a good level of care and support for all its pupils.
- The school's partnership with parents is strong and the parents have confidence in the school's work.

What could be improved

- Standards in the core subjects are below average.
- Standards in information technology are too low.
- There are a few occasions when the work in English and mathematics is too easy or too hard for some of the pupils.
- The governors play a limited part in monitoring the school's work and supporting the planning for its development.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing most of the weaknesses pointed out in its last inspection in 1996. Standards in English, mathematics and science have improved. The proportion of pupils reaching the expected Level 4 or above in the national tests has risen year on year. The

development of assessment policy and practice has been undertaken successfully. A whole school curriculum framework has been established, along with schemes of work for all subjects. Progress in raising standards in information technology has been slower and remains an issue for the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	D	B	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	C	
Science	E	E	E	C	

The results of the 1999 end of key stage tests show that the pupils' performance in English is below the national average, but is above that in similar schools. In mathematics and science, their results were well below the national average, but average in comparison to similar schools. There is an improving trend in standards in the core subjects. Inspection evidence supports the view of average standards in reading and below average standards in writing, mathematics and science. The proportion of pupils achieving at the level expected for their age in these subjects is similar to the national average, but few pupils achieve at the higher level. The school has worked hard to identify how it can raise standards in the core subjects through the analysis of the pupils' performance and changes to teaching. This has resulted in better standards and the school exceeded its targets in 1999. The pupils are achieving well for their capabilities. A strength in the pupils' work is the way in which they use their skills in literacy and numeracy in other subjects. Standards in information technology are below average. A weakness in the work seen is that the pupils have too little experience of modelling, control and simulation to reach the standards expected by the time they leave the school. In religious education, the pupils reach the expectations of the locally agreed syllabus by the age of eleven. In all other subjects, the pupils attain the standards expected for their age. A strength is outstanding work in art, which reaches an excellent standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils work hard and concentrate well. They enjoy school.
Behaviour, in and out of classrooms	Good. The pupils behave well, both in the lessons and around the school.
Personal development and relationships	The pupils' personal development is good and they willingly accept responsibility. Their relationships are very good.
Attendance	Satisfactory. Attendance has improved in recent years.

The pupils are polite, considerate and friendly. They get on well together, both in work and play and are keen to be helpful. The school's initiative to improve attendance has been successful.

TEACHING AND LEARNING

Teaching of pupils:	Aged 7-11 years
Lessons seen overall	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good in 39% of lessons and is good in a further 29%. Satisfactory teaching is seen in 28% of lessons and there is unsatisfactory teaching in 4% of lessons. Teaching in English and mathematics is good; the skills of literacy and numeracy are very well taught and this is reflected in the good rate of pupils' learning. Particular strengths in teaching include good subject knowledge, very good management of the pupils and the enthusiasm shown by the teachers. Weaknesses are seen in a few lessons when the needs of all ages and abilities are not reflected in the teachers' planning.

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OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is interesting and relevant. There is an appropriate emphasis on literacy and numeracy. The pupils' experience in information technology is too narrow.
Provision for pupils with special educational needs	The good support provided enables these pupils to make good progress.
Provision for pupils with English as an additional language	These pupils receive appropriate support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual and cultural development is good. The school provides a strong moral framework and very good opportunities for the pupils to develop socially.
How well the school cares for its pupils	A good level of care is provided for all pupils.

The school has established a good partnership with parents and they express confidence in the school. A strength in the curriculum is the good opportunities for the pupils to use their skills in literacy and numeracy. Information technology is under-used to support the pupils' learning. The pupils' personal and social development is carefully monitored and the staff know the pupils well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a very good direction for the school. He is supported by an able senior management team who play a full part in monitoring standards and teaching.
How well the governors fulfil their responsibilities	The governors' role in monitoring the work of the school and supporting its planning for development is limited.
The school's evaluation of its performance	The school analyses its performance well and takes action to bring about improvements in most of the areas identified as weaknesses,
The strategic use of resources	Good use is made of specific grants. The staff are well deployed to support the pupils' learning. Most resources are used well but computers are not used sufficiently to support learning.

The staff are clear about the part they play in taking the school forward. There is a clear commitment to improvement and the school seeks to apply the principles of best value. The role of the governing body in supporting the school's work could be improved. They have been under strength for some time but now have a full complement of members. The staffing is good, and the accommodation and learning resources are adequate to deliver the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of the staff. • The quality of the teaching. • The way in which the school helps their children to become mature and responsible. • The school's expectations of hard work and achievement. • The school's effective leadership and management. • The progress that children make. • The information the school provides about how their children are doing. • Their children enjoy school. 	<ul style="list-style-type: none"> • More opportunities for the pupils to take part in extra-curricular activities.

The inspection findings support the parents' positive views. The school provides a few extra-curricular activities and acknowledges that this is an area for development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of the 1999 end of key stage tests show that the pupils' performance in English is below the national average, but is above that in similar schools. In mathematics and science, their results were well below the national average, but average in comparison to similar schools. There is an improving trend in standards in the core subjects, with the proportion of pupils attaining at Level 4 or above improving year on year. The school exceeded its targets for 1999 and has revised its targets for this year to take account of the improved performance of pupils. The school has successfully analysed performance data to identify areas of weakness and has worked to improve teaching in these areas. This has resulted in an improvement in standards. A good example is in the teaching of reading, where the school identified that the pupils were not being taught effectively to refer back to the text to justify their opinions and has now built this in to its teaching.
2. Inspection evidence supports the view that the pupils' attainment in reading is broadly average by the time they leave the school but their attainment in writing is below average. The percentage of pupils working within Level 4 is close to the national average, but very few pupils are working at a higher level. Very few pupils use complex structures or a rich vocabulary when writing. Attainment in listening reaches an average standard by the time they leave the school, but very few of the pupils reach an average standard in speaking. The pupils' achievement in relation to their prior attainment is good in all aspects of English. A good rate of learning is evident in most lessons and over time. This is seen in the way in which the pupils use their skills in literacy in other subjects. They read for information as well as pleasure and use their skills in writing to good effect in science and history.
3. On the basis of the inspection evidence, the pupils' attainment in mathematics is slightly below the national average. The proportion of pupils attaining standards that are expected for their age is similar to the national average, but very few pupils are working at the higher level. Progress throughout the school is good, including that made by pupils with special educational needs. Numeracy is strongly emphasised in all the classes and extended methods for calculating, that encourage an understanding of numbers, are regularly and confidently used by the majority of pupils.
4. The introduction of the Literacy Hour and Numeracy Strategy have had a positive impact on the standards achieved. The teaching of targeted groups of pupils for literacy and numeracy is effectively supporting the pupils' progress.
5. In science, the inspection findings indicate that attainment at the end of the key stage is average, but the number of pupils achieving the higher levels, whilst increasing, is below average. The pupils make good gains in their ability to investigate.
6. By the time they are eleven most pupils' attain the expected standard in communicating and handling information in information technology, but not in controlling and measuring or modelling. Whilst these aspects are planned for this year, pupils have had too little experience of these elements and progress in developing skills is unsatisfactory.

