

# INSPECTION REPORT

## **BRUNSWICK PRIMARY SCHOOL**

Woodhouse, Sheffield

LEA area: Sheffield

Unique reference number: 107069

Headteacher: Rosemary Firth

Reporting inspector: Mr G R Alston  
20794

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2000

Inspection number: 190055

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Station Road  
Woodhouse  
Sheffield  
Yorkshire

Postcode: S13 7RB

Telephone number: 0114 269 5315

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Appropriate authority: Governing Body

Name of chair of governors: Cllr. R Satur

Date of previous inspection: 7<sup>th</sup> – 10<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Throughout the school pupils of all abilities make good progress in English and mathematics. The 1999 national test results at the end of Key Stage 2 in English and mathematics are above average when compared to other schools with pupils from a similar background.

The pupils behave well, form good relationships and try hard with their work.

The quality of teaching has significantly improved. It is good because teachers provide good resources, set challenging tasks and pupils' efforts and contributions are valued.

Teachers successfully provide a happy, caring environment for pupils with good provision for pupils' personal development, particularly for social and moral development.

The headteacher, with the support of a conscientious staff, continually strives to improve the education its pupils receive and in consultation with a dedicated governing body ensures that money is used effectively.

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Lower and average attaining pupils' skills in spelling are weak.

The standard achieved by average and lower attaining pupils in their creative writing for example, writing stories and poems, is below the expected level.

The good assessment in mathematics seen in some classes is not consistent across the school.

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

### **INFORMATION ABOUT THE SCHOOL**

Brunswick School is a large primary school with 514 pupils ranging from 3 – 11 years in age. There are very few pupils with parents from another culture, although there are a small number of pupils for whom English is an additional language. The number of pupils entitled to free meals is around the national average. The percentage of pupils identified as having special needs due to learning or behavioural difficulties is similar to that found in most schools. There are 10 pupils who have a statement of special needs. Evidence from the school's own assessment taken over the past three years shows that children's skills in language and numeracy on entering the school are declining and, for many children, their attainment on entry is below the expected level for their age in language and numeracy.

### **HOW GOOD THE SCHOOL IS**

This is a good school that has worked very hard since its last inspection and has significantly improved the education it provides for its pupils. Pupils are well taught and standards are rising in English, mathematics and science; the school's upward trend in performance over time is greater than the local and national average. The school is effectively led and managed by the headteacher with support from staff and governors and as a result gives good value for money.

#### **What the school does well**

- Throughout the school pupils of all abilities make good progress in English and mathematics. The 1999 national test results at the end of Key Stage 2 in English and mathematics are above average when compared to other schools with pupils from a similar background.
- The pupils behave well, form good relationships and try hard with their work.
- Overall, the quality of teaching is good. Teachers provide good resources, set challenging tasks and pupils' efforts and contributions are valued. Significant improvement since the last inspection.
- Teachers successfully provide a happy, caring environment for pupils with good provision for pupils' personal development, particularly for social and moral development.
- The headteacher, with the support of a conscientious staff, provides good leadership and in consultation with a dedicated governing body ensures that money is used effectively.

#### **What could be improved**

- Lower and average attaining pupils' skills in spelling are weak.
- The standard achieved by average and lower attaining pupils in their creative writing for example, writing stories and poems, is below the expected level.
- The good assessment in mathematics seen in some classes is not consistent across the school.

*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 worked hard since its last inspection in October 1996 and has made good progress in its planned programme of improvement. It has significantly improved in all the areas highlighted as key issues in the last report. There is now an effective school development plan that carefully links financial decisions to the school budget. There is a clearly defined and well-organised management structure that is strong in evaluating the work of the school. The role of coordinators has been successfully developed and the influence of coordinators on developing their subjects and supporting teachers is having a very positive impact, especially in English and mathematics. The quality of teaching has significantly improved. A planned programme of development of effective schemes of work in all subjects, better teachers' planning and a raising of teachers' expectations through target setting for individual pupils has helped improve the quality of teaching. This in turn has raised pupils' attainment, particularly in English, mathematics and science by the end of Key Stage 2. All statutory requirements are now met, including collective worship. Through its commitment to high achievement the school has a good capacity for further improvement; this is reflected in the school development plan that highlights most of the areas identified in need of improvement by inspectors.

## STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	E	E	C	B
Mathematics	E	C	C	B
Science	E	D	C	B

**Key**

well above average    A  
 above average        B  
 Average                C  
 below average        D  
 well below average    E

Children's attainment on entering the school is below the expected level in language and numeracy and by the time they leave the school they achieve the level expected of pupils of this age in English and mathematics. Overall, the under-fives make good progress, although by the time they reach compulsory school age, their attainment is still slightly below the national expectation in these two areas of children's learning. At the age of seven, standards are broadly average in reading, writing and mathematics. By the age of 11, standards in English, mathematics and science are average. When the school's results are compared to school's with pupils from a similar background they are above average in all three subjects. The scrutiny of pupils' work and observing pupils in lessons indicates a similar standard of achievement is developing and there is no significant difference between the standards that boys achieve in comparison to girls. Results have risen over the past three years at a faster pace than most schools locally and nationally. Standards in mathematics and science are sufficiently high but standards in English are not high enough because pupils' skills in spelling and creative writing are below the expected level. The school has already met the targets it was set in national tests and as a result has set itself more challenging targets which it is on line to achieve.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are proud of their school and give of their best at all times. They are eager to learn, settle quickly to their tasks and sustain concentration well.
Behaviour, in and out of classrooms	All pupils behave very well in all situations. They are courteous and polite to one another and to adults.
Personal development and relationships	Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative. Relationships are very good and are built successfully on mutual respect
Attendance	Pupils enjoy coming to school and the level of attendance is similar to that found in most schools.

In recent times no pupil has been excluded from the school. Pupils' attitudes to learning are very good, their behaviour is exemplary and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. These very positive attributes help pupils to make good progress.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	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.*

The teaching in the school is consistently of a high quality in nearly all classrooms and the needs of all pupils are well met. No teaching was unsatisfactory and in 56 per cent of lessons the teaching was very good or better. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics and were taken by members of the senior management team or the coordinators of these subjects. In these classes English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. These skills are taught well. The teachers provide good resources for pupils to use; set challenging tasks and pupils feel valued and as a result confidently contribute to the lesson. Pupils are set appropriate targets, to which they respond to positively by working hard producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; effective planning by teachers; strong emphasis on numeracy and literacy. The curriculum caters well for pupils' interests and needs; many opportunities for pupils to contribute in lessons and become confident in themselves. An appropriate range of out of school activities, many trips and visitors enrich pupils' learning.
Provision for pupils with special educational needs	Teachers plan valuable tasks and provide well matched activities based on clear targets that enable pupils to learn effectively. The two pupils who have English as an additional language are well catered for by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. Good role models from staff, very clear expectations of behaviour, and mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well, particularly what pupils need to do to improve. There is some good assessment in English and mathematics but it is not consistent in mathematics across the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads well. Good support is provided by senior managers and coordinators. There is a strong commitment to improvement and the school has a good capacity to succeed further. Effective development plan in place.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They know the school well and are conscientious in effectively carrying out their duties.
The school's evaluation of its performance	The school has a clear view of what it does well and where it needs to improve. The careful evaluation of the work of the school by the headteacher, senior managers and coordinators is instrumental in this.
The strategic use of resources	The school makes good use of its staff, building and material resources. Staff and pupils use their time well.

In purchasing services and learning resources for the school, the school effectively applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The good quality of teaching and good progress that pupils make</li> <li>• The expectation that children work hard and do their best</li> <li>• The good behaviour of pupils</li> <li>• The good management and leadership of the school</li> <li>• The school is approachable</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework pupils receive</li> <li>• A more interesting range of activities out of school</li> <li>• The amount of information they receive about how pupils are getting on</li> </ul>

The inspectors' judgements support the parents' positive views. However, it does not support the views in which parents expressed concern. Homework is consistently given and supports pupils' learning. The school provides an appropriate range of activities out of school and many pupils enjoy these sessions. There is an appropriate annual report which provides a clear picture on each pupil's progress and three formal occasions when parents can discuss their child's work with teachers. These arrangements are sufficient to keep parents well informed, an added bonus is the opportunity for parents to see teachers informally at the end of the day as they collect their children.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils of all abilities make good progress in English and mathematics. The 1999 national test results at the end of Key Stage 2 in English and mathematics are above average when compared to other schools with pupils from a similar background.**