7. Standards in music are average in listening and appraising but there was insufficient evidence to make a judgement in performing and composing. Standards in physical education including swimming, are those expected of pupils of this age. Standards in design and technology, history and geography are average. The pupils' work in art reaches an excellent standard for their age and they work confidently in a very good range of media.
8. Pupils with special educational needs and those who are learning English as an additional language are well supported, particularly in literacy and numeracy, and make good progress in relation to their prior attainment. Pupils with special educational needs and those whose first language is not English are sometimes withdrawn from lessons for support, but this withdrawal is organised and monitored to ensure access to all curriculum subjects.
9. Attendance levels and the amount of unauthorised absence are close to the average seen nationally. This represents a marked improvement since the last inspection, when the rate of unauthorised absence was close to three per cent and attendance was well below the national average. There is very little lateness in the mornings, the majority of pupils demonstrate an evident pleasure in coming to school. The school monitors attendance effectively.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to learning are good and they respond favourably to the school's expectations. They enjoy coming to school. The pupils work well together and listen carefully to the teacher and to each other. They respond particularly well to lively teaching and well-paced lessons. They are interested in their work and take pride in presenting it well. They help one another as necessary and remain on task. The pupils enjoy listening to each other and looking at other pupils' work and are quick to offer praise.
11. The pupils' behaviour is good. They enter and leave the building at break times and at the beginning and end of the school day in an orderly manner. They generally play well together in the playground, collaborating in games such as hop-scotch and football. Boys and girls relate well to each other in the classroom and during breaks, and no incidents of bullying were observed during the inspection. On the very rare occasions when unacceptable behaviour was observed in the classroom the teachers had usually failed to set appropriate expectations. Behaviour in the dining areas is good and the pupils enjoy the opportunity to converse with friends in small groups. They respect the school's property and that of other pupils. Parents support the school's behaviour policy. There have been three fixed term exclusions during the past school year.
12. The pupils' personal development is good. They enjoy being involved in a range of opportunities to help around the school, such as organising the furniture for assemblies and accept responsibility for the tidying of their own area or the classroom willingly. The pupils settle quickly to work at the start of sessions and are increasingly able to organise their own work. The pupils are courteous to all the adults in school and friendly and helpful towards visitors with whom they are happy to share their experiences. Relationships between adults and pupils are good.

HOW WELL ARE PUPILS TAUGHT?

13. The school has a strong team of teachers who work well together and provide good guidance to the classroom assistants. The quality of teaching is good or better in nearly seven out of ten lessons. There is very good teaching in almost four out of ten lessons. The staff are committed to looking for ways to build upon and improve what they do. The teachers plan together, share their ideas and evaluate their success and weaknesses. The teachers' lively enthusiasm is transmitted to the pupils. Clear explanations enable the pupils to understand what they have to do. Lessons proceed at a good pace and are well structured to maintain the pupils' interest.
14. Teaching in English and mathematics is good and has some very good features. The teachers prepare their work thoroughly and most identify precise learning objectives which are clearly conveyed to the pupils. The teachers' competency in teaching phonics and other basic skills is good and promotes a good rate of learning. The pace of the lessons is sustained in independent work by the teacher setting targets for the completion of work. The teachers' planning usually builds well on what the pupils have done before. In a very good English lesson, for example, Year 3/4 pupils were able to create an interesting setting for a story after studying a passage to identify those elements that grasped their interest and they worked with good concentration. The teachers provide a very good model in reading aloud and this is reflected in the pupils' good expression when they read. The pupils are aware of their individual targets in literacy and numeracy and the teachers focus on these when reviewing progress with the pupils.
15. The teaching of target and booster groups in English and mathematics addresses the precise needs of the pupils effectively. Pupils with special educational needs and those who are learning English as an additional language make good progress as a result of effective teaching that takes account of their needs. However, there are a few occasions when the teachers' planning for the mixed age classes, does not take account of the age range in the class, or pupils' prior attainment. In these weaker lessons, the work is too difficult for some pupils or some pupils mark time whilst the teacher covers work with which they are already familiar. In a mathematics lesson with Year 3/4 pupils, for example, a few higher attaining Year 4 pupils identified number patterns in writing 'number sentences' quickly and the work was too easy. In an English lesson, Year 3 pupils found the identification of similes in a passage too difficult and picked out adjectives.
16. There is good teaching in all subjects. The teachers' positive and consistently high expectations of behaviour contribute significantly to the good progress made by the pupils. Those pupils who display challenging behaviour are managed very well. There is a calm and purposeful atmosphere in the classrooms. The teachers' high expectations of behaviour are reflected in the way in which the pupils settle quickly to work and maintain their concentration, even when not directly supervised. The pupils are given good feedback on how they are doing and how to improve, both as they work and through comments in their books. The pupils are given good opportunities to use their skills in literacy and numeracy in other subjects and this accelerates their rate of learning. The teachers' use of language and skilful questioning extend the pupils' vocabulary and enables them to voice their ideas more fully. The pupils' own experience and prior learning is well used to make the work more relevant. In a very good religious education lesson with Year 5/6 pupils, the pupils struggled to find the words to express their feelings about how the disciples felt about giving up everything to follow Jesus. The teacher prompted the pupils to consider how they felt when

they were away from home and to think back to the similes that they had composed earlier in the week to describe feelings. The teachers encourage the pupils to try out their ideas and think for themselves. In an art lesson, the Year 5/6 pupils were encouraged to think about the use of charcoal: *'Think about using areas that you don't colour as part of the work; use this as a lighter section. Feel the texture and find out how you can represent this with varieties of line.'*

17. A weakness in teaching is the lack of opportunities planned for the pupils to use information technology. The teachers' subject knowledge, whilst strong in other areas of the curriculum, is weaker here.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