- 1 In the 1999 national tests, the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) or above was close to the national average in writing and mathematics and slightly below in reading. Teacher's assessments in science show pupils' attainment is well below the national average. When compared to schools with pupils of a similar background the school's results are above average in reading and mathematics and average in writing. At the end of Key Stage 2, results show the proportion of pupils reaching the expected level (Level 4) or above was close to the national average in English and mathematics. However, the attainment of a substantial proportion of pupils is below Level 3 which reflects the higher than normal numbers of lower attaining pupils in the school. When compared with schools that have pupils with similar backgrounds, results in English and mathematics are above average. Trends over time indicate a steady rise in both subjects from 1996 to 1999. The impact of the Literacy and Numeracy Strategy has been beneficial in providing clear guidance for teachers and improving their knowledge and confidence in the teaching of these subjects. As a result pupils build effectively on past learning, are well motivated and enjoy their lessons.
- 2 From the evidence of assessment of children on entry the attainment of most children is below the level expected for their age in literacy and numeracy, although there is a wide range of levels of attainment. Overall, the under-fives make good progress, although, by the time they reach compulsory school age, their attainment is still below the national expectation in these two areas of children's learning.
- 3 Overall, pupils achieve well in English and their attainment by the end of both key stages is close to national expectations in speaking and listening, reading and writing. In both key stages, progress is good in reading and speaking and listening and satisfactory in writing. By the end of Key Stage 1, pupils listen carefully and are becoming confident in expressing their ideas orally. By the end of Key Stage 2, the vast majority of pupils contribute well to class discussions. However, the large proportion of lower attaining pupils are not able to explain clearly their views due to a limited vocabulary. For example, in a Year 6 discussion about the main events in the story of the Pied Piper pupils found difficulty in summarising the main events in their own words. However, the teacher provided good support and with the use of effective questioning helped the pupils to successfully express the main points in simple sentences. In reading; all pupils show a developing enthusiasm for books. By the end of Key Stage 1, most pupils successfully attempt to read unknown words. The most fluent, confident readers are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. By the end of Key Stage 2, the best readers discuss the text they read with clarity and understanding. Most lower attaining pupils use indices and glossaries appropriately and skills in summarising the main information points are secure. In writing, by the end of Key Stage 1, many pupils display limited ability in their creative writing and their vocabulary lacks imagination. Pupils require a lot of support from the teacher in developing their ideas and their knowledge of how a story is organised is not secure. This was the case when pupils in Year 2 found difficulty in writing a story using a monkey and a gift as a stimulus. Pupils quickly ran out of ideas and most did not have a clear understanding of how to organise their story into an opening, a middle and an end. Lower attaining pupils'

handwriting is mainly printed and they have limited strategies for spelling words with regular patterns. By the end of Key Stage 2, higher attaining pupils use appropriate expressive language and grammatical awareness in a variety of well-structured and planned work. For average and lower attaining pupils' skills in spelling are weak, although handwriting is accurate and fluent. Overall, in English, progress is good for all levels of attainment, including those with special educational needs. In speaking and listening pupils have developed well in their ability to express thoughtful ideas about a story. In reading, higher attaining pupils make good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library systems of classification. In writing, higher attaining pupils make steady progress in their ability to write longer stories or for specific purposes such as letters, diaries and poems. A limited range of structures to help average and lower attaining pupils to write creatively and at length limits progress in this aspect of their work.

- 4 Pupils' attainment in mathematics is in line with the national average by the end of both key stages. All pupils' achieve well and make good progress in both key stages. By the end of Key Stage 1, most pupils are confident in applying the rules of addition and subtraction. Most pupils' understanding and use of appropriate mathematical language are satisfactory. They organise and check their work carefully and can work out their answers using a variety of strategies. They have a sound knowledge of shape and successfully describe two-dimensional shapes in terms of sides, corners and edges. They draw block graphs effectively to show pupils' heights and birthdays and can interpret their results. By the end of Key Stage 2, pupils have rapid recall of multiplication facts to their ten times tables. Many pupils are becoming confident in developing their own strategies for solving problems and can explain their reasoning. Pupils make sound progress in fractions and have an appropriate knowledge of halves, thirds and fifths and their equivalent fractions. Pupils have a satisfactory understanding of decimals and carefully add numbers to two decimal places. Pupils' knowledge of shape, space and knowledge of measures is satisfactory. They successfully draw isosceles, scalene and equilateral triangles and understand what obtuse, acute and right angles are. In mathematics, pupils' progress in the knowledge and understanding of number through both key stages is good and is enhanced through regular practice in mental calculation and revision of number facts. In mental sessions Year 2 pupils are secure in their knowledge of number bonds to 20 and by Year 6 pupils confidently square two digit numbers in their heads. Their progress in language and reasoning skills is good in both key stages. For example in Year 2, pupils clearly explain their thinking and develop their own approaches when adding three numbers looking for ways to make ten or multiples of ten. Older pupils are now doing this, and pupils are confident and independent in their mathematics lessons. In Year 6, pupils are competent in identifying the correct mathematical operation to use in solving problems.
- 5 The school has made a good effort in introducing the National Literacy and Numeracy strategy. Pupils' literacy skills are given sufficient emphasis in other subject areas. Pupils' writing skills are utilised appropriately; there are opportunities for pupils in Key Stage 2 to write at length or for different purposes, for example, in religious education and history. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills for example, in science, history and geography. Pupils' numeracy skills are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, geography, information technology and science.

### **The pupils behave well, form good relationships and try hard with their work.**

- 6 Pupils' attitudes to learning are very good, their behaviour is exemplary and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. In a Year 2 mathematics lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to answer as many questions as they could in one minute and wasted no time; responding positively to competing against the clock. As well as listening attentively to their teachers they take notice of the thoughts and comments of other pupils in the class. This was particularly evident in a Year 1 mathematics lesson as pupils explored doubling and halving. They listened carefully to one another's answers and reflected on the different ways pupils had used to work out their answers. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and to positive behaviour. For example, in a Year 6 science lesson pupils asked 'Can we miss some of the break to finish our investigation?'. Pupils develop very good cooperative skills for partnership and group work. They demonstrate a polite helpfulness toward each other as well as to all adults. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class for example, in a Year 5 literacy lesson when pupils had been using instructional text to describe how to play a game. In the plenary session at the end of the lesson pupils took pride in reading their written accounts to the rest of the class and appreciated the positive comments they received from their classmates.
- 7 The school's expectations of standards of behaviour, are clearly stated in the school prospectus. Pupils understand what is required of them and they strive to achieve these goals. The standard of behaviour in the school is extremely good and makes a strong beneficial contribution to the quality of education provided by creating an effective environment for pupils to learn. The pupils respond to visitors in a friendly and self-confident manner. They are courteous, both inside and outside the building, to all. They show respect for others as well as property and for each other's opinions. They respond very well to the adult role models around them. There have been no exclusions in the school in recent years. Parents express great satisfaction with the beliefs and standards promoted by the school.
- 8 The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly. Tasks such as tidying up are completed without fuss from nursery class upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They are keen to come to school and develop into independent learners.

### **The quality of teaching has significantly improved. It is good because teachers create an effective learning environment where pupils' efforts and contributions are valued.**

- 9 In the previous inspection the quality of teaching was unsatisfactory in 20 per cent of the lessons; this was mainly due to teachers' weak subject knowledge, low expectations of pupils by teachers and a lack of pace in lessons. Overall, the quality of teaching has significantly improved; there were no lessons where the teaching was unsatisfactory and in 56 per cent of lessons it was very good or better. A number of factors have contributed to the improvement in the overall quality of teaching. The development of effective schemes of work has improved the continuity in the teaching and teachers' expectations have been raised through the setting of realistic targets for

individual pupils. Teachers' short term planning has improved and lessons have clear learning objectives. A number of other factors have also contributed to the improvement in teaching, there has been a number of teaching staff changes and staff training in the school has been beneficial in improving the teaching of English and mathematics. The headteacher regularly evaluates the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas for improvement. The quality of teaching helps pupils of all abilities to make good progress in most lessons and to raise their levels of attainment.