18. The school's curriculum provides a range of worthwhile opportunities for learning which meet the pupils' interests, aptitudes and their particular needs, including pupils with special educational needs and those for whom English is an additional language. The curriculum meets the requirements in the core subjects of English, mathematics, science, the other foundation subjects and the locally agreed syllabus requirements for religious education.
19. Since the last inspection, the school has fully addressed the need to develop a whole school curriculum framework and schemes of work for all subjects. It has not yet addressed the key issue for action regarding information technology from the last inspection report. Policies for sex-education and equal opportunities are now in place.
20. The school has effectively implemented the national strategies for literacy and numeracy. There is a strong focus placed on these areas of pupils' learning. As a result, standards have risen and in 1999, exceeded the targets set by the governors. Insufficient time, however, is allowed for the teaching and learning in information technology. This is exacerbated by insufficient resources such as software and computers. As a result, pupils' attainment in the subject is below average. Nevertheless, the school is taking steps to rectify the situation as a matter of urgency.
21. All pupils benefit according to need from the school's provision. This is evident in the organisation of pupils with special educational needs and those for whom English is an additional language. An additional factor contributing to the pupils' good progress in literacy and numeracy is the formation of target and booster groups designed to meet the needs of pupils of differing abilities. While the curriculum is generally well planned for all pupils, there are a few occasions where teachers do not identify different levels of work for mixed age groups in the mixed age classes; this impacts negatively on the rate of pupils' learning. Planning for the development and use of information technology is often incidental rather than being carefully built into subjects.
22. The school identifies pupils with special educational needs early and makes good provision for them in the lessons. These pupils are well supported in class, with appropriately modified activities to meet their specific needs. Nevertheless, the teachers make demands on them to produce the highest levels of work of which they are capable. Progress is generally well recorded and information maintained in the pupils' files. However, these are not well presented to ensure that everyone involved with these pupils is aware of their specific needs.

23. The school does not provide a wide range of extra-curricular activities which include sport. Parents are keen for their children to participate in these and the school acknowledges the parents' concern. However, there are activities such as the successful Kwanzaa Club, a residential visit for older pupils and seasonal activities such as five-a-side football, basket ball and hockey tournaments. There are other opportunities such as weekly cross country sessions orienteering gymnastics club, and athletics meetings at Don Valley. The school also takes other opportunities to provide pupils with a range of experiences to enrich the curriculum. For example, pupils in the recent past have participated in the United Paintings project to emphasise 'friendship without boundaries' between nations. They have also benefited from an artist in residence and expert tuition from a professional football coach.
24. A strength of the school is the very good provision it makes for pupils' spiritual, moral, social and cultural development. The provision for the pupils' spiritual development is good. In assemblies the teachers encourage pupils to think about their attitudes and feelings, how they treat other people and about right and wrong actions. The pupils reflect quietly on the themes of the day. A very good example of this was observed when older pupils performed a mummies' play based on the story of St. George and the Dragon. In this outstanding presentation, pupils were successfully given opportunities to be made aware of their own responsibilities, their understanding of what is right, and to celebrate their own cultural traditions. An African art week in Bretton Hall provides a further dimension to the richness and the diversity of British culture. Well chosen Bible stories extend pupils' understanding and how these relate to their own lives and experiences. Through well planned assemblies, the teachers give the pupils a good insight into citizenship and help to strengthen the sense of belonging to a community. The residential visits offered to the older pupils enable them to meet a variety of different people and experience living in a wider social group than their own family. Furthermore, these rigorous outdoor experiences help the pupils to prepare for the uncertainties of adult life and to test their resolve in challenging situations. The well-planned work in personal, social and health education supports the pupils' good development in these areas. The pupils receive appropriate guidance in sex education and about drug mis-use.
25. This is a school with strong and positive relationships and teachers use these skilfully to guide pupils towards good moral behaviour and positive social attitudes. The school is particularly effective in teaching the pupils to distinguish between right and wrong. All teaching and non-teaching staff lead by their good example. There is a calm, purposeful atmosphere throughout the school. This is conducive to pupils' overall learning. The values of the school also form the basis of good moral development and are clearly praised and appreciated by parents. The teachers also help pupils to develop self-confidence and social skills by allocating responsibilities to them within the classroom, and by encouraging older pupils to run a disco-club every week.
26. The school has good links with the local community, including the infant and the secondary schools. These links benefit the pupils' smooth transition between phases. The police participate in the school activities regularly. For example, they help with the annual gala, and marshall the road race. They are also involved in education about drugs and the harmful effects of their misuse. The school has strong links with Sheffield College, which will shortly be involved in providing adult education such as information technology. The formation of an Asian Ladies' Group is planned for the purpose of giving help with English. There is a public library on site which is well used by the local community. This helps to raise the

school profile in the community and encourages the pupils and the community to appreciate education for life. The school provides places for student teachers and provides a conducive environment for developing their skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school is a harmonious community where the pupils are provided with good care and support. The teachers know all the pupils well, including those with special educational needs or whose first language is not English, and are sensitive to their physical, emotional and academic needs.
28. The monitoring of the pupils' academic progress is good. The school's procedures for assessing and monitoring pupils' attainment and progress are good with assessments used to identify and track individual pupil's performance, particularly in English and mathematics. Information from assessments is used to set targets for individual pupils and to identify target groups for literacy and numeracy. This has led to the identification and forming of 'booster' groups in literacy and numeracy, so enhancing the pupils' attainment and resulting in improved standards. Pupils also keep their own achievement books. There is a system to record coverage in information technology but, as yet, there is no system in place to identify pupils' skills or progress.
29. The support for pupils with special educational needs is good. The teachers work closely with the special educational needs co-ordinator to ensure that these pupils receive appropriate education and care, and there are regular reviews of the pupils' needs. The teachers are occasionally confused by the information in the records of these pupils; some are in need of updating and are organised in such a way as to make information difficult to retrieve. Pupils who are learning English as an additional language receive support which enables them to participate effectively in lessons.
30. The monitoring and support of pupils' personal development is very good. There are good systems in place for regularly monitoring and promoting good attendance. Registers are completed and monitored effectively. The school has put in place procedures for parents to notify the school of the reason for their children's absence. The school also acknowledges and rewards good attendance.
31. The staff have high expectations of the pupils' behaviour in classrooms and around the school. Teachers set individual behaviour targets for pupils with behaviour difficulties and include these pupils in monitoring their own behaviour. Staff are consistent and effective in applying the school's policy and this results in the good behaviour demonstrated by the pupils. The school's programme for personal and social education and the topics discussed in assemblies make a very good contribution to pupils' personal development.
32. The school has good procedures for promoting the safety and well-being of the pupils. The school's child protection policy complies with the Area Child Protection Committee procedures and is managed effectively. The staff have completed training and have a good understanding of the procedures. Staff are well informed about pupils who have specific medical needs and pupils who are ill at school are appropriately cared for. The health and safety policy lays down general guidelines and is well managed with risk assessments regularly completed and recorded with appropriate action taken. Teachers ensure that the pupils are aware of health and safety issues including safe practice in science and physical education lessons and the need for hygiene in food technology lessons.

33. There is good support from teachers and classroom assistants to enable all to access the curriculum. The pupils' individual education plans are matched to the pupils' needs and they receive good support. There is appropriate provision for pupils who are learning English as an additional language.
34. The positive ethos of the school reflects the school's commitment to creating an effective learning environment, good relationships and equal opportunities for all.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The response to the questionnaire distributed before the inspection indicates a high level of confidence in the school. The parents acknowledge the approachability of staff, the quality of teaching and the pleasure their children have in coming to school. The parents, however, felt that more could be done to provide activities outside formal lessons and the school acknowledges that this is an area for development.
36. The school has a good relationship with parents and carers. They are well informed and consulted about all aspects of school life. They are encouraged to become involved by taking part in consultation evenings and curriculum workshops. Recent workshops have included the personal, social and health education programme and the introduction of the literacy and numeracy strategies.
37. There is easy access for parents who may wish to discuss day-to-day matters affecting their children. The consultation evenings to discuss the pupils' progress are well supported by parents. The annual reports to parents about their children's progress give good information about both academic and pastoral matters. The governors' annual report meets statutory requirements.
38. The school seeks to involve the parents in their children's learning through reading and homework. The introduction of the home school agreement has been very well managed. Parents were involved in discussions at an early stage and their suggestions were incorporated in the final documents. Parent governors gave good support during this process. The school brochure gives parents information about the school's routines and procedures. There are good arrangements in place for the parents of special needs pupils to be consulted.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides strong and effective leadership. He has established a very clear educational direction for the school and has put in place good strategies for moving the school forward and raising standards. The headteacher is supported by an able deputy head and team leaders who set a good example in their teaching. The review of practice and its impact on the quality of education provided and standards achieved is evident in the school's work. Effective support is provided for teaching and curriculum development. Teachers who are new to the school are well supported. The headteacher and senior management team observe teaching and provide useful feedback to all teachers on how to improve. The school has set realistic targets for improvement. The school has been part of

an Education Action Zone for the past year. The in-service training for teachers and support staff resulting from this initiative has had a positive impact on standards in literacy and numeracy.

40. The governing body has undergone several changes recently after a long period when vacancies were not filled and attendance at meetings was often poor. The governors demonstrate a commitment to supporting the work of the school and committees have been established. The governors' role in monitoring the school's work is under-developed and they rely heavily on the headteacher. The school's development planning is effective and focuses on raising standards and improving teaching and learning. The staff evaluate the progress towards the targets set, but the governors' involvement in this is limited.
41. The school has responded well to most of the issues raised in the previous report. The good rate of progress is seen in improving standards in the core subjects. The procedures for the assessment and recording of pupils' progress have been improved. A whole school curriculum framework and schemes of work have been introduced. Progress in raising standards in information technology has been more fitful and whilst there is a good action plan, there is still much work to be done in raising the pupils' attainment.
42. Effective work has been undertaken to develop the roles of the curriculum co-ordinators. They check teachers' planning, provide advice and support for colleagues and contribute action plans to the school development plan. The co-ordinators for mathematics and English have a secure view of provision and practice across the school and this has a positive impact on the standards achieved by the pupils. The management of special educational needs is satisfactory and the work of the support assistants is well co-ordinated.
43. The headteacher prepares the initial budget in consultation with the local authority. The governing body then ratify the budget. The headteacher has a clear view of the school's priorities. The school development plan, whilst indicating some financial implications, has few firm costings. This does not allow the governors to evaluate the cost effectiveness of spending.
44. The ethos of the school is positive in reflecting a commitment to equality of opportunity for all pupils. The school seeks to achieve the best value from its use of resources. Systems have been put in place for monitoring pupils' attainment and progress and for targeting groups in order to raise standards in literacy and numeracy. The school uses its staff, accommodation and resources well. Specific grants are used appropriately to enable pupils to make good progress. The accommodation is used effectively. Overall, resources are used appropriately to support teaching and learning, but more use could be made of computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) **Maintain the drive to raise standards in English, mathematics and science.**
(paragraphs 2, 3 , 5, 48 , 50, 57 and 60)

- (2) **Improve standards in information technology by:**

ensuring that the pupils have opportunities to use control, simulation and modelling;
planning better opportunities for the pupils to use computers to support their learning;
raising the teachers' confidence and expertise;
extending the range of software.
(paragraphs 6,17, 20, 79, 80, 81and 82)

- (3) **Improve the progress made by pupils in the mixed age classes by ensuring that the teachers' planning takes account of their ages and abilities.**
(paragraphs 15, 53, 58 and 81)

- (4) **Improve the effectiveness with which the governors support the school's work by:**

ensuring that they are more involved in the school's planning to bring about improvement;

ensuring that they monitor the progress towards the targets in the school's development planning and the cost-effectiveness of spending;

extend their understanding of their roles and responsibilities through training.
(paragraphs 40 and 43)

In addition to the key issues above, the less important weaknesses identified in paragraph , concerning the school's recording of special educational needs and in paragraph , concerning the lack of breadth in the music curriculum and the lack of extra-curricular activities in paragraph should be considered for inclusion in the action plan.
(paragraphs 29, 85 and 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39%	29%	28%	4%	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	271
Number of full-time pupils eligible for free school meals	96
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	103
English as an additional language	No of pupils
Number of pupils with English as an additional language	17
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	38	28	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	27
	Girls	17	16	16
	Total	41	42	43
Percentage of pupils at NC level 4 or above	School	62 (39)	64 (39)	65 (39)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	25	23
	Girls	14	16	12
	Total	33	41	35
Percentage of pupils at NC level 4 or above	School	50 (42)	62 (52)	54 (52)
	National	68 (65)	69 (58)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	39
Black – African heritage	
Black – other	
Indian	1
Pakistani	15
Bangladeshi	
Chinese	1
White	215
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	27.1
Average class size	30

Education support staff: Y[] – Y[]

Total number of education support staff	5
Total aggregate hours worked per week	53

Financial information

Financial year	1998/99
	£
Total income	404825
Total expenditure	410992
Expenditure per pupil	1511
Balance brought forward from previous year	13484
Balance carried forward to next year	7317