- 10 A strength of the teaching is the ability of teachers to present lessons in a stimulating way, which immediately attracts and holds pupils' attention. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and checking on whether pupils have achieved this at the end of the lesson. This was the case in a very good literacy lesson in Year 6 pupils when pupils were studying how Walter de la Mare manipulated words in his poem 'The Listener'. The teacher began the lesson by playing a piece of music which pupils discussed with a partner and successfully identified the 'ghostly' atmosphere. Pupils transferred this idea well into how words could be used in the same way and produced lively, interesting poems and pieces of prose. They made good use of imaginative vocabulary to create the ghostly mood. The teachers use questions well in the best lessons to check on past and present learning and develop the lesson successfully from their responses. In an excellent Year 1 mathematics lesson, pupils explored estimation and how they could use doubling and halving effectively. Very good use was made of open ended questions for example, 'How else could we do this?' The pupils responded with great enthusiasm and learnt a great deal from each other on different ways of working out the answer. All lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In an excellent mathematics lesson, Year 2 pupils effectively built on their existing knowledge of number 'trios' involving numbers to 20. The teacher was skilful in assessing pupils' needs and provided good support directing pupils on how look for numbers which, when put together, make multiples of ten. The tasks were introduced creatively by saying 'This is your challenge!' and a timer was used effectively to motivate pupils to work at a fast pace. Discussion and questions are used to challenge pupils and check understanding. A strength is the great value teachers place on pupils' contributions for example, in a Year 6 literacy lesson as pupils discussed the main events in the story of 'The Pied Piper'. The teacher skillfully uses pupils' responses, whether they were correct or not, to make them develop their ideas further and to see alternative possibilities for example, 'Could you explain that a little better' or 'Have you thought about...?'. Good use is made of pupils' own experiences which often help pupils understand more easily and make it more meaningful.
- 11 Teachers have a good knowledge and understanding of the subjects they teach. In a good science lesson in Year 6, the teacher effectively transferred his own knowledge of how yeast grows and reproduces. At the start of the lesson the teacher provides pupils with sufficient information through explanation and questioning of pupils to enable them to successfully plan their own investigations. Planning is of a good standard providing effective coverage, balance and breadth. Teachers plan long-term for a period of weeks; this is particularly effective in year groups where their teachers plan together ensuring pupils cover the same work. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. In English and mathematics a variety of teaching methods are used effectively to achieve good levels of concentration, and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils; who as a result pupils make good progress. In a Year 5 literacy lesson the teacher provides a good range of resources for all pupils to discuss in order to gain a clear understanding about the

purpose and content of instructional writing. In a Year 6 mathematics lessons the teacher uses her time well monitoring and supporting pupils. As pupils work at the task investigating the relationship between fractions, decimals and percentages the teacher sensitively intervenes asking perceptive questions to clarify and extend pupils' learning. When support staff or parent helpers are present they are used productively for example, in a Year 3 literacy lesson the lower attaining pupils were well supported and as a result successfully sequenced the main events in the story of 'Alex and the Glass Slipper'. Teachers show good skills in assessing pupils' understanding of the task as they work, and the marking they do when pupils have completed the task provide appropriate comments for pupils to further improve. Good assessment in English and mathematics takes place through target setting for pupils. This shows good practice but is not consistent in mathematics across the school. This has been identified by the coordinators and plans are in place to extend the good practice.

- 12 Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of under fives, teachers value greatly children's efforts and responses. Staff have high expectations of the children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In a Year 3 art lesson, the teacher intervenes effectively whilst pupils are working making clear teaching points, posing open questions which lead pupils forward with their work, or provide positive feedback. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. The reading diary provides a good link between home and school. Most parents are happy with the amount of homework given and expressed this view at their meeting with inspectors.
- 13 The quality of support that pupils with special needs receive is good and they have access to all areas of the curriculum. Individual education plans (IEPs) exist for all pupils who are at Stage 1 and above. They are well planned and structured and identify appropriate and realistic goals. Good support for these non-statemented special needs pupils is provided by appropriate tasks planned by the teacher which are well suited to their needs, enabling pupils to make good progress towards the targets set for them. Pupils who work in small groups with specialist teachers and support staff make good and at times, very good progress. For example, in a Year 3 lesson when pupils were learning how to split a text into sentences, a good range of tasks and high expectations by the staff motivated pupils well and pupils' comments of "I'm really trying hard" reflected their great effort. Pupils successfully completed the task and gained a clear understanding of sentence structure.

**Teachers successfully provide a happy, caring environment for pupils with good provision for pupils' personal development, particularly for social and moral development.**

- 14 The effective support and guidance shown to all pupils is a strong feature of the school. There is a solid principle of care, respect and consideration for others that the parents value highly. Staff are responsive and accessible to pupils and show a genuine concern for their welfare. This secure environment where pupils are confident with adults, impacts favourably on their progress encouraging pupils to 'have a go' at the set tasks and do their best.

- 15 The school is a happy, well-ordered community promoting successfully a sharing ethos. There is a clear moral code for good behaviour and this is embedded in the teaching and life of the school. All staff in the school provide an excellent role model by setting a clear example. Pupils learn from the respect and consideration shown to them. Themes in assembly particularly support the shared values and principles of the school for example in an assembly where pupils discussed the value of having friends. There is also a strong moral link with the local community.
- 16 The school promotes pupils' social development very well. It permeates every area of the curriculum and helps pupils develop high self-esteem and positive social interaction. Their achievements are acknowledged with special certificates for good behaviour and positive attitudes. There are many opportunities for pupils to work co-operatively in class, through extra-curricular activities and the visits that are planned during the year. A strength of the school is the way in which it encourages the pupils to take the initiative in lessons and to develop their interests further; to begin to organise their own learning and to make decisions. The school is enriched and very responsive to the needs of the wider community. The school hosts the local Carnival and Bonfire and pupils take part in the Sheffield Children's Festival.

**The headteacher, with the support of a conscientious staff, continually strives to improve the education its pupils receive and in consultation with a dedicated governing body ensures that money is used effectively.**

- 17 The headteacher is a strong leader who has a clear vision of the path the school needs to follow to continue improving. She is committed, conscientious and effective. Her all round performance over past years means that she has secured the respect of governors, staff, parents and pupils. Subject coordinators for literacy and numeracy provide good management, particularly in monitoring and evaluating the development of their subject. At present, the school is reviewing its management structure and does not have a deputy headteacher. Three strategic managers effectively share many of the leadership and management responsibilities and are particularly successful as communicators of policy. The governing body is highly supportive and successfully fulfils its responsibilities through a committee structure, most particularly in finance and buildings. The management of the school has been instrumental in bringing about the good improvement since the last inspection and ensures the school has a good capacity for further improvements to be made.
- 18 The curriculum is monitored effectively by the headteacher and coordinators through detailed analysis of teachers' planning and observing the quality of teaching and pupils' learning. The headteacher regularly observes lessons taught by all staff and she provides careful evaluation in her feedback to colleagues. Teachers are set targets by the headteacher when needed to improve further the quality of teaching. The coordinators for literacy and numeracy have time to spend in other classes; this is effective in identifying strengths and weaknesses in the teaching of the subjects. Their subject file containing evaluations and future developments is a useful exemplar for curriculum development. Crucially, these teams of coordinators for English and mathematics contain members of the senior management team.

- 19 There are extensive aims, values and policies that successfully guide and support the work of the school. They particularly emphasise a balance between the pursuit of academic excellence and good pastoral care. The school has a very good ethos. It is strongly committed to high academic achievement and its realistic targets for end of key stage tests are in excess of those set by the local authority. Behaviour is very good; pupils readily and confidently take on responsibility and adults and pupils have an obvious mutual respect. The school successfully promotes an equal entitlement for all pupils.
- 20 Development planning involves the whole staff and governing body in the setting of relevant priorities and targets for the coming year. The format shows good practice. It successfully identifies key areas for development, is carefully costed and has criteria set with which success is carefully judged. Progress on areas of development are evaluated effectively for example, the headteacher receives termly reports on the progress made in the priorities identified in the development plan relating to its impact on pupils' performance. Adjustments are then made to the plan in the light of these evaluations where necessary; this creates a working document and an effective management tool.
- 21 The school has a detailed spending plan that is carefully linked to the development plan and consequently, the school uses the money it receives well. Educational developments are supported well through financial planning; for instance, large amounts of money have been spent on priorities such as literacy and numeracy. Members of the governing body are appropriately included in consultations and receive regular updates on income and expenditure. The principle of best value is conscientiously applied. For example, as a result of vandalism, the governors carefully sought the most effective means of stamping out the problem. Through the purchase of a closed circuit television system this has been successfully eradicated. The modest surplus has been carefully acquired over several years by careful budgeting and is seen as a necessary security against the need to provide extra non-teaching support for pupils in order to raise standards further; this is a major priority for the school.