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	271
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	1	1
My child is making good progress in school.	56	40	3	0	0
Behaviour in the school is good.	48	46	2	0	5
My child gets the right amount of work to do at home.	49	42	6	2	1
The teaching is good.	62	35	1	0	2
I am kept well informed about how my child is getting on.	50	40	4	2	3
I would feel comfortable about approaching the school with questions or a problem.	70	28	0	0	2
The school expects my child to work hard and achieve his or her best.	74	24	2	0	1
The school works closely with parents.	45	48	5	0	2
The school is well led and managed.	55	39	2	1	4
The school is helping my child become mature and responsible.	61	33	3	0	2
The school provides an interesting range of activities outside lessons.	19	37	23	8	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

45. The results of the national tests in 1999 indicate that the performance of the pupils at age eleven in English is below the national average but above that seen in similar schools. The proportion of pupils attaining Level 4 in 1999 was close to the national average, but few pupils achieved Level 5. This represents a marked improvement since the last inspection, when only a quarter of the pupils achieved at Level 4. Over the last three years the proportion of pupils reaching Level 4 has improved considerably.
46. Inspection evidence supports the view that the pupils' attainment in reading is broadly average by the time they leave the school but their attainment in writing is below average. The percentage of pupils working within Level 4 is close to the national average, but very few pupils are working at a higher level. Attainment in listening reaches an average standard by the time they leave the school, but very few of the pupils reach an average standard in speaking.
47. The pupils' achievement in relation to their prior attainment is good in all aspects of English. A good rate of learning is evident in most lessons and over time. This is seen in the way in which the pupils use their skills in literacy in other subjects. They read for information as well as pleasure and use their skills in writing to good effect in science and history.
48. The younger pupils use a limited vocabulary and most find it difficult to express their ideas or opinions in any detail. Their listening skills are better and most pupils listen well to the teacher. Both listening and speaking improve as the pupils move through the school but the pupils' attainment in speaking remains below that expected for their age by the time they leave the school. The few higher attaining pupils can support their views in discussion and talk animatedly about their work, but the majority of pupils use short sentences or phrases and require prompting to express themselves more fully.
49. The pupils make good progress in reading and approach text confidently. The pupils are keen to read and do so confidently in front of the class or group. Many pupils use good expression when reading aloud. Year 3 and 4 pupils begin to identify how the use of language creates the atmosphere in a story or play. They explain how a character is built up through the use of adjectives and can offer alternatives. Older pupils discuss different types of stories and express preferences. The pupils can locate and use reference material effectively to support their work in history. Year 6 pupils effectively skim text to pick out the essential points and recognise the main characters and events in a broad range of texts.
50. The pupils make good progress in writing. Year 3 and 4 pupils, for example, write letters and compile questions for an interview. They use punctuation accurately. The pupils in Years 5 and 6 use more formal language in writing letters and narrative accounts but they find it difficult to express their ideas at any length. Year 5 and 6 pupils make notes when they undertake personal research. Their spelling is generally accurate and they know how to punctuate speech. These pupils, however, rarely use grammatically complex sentences or

sustain and develop their ideas. The scope and quality of their vocabulary and ideas are limited. The standard of handwriting is good and the presentation of work is usually neat and well organised.

51. The quality of teaching is good, with some very good features. The teachers have a very good understanding of the literacy skills to be taught. Lessons are planned to reflect the Literacy Strategy and are mainly well organised and resourced. The learning objectives are usually made clear to the pupils. The teachers provide good opportunities for discussion and extend the pupils' vocabulary through their own use of language. The teachers choose suitable and interesting texts. They use questioning effectively to revise previous work. The teachers read aloud in a lively and expressive manner and this sets a good example for the pupils. The group reading sessions effectively extend the pupils' understanding and skills and the teachers assess the pupils' performance, noting points for improvement. The plenary session is often well used to assess learning.
52. The teaching of pupils in the booster groups and target groups effectively promotes a good rate of learning. The work is planned to focus closely on areas of weakness and reflects the needs of individual pupils. Pupils with special educational needs and those who are learning English as an additional language are well supported and make good progress. Classroom assistants provide good support for the pupils' learning.
53. There are a few occasions in class lessons when the work is not well matched to the pupils' ages or capabilities and the work is either too difficult or too easy for some pupils. For example, pupils in Years 3 and 4 were given the same task and the younger pupils found the work on similes too difficult.
54. The good co-ordination of the subject has supported the improvement in standards. The careful analysis of the pupils' performance has enabled the school to focus effectively on areas of weakness and address these through appropriately targeted teaching. The pupils' progress is monitored well. The co-ordinator has a good overview of provision and standards throughout the school and has a comprehensive action plan for improvement.

MATHEMATICS

55. Results over the last three years are below average but the trend of improvement is at least in line with the national rate. More pupils are reaching Level 4 each year and the inspection evidence is that most pupils are working at or near their capacity and achieving well in terms of their earlier attainment. Progress throughout the school is good, including that made by pupils with special educational needs. The National Numeracy strategy has been implemented effectively by the school.
56. By the end of the key stage pupils have a sound knowledge of number and are able to demonstrate a wide range of mental and pencil and paper methods of calculating. Numeracy is strongly emphasised in all the classes and extended methods for calculating, that encourage an understanding numbers, are regularly and confidently used by the majority of pupils. The pupils know how numbers grow and are able to talk about the patterns that emerge when counting on or counting backwards. Their knowledge of place value extends as they move through the school and they understand the value of each digit in larger numbers. Pupils in Years 3 and 4 understand the relationship between addition and subtraction and display a sound knowledge of appropriate mathematical language. In Year

- 6 the pupils display sound strategies for finding the half way point between two four figure numbers, quick number table recall, and understand the relationship between decimals, vulgar fractions and percentages. Pupils use their knowledge to multiply numbers, including those with decimal fractions, by 10 and 100. They use their skills to solve mathematical problems and prove that some answers to these are not always what they think they will be.
57. A majority of the pupils in Year 6 have a satisfactory knowledge of shape and are able to record the properties of a range of two- and three-dimensional shapes. They use the protractor confidently to measure angles and identify them accurately as reflex, acute or obtuse. The majority of pupils know that the angles of a triangle add up to 180 degrees and that the internal angles of a quadrilateral and those of a circle add up to 360 degrees. They use their understanding of scale to 'reproduce' themselves accurately to two decimal places as a 10 times smaller paper model. Pupils of all ages produce accurate and detailed graphs of information they have gathered and devise their own questions after studying the data. They are able to link their skills to other areas of the curriculum such as science and geography. Pupils are not, however, generally as confident at reading information from diagrams and handling data, as they are with other aspects of mathematics.
58. Teaching is good or better in the majority of lessons and this has done much to raise standards in the subject. Teachers display good subject knowledge, manage the pupils well and support them with warm encouragement and this increases the pupils' confidence and interest in the subject. The teachers' good use of mathematical language enables the pupils to acquire the vocabulary to explain their methods and solutions. The teachers' clear explanations ensure that the pupils know what is expected and they concentrate on their work. There is a high level of collaboration amongst the staff and work is planned with other colleagues. The progress of individual pupils is closely monitored and this supports their good rate of learning in most lessons. Most teachers are quick to recognise pupils' mistakes and use these as teaching points. There is effective teaching in the target groups and the activities are appropriately matched to the pupils needs; this results in the pupils making good progress. Good teaching is characterised by a lively pace, enthusiasm, an appropriate use of humour and a sharply focused opening session. The key facts, ideas and vocabulary that have been learned are highlighted in the concluding session effectively. In the weaker lessons the pace was slower, too much was attempted, often in insufficient depth, and too much emphasis was placed on the introductory session, leaving too little time for pupils to practise the skills taught. In some of the lessons, the planning does not always take account of the age and varying ability of the pupils. This is particularly noticeable in the class teaching element of the lesson.
59. The good co-ordination of the subject is reflected in the improvement in standards. The implementation of the Numeracy Strategy has been well managed and enabled the teachers to make a confident start and is helping to raise standards. There is a comprehensive action plan for improvement.

SCIENCE

60. The 1999 statutory assessments in science for pupils at the end of the key stage indicate that the pupils' results were well below the national average. The percentage of pupils reaching the higher level 5 in science was also well below the national level. Taking the four years 1996 and 1999 together, the figures show that performance was well below the national average. Standards improved markedly in the 1999 tests, with a greater proportion of the

pupils achieving Level 4. The inspection findings indicate that standards are below average. The proportion of pupils attaining at Level 4 at the end of the key stage is close to the national average, but the number of pupils achieving the higher level, whilst being on the increase, is below average.

61. Standards have risen since the last inspection, mainly as a result of teachers' effective emphasis on investigational work and improvements in the assessment of the pupils' learning and the use of this to inform the teachers' planning.
62. The science curriculum is an effective balance of theory and knowledge, scientific enquiry and pupils planning their investigational work. The result is that the majority of pupils show good understanding of a wide range of topics, including life processes and the properties of materials. The pupils make good gains in their learning. A key to this good learning is the investigative work they attempt in science which allows them to deepen their knowledge and understanding in science. Experiments on solubility, electrical circuits and parts of plants are all carried out well and reported accurately. The pupils show a good grasp of scientific vocabulary and record their experiments in a variety of ways.
63. There are a few occasions when teachers' explanations and demonstrations at the beginning of lessons do not cater for all age groups. However, the school has recently appointed a part-time teacher who withdraws a group of the higher achieving pupils to ensure that their specific needs are met. These arrangements are particularly effective in improving the rate of learning for these pupils. Pupils with special educational needs and those for whom English is an additional language also make good progress in acquiring scientific knowledge through careful explanations and appropriate help from the teacher and classroom assistants.
64. During the inspection week, older pupils were involved in practical work on sound and younger ones in experiments on friction. The pupils showed good knowledge and were able to discuss their findings using relevant language. A group of Year 3 and 4 pupils devised their own experiments to extend their investigations on friction. Throughout the key stage, pupils demonstrated their skills of making careful observations, interpreting results and drawing conclusions. Some higher achieving Year 6 pupils made decisions of their own in relation to the types of experiments they could devise to help them predict and then test hypotheses. A good rate of learning is evident because teachers organise group work well, pose challenging questions and capture the pupils' interest through lively teaching.
65. The quality of teaching is good and at times, very good. The teachers are confident in the subject and make high demands on their pupils of their behaviour and work. There is a good balance of teacher input and pupil activity, with a good choice and a variety of approaches adopted by the teacher. The teachers know their pupils well and give prompt feedback in lessons. They assess the pupils' understanding and use the information to influence teaching, helping pupils to extend their knowledge and understanding in science. All these factors make a positive impact on the rate of pupils' learning and subsequent achievement. The rate of pupils' learning is promoted through the teachers' good planning for experimental and investigative work to support, develop and build on the pupils' previous knowledge and understanding. The teachers emphasise the skills of predicting, observing, testing, sorting and reaching conclusions effectively in introductions to lessons. The teachers relate science to everyday applications, such as suitability of materials for buildings or how sound travels to enable us to hear radio and television programmes. The pupils develop their scientific vocabulary and confidently use words such as 'friction',

'prediction', 'hypothesis' and 'vibrations' to demonstrate their meaning. Teachers use science to extend pupils' literacy skills and take opportunities to extend pupils' learning in other subjects. A very good example was observed when teachers showed pupils photographs of the Taj Mahal to illustrate uses of marble in special buildings. Pupils use mathematics to tabulate their results and draw conclusions on the basis of information gathered. As yet, information technology is under-used in science.

66. The subject is managed effectively and the development of assessment procedures has had a positive impact on the pupils' rate of learning and the standards achieved. The co-ordinator has had an extended period of absence but has a clear action plan for improvement.

ART

67. The pupils' work reaches an excellent standard for their age. The pupils make very good progress in extending their skills in a variety of media. Their aesthetic awareness is evident in their discussion of their work. They accurately record their observations. Their drawings show qualities of line, pattern and shape and a sensitive use of colour. Year 3 and 4 pupils draw dolls, paying particular attention to the proportions and detail of clothing. They create the texture of the dolls' hair with the precise use of line. Their pastel compositions based on autumn leaves show a high level of skill, observation and control. Year 5 and 6 pupils use their knowledge of portraits by a range of artists to create self-portraits in charcoal. They practise creating varieties of line and tone with the medium before starting the work and this raises the standard of the finished piece. The older pupils print leaf motifs on fabric, and create wire and clay sculptures of poppy heads.
68. The subject makes an excellent contribution to the pupils' spiritual development. The pupils are provided with very good opportunities to reflect upon how images make them feel. When evaluating his work, for example, one Year 6 pupil said that the juxtaposition of facial features in a practise piece reminded him of a portrait by Picasso and seemed sad and sinister. The pupils have a serious approach to the work and take pride in their achievements. They work with intense concentration, help each other and clear away swiftly and cheerfully.
69. The teaching is very good and supports high quality learning. A strength of the teaching is the use of resources to stimulate the pupils to explore and extend their ideas. The pupils are encouraged to translate their ideas into three-dimensional work. The teachers have a very good knowledge of the subject and plan exciting and relevant work that builds effectively on the pupils' previous skills and knowledge. The teachers are clear about what the pupils will learn. There is effective, direct teaching of skills and techniques that enables the pupils to approach their work with confidence.
70. The subject is well managed and the provision of good quality resources supports the excellent standards achieved by the pupils. The co-ordinators' excellent subject knowledge is reflected in the scheme of work that supports the teachers' planning.

DESIGN AND TECHNOLOGY

71. It was only possible to observe one design and technology lesson during the inspection. Judgements are based on work on display and teachers' planning as well as the lesson observed.

72. Standards in design and technology are average. By the time they leave the school the pupils use a range of tools and have worked with a variety of materials to produce products. There were examples of working with paper, card, wood and clay as well as textiles, some of which is linked to art and other subjects. There is more evidence of pupils' attainment in making than in their designing and few examples of recorded design were seen. In the lesson observed, pupils in Year 5/6 analysed their product in relation to people's preferences about different types of bread. Their suggestions for analysis included reference to cultural traditions and possible climatic limitations as well as analysis of shape, texture, taste, ingredients, and possible ways to use different types of bread. Pupils are aware of the need for personal hygiene when handling food.
73. The school has recently introduced a scheme of work linked to the national guidelines. The teachers in parallel classes use this to plan together. The lesson planning is good with challenging work for higher attaining pupils through extension to the task set. In the only lesson observed, the teaching was good. Expectations were high in regard to work and behaviour resulting in pupils remaining on task and so the rate of learning was good.
74. The areas for development include the identification of a more precise progression in skills in both designing and making and the assessment of these skills, improved recording, and the monitoring and evaluating the curriculum for design and technology. The co-ordinator, who has recently been appointed to manage the subject, has good subject knowledge and is well placed to further develop the subject across the school.

GEOGRAPHY AND HISTORY

75. Only two lessons were seen during the inspection, one in each subject. However it is clear from the scrutiny of work and discussions with staff and pupils that all pupils, including those with special educational needs, make satisfactory progress in both subjects and attain the standards expected for their age.
76. By the end of the key stage the pupils are able to appreciate what life was like during the Second World War, especially the impact the war had on those children who lived in Sheffield. They write detailed accounts of what it was like to be evacuated and how frightening it must have been. Pupils know why the enemy targeted particular towns and cities, and they record the 'Thoughts of a Fireman' during the blitz in Sheffield. The 'Diary of Anne Frank' and a visit to Eden Camp war museum inspire the pupils to write sensitively about a range of 'war-time feelings' and to formulate perceptive questions to ask people who experienced the war. Pupils display a keen interest in artefacts and enjoy studying, sketching and labelling a range of items from the 1950s. They use research skills to support their learning and report that 'fashion goes round in circles'. Pupils in Years 3 and 4 are able to compare facts with opinions when discussing whether Henry the Eighth was a good or bad king. They compare the role of a monarch today and draw up a list of attributes needed to be a good ruler.
77. In geography, the pupils in Years 3 and 4 know the main features of a city. They record physical features on a map using appropriate symbols and co-ordinates. They put forward sensible arguments when considering whether or not a supermarket should be built on the school field, and when studying the river Don they are able to analyse the environmental

effect of good and bad activities and industry alongside the river. Pupils in Year 6 are aware of the weather variations across the country and the effect of extreme weather in different parts of the world. They record what happens to the land and the people following a cyclone or an earthquake and the long-term problems caused. The pupils provide a map and commentary to accompany their own weather forecast, compare temperatures in different parts of the world and monitor national weather forecasts. The more able pupils display a sound knowledge of the locations of the main cities and know the names and locations of the main physical features of the United Kingdom.

78. The small amount of teaching observed was good. The teachers have good subject knowledge and are enthusiastic in the delivery of the lessons. Good use is made of visits and artefacts to extend the pupils' knowledge and understanding. Occasionally, however, some unfinished work is accepted, and some of the work planned in geography is covered at a somewhat superficial level. Geography was identified as a weakness in the last report, much progress has been made since that time and the co-ordinator has identified the few remaining areas in need of development.

INFORMATION TECHNOLOGY

79. The standards in information technology are below the national expectations. There has been little improvement since the last inspection.
80. By the time they are eleven most pupils' attain the expected level in communicating and handling information but not in controlling and measuring or modelling. The pupils are able to use their word-processing skills to draft and re-draft their work, particularly related to literacy. They are aware that the appearance of their work is important and change fonts and the layout of the text when producing stories, poems and reports to make them more attractive, particularly when on display. Some of the pupils are able to enhance the work by adding a border and graphics. The pupils have limited internet access. They use the internet to find out about weather conditions in different parts of the world in order to make comparisons with the weather in Sheffield. They can also access information stored on CD-ROM to find out about Queen Elizabeth I as part of their history topic on Tudor times. There are opportunities to collect and display data in charts and graphs, and also to produce spreadsheets, to support work in mathematics. However, the use of the computer as a research tool or to control events such as entering a set of instructions to draw a shape on screen or play a tune, or to use sensors to sense physical data such as temperature, light or movement in science is still under-developed.
81. Specific teaching of skills is timetabled for all classes and all pupils. The teachers plan together and the plans identify the intended learning. Teachers are good at informing pupils of what they will learn and of expectations of work and behaviour and this results in the pupils being motivated and well behaved. There is recording of access to programs but the use of ongoing assessment in information technology is underdeveloped. The teachers have not identified the skill level of individual pupils and at times the work planned does not meet the needs of the pupils of different ages and ability within the class. Although all pupils are making progress, particularly in word-processing, higher attaining pupils are frequently consolidating skills they already have and are not being challenged.
82. In order to improve teaching and learning in information technology the school has produced a scheme of work based on the national guidance. The role of the co-ordinator has been

developed and he has identified the improvements that have been made and produced a detailed action plan. All staff attended training to enhance their own information technology understanding and skills and they are now well placed to improve teaching and standards. Resources have been increased so that there is a computer in each classroom. However, these are not used for much of the day, which results in computers being underused to enhance teaching and pupils having restricted access to develop their skills and learning in other subjects. The range of work planned now covers the programmes of study and the school has identified the need to increase software resources so that the pupils can have sufficient access to control, measuring and modelling in order to improve standards in these areas.

83. Although some improvements have been made, standards remain low and progress since the previous report has been unsatisfactory.

MUSIC

84. It was only possible to observe three music lessons during the week of inspection so judgements are based not only on those lessons but on evidence gained from assemblies, scrutiny of pupils' books, teachers' planning and discussions with staff.
85. Standards in music are average in listening and appraising but there was insufficient evidence to make a judgement in performing and appraising. The previous report highlighted the limited access to a full range of experiences as a weakness in music. There was little evidence during the inspection, that the pupils perform during assemblies, and work samples containing very little or no evidence of pupils' composing. Little improvement has been made since the previous inspection.
86. The pupils sing tunefully and confidently in smaller groups in class lessons and larger groups in assemblies. They listen and respond to modern and traditional music in some physical education lessons. Pupils' knowledge of musical vocabulary is limited and they do not know the names of individual notes. They are inexperienced in composing and performing using tuned instruments. They have opportunities to participate in local music festivals and to hear the music from other cultures when there are visitors to the school. There is extra-curricular provision to learn to play the recorder and a few pupils have keyboard and brass tuition. The school's brass band, which was previously a strong community feature, is now less well supported and there are too few pupils to be able to perform in public.
87. The teaching of music was generally satisfactory in the lessons seen, although the linking of music to science topics, for example 'sound' in Years 5/6, does not ensure full coverage of the music curriculum nor necessarily provide progression within the subject. The most effective music lesson provided challenge for the pupils through the high expectations set so pupils were clear of the purpose of the lesson. Also, the teacher's ongoing assessment and feedback to improve performance and recognise effort enabled higher attaining pupils to evaluate and self-correct when they made mistakes. The less effective teaching was the result of low teacher expectations and unsatisfactory pupil management, where the teacher talked over the pupils talking and did not wait for the pupils to listen. The purpose of the lesson was unclear to the pupils and this affected their response and rate of progress.
88. Since the last inspection a scheme of work has been introduced and music is timetabled for each class. The school has no music specialist, and the co-ordinator has recently returned

from a period of absence. An action plan has been developed which includes monitoring of the subject and identifying areas for improvement. The staff are developing confidence in teaching music but because of their lack of subject knowledge they continue to need strong subject leadership. Further development is required to ensure pupils' access to the full curriculum and an improvement in standards.

PHYSICAL EDUCATION

89. Standards in physical education including swimming, are those expected of pupils of this age. This is an improvement on the previous inspection report when it was judged that there was some under-achievement and the pace of lessons was too slow.
90. The pupils in Years 3 and 4 demonstrate the ability to explore the space around them and can control their bodies in a series of movements at floor level. In Years 5 and 6, pupils display good development of control, co-ordination and balance. They concentrate on the shapes they make when using large apparatus to improve their performance. They are aware of safety rules; for example, they wait until the apparatus is clear before using it and checking mats after completing their sequences. The good progress made by pupils in lessons is very much influenced by the good self-discipline shown by the pupils and a determination to improve their skills. The pupils take pleasure in demonstrating their skills to the rest of the class. When evaluating each other's work, pupils do so with sensitivity, suggesting ways of improving skills. This constructive criticism is appropriately received. This factor contributes well to pupils' good sporting behaviour.
91. The quality of teaching is good in all aspects of the curriculum. All teachers are confident to teach the subject. The lessons are well planned, with clear learning targets made known to the pupils. These lessons proceed at a brisk pace and the work is challenging. The teachers contribute to progress in lessons through planned opportunities to repeat and refine specific skills. Instructions are clear and precise with appropriate emphasis on health and safety. The teachers use appropriate terms such as 'peripheral vision' when giving explanations and demonstrations in ball games. They use the end of the lesson well to summarise key teaching points and to review what the pupils have learned.
92. The school does not provide the pupils with a wide range of extra-curricular sporting activities. Parents have expressed their wish to extend the range of these activities. However, there are some clubs such as cross-country every Saturday, open to Year 4 and older pupils. Year 6 pupils are involved in outdoor pursuits which include climbing, abseiling, potholing and orienteering. The school makes good use of expertise in the community. For example, a professional football coach and trainers have been involved in giving specific tuition. There is a successful Kwanzaa Club which runs three times per week which celebrates the Afro-Caribbean dance and culture.
93. The subject is well managed and much of the improvement since the previous inspection has come about through the introduction of a detailed scheme of work which sets out clear targets in each aspect of physical education.

RELIGIOUS EDUCATION

94. The pupils' attainment is in line with the locally agreed syllabus and the pupils, including those with special educational needs and those who are learning English as an additional

language, make good progress in their learning throughout the school. The good scheme of work supports the teachers' planning and makes very good use of the pupils' backgrounds. The pupils are given a good range of opportunities to use their literacy skills in the subject.

95. The pupils have an awareness of the special occasions in the Christian calendar and know how important these events are. Through their study of Hinduism and Islam, the pupils recognise the similarities and differences in other major religions and learn to respect the beliefs of others. Year 3 and 4 pupils understand that the Qur'an is a very special book for Muslims and is treated in a certain way to show respect. They ask their Muslim classmates for more information. Year 6 pupils write sensitively about how Mary felt when she heard the news that she was expecting a very special child. One Year 6 pupil writes *'I'm worried because he will be the king of all the world and I won't be able to buy clothes for him. I know I'll manage.'* Year 5 and 6 pupils know that Jesus had a number of special friends, and are aware of the importance of family life and belonging to a group. Some pupils write questions to ask Matthew to find out what it was that prompted him to give up everything to follow Jesus. Other pupils compose replies and these show a good level of consideration of his possible motives.
96. Teaching is good and has some very good features. The pupils are encouraged to find out more from their friends and from books. Books on different religions are a popular choice from the library and the pupils are given good opportunities to share what they have learned in lessons. The teachers have a good subject knowledge and present the work in a lively manner that captures the pupils' interest. This results in a good level of concentration by the pupils. A strong emphasis is placed on enabling the pupils to explore their ideas through discussions which are well guided by the teachers. The pupils are prompted to think more deeply, as in a lesson with Year 3/4 pupils when the teacher asked the pupils to compare the 'lessons for life' in the Bible, with those in the Qur'an.
97. The subject has an enthusiastic and knowledgeable co-ordinator who has drawn up a comprehensive scheme of work to support the teachers' planning. The co-ordinator has benefited from in-service training and this has helped to raise the profile of the subject.