## **WHAT COULD BE IMPROVED**

### **Lower and average attaining pupils' skills in spelling are weak.**

- 22 The school has effectively implemented the National Literacy Strategy and carefully follows the programmes for the teaching of phonics. However, for many average and lower attaining pupils this is not totally effective in providing them with a range of phonic strategies to help them with spelling new words. As a result, these pupils' skills in spelling are weak. In Year 2, pupils' knowledge and application of vowel choices in spelling words are not secure and pupils have difficulty in spelling new words for example, 'house' spelt as 'hows'. Other common spelling errors are associated with word endings for example, 'opend' and 'jungel'. This weakness carries on through Key Stage 2 and average and lower attaining pupils' skills in spelling remain weak. For example, in a Year 5 literacy lesson pupils spell 'choose' as 'chouse' and 'material' as 'metril'. The coordinators have identified this weakness in their monitoring and evaluation file and have appropriate plans in place to introduce a more structured phonics programme across the school. By the end of Key Stage 2, pupils' knowledge of frequently used words is secure. Higher attaining pupils' skills in spelling are sound; they show good use of a range of strategies and multi-syllabic and non-regular words are spelt accurately.

**The good assessment in mathematics seen in some classes is not consistent across the school.**

- 23 The school has recently introduced target setting for pupils in English and mathematics and this is proving successful in motivating pupils. Current assessment procedures in English and mathematics successfully reflect the National Curriculum level pupils have achieved and also set appropriate personal targets for pupils. For example, the target in one Year 6 pupil's literacy book was 'to use more adjectives in my stories' or in another Year 6 pupil's book was 'to make sure I use capital letters and full stops in my work'. This is well established in English. It is applied well in some classes for mathematics, particularly in Key Stage 2. In other classes this has yet to be established and as a result, at times, work for pupils is not always well matched to their abilities. For example, in a Year 2 lower band mathematics lesson pupils were using their knowledge of number bonds to 20 to complete a task. The higher attaining pupils in the group already had a secure knowledge of the number bonds to 20. The task was too easy for these pupils and a significant minority of pupils completed the task very quickly and were not challenged.

**The standard achieved by average and lower attaining pupils in their creative writing for example, writing stories and poems, is below the expected level.**

- 24 In comparison with schools who have pupils from a similar background, pupils' performance in writing at the end of Key Stage 1 is not as good as reading. Over the past four years, the standards in English at the end of Key Stage 2 in comparison with national averages are not as good as in mathematics and science. Although standards are beginning to rise many average and lower attaining pupils find difficulty in expressing their ideas through creative writing. For example, in a Year 2 extended writing lesson pupils were asked to use artefacts (a monkey and a gift) as a stimulus to write a story. Pupils quickly ran out of ideas and their bank of imaginative ideas was not sufficiently developed; they found it difficult when asked by the teacher 'to search inside your head'. For a significant number of pupils, their knowledge of how a story is organised was not secure. However, higher attaining pupils produced well-structured pieces of work that were imaginative and clear. Similarly, in a Year 6 lower band class, pupils found difficulty in writing down their own ideas of the main points in the story of 'the Pied Piper'. The teacher provided an effective structure for pupils to use, and with the use of perceptive questions helped the pupils to successfully develop their ideas and record them appropriately. Higher attaining pupils achieve well for example, in an upper band Year 6 class, pupils wrote imaginatively using the poem 'The Listener' as a stimulus. In their written work descriptive words are well chosen and used with precision enabling pupils to develop their ideas in a lively, interesting way; pupils write complex sentences and organise them into paragraphs producing work of a good standard.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 25 (1) Implement the planned programme for improvement identified by coordinators and highlighted in the school development plan aimed at
- raising the standard of spelling for average and lower attaining pupils by providing a more structured approach to the teaching of phonics,
  - developing consistency in assessment in mathematics by spreading existing good practice throughout the school.
- (2) Continue to raise standards in creative writing by
- extending creative writing skills for average and lower attaining pupils by providing models or writing frames to enable pupils to express their ideas more easily and confidently.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8%	48%	24%	20%	0	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	514
Number of full-time pupils eligible for free school meals		97

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	2	91

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	40	79

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	33
	Girls	34	36	35
	Total	61	65	68
Percentage of pupils at NC level 2 or above	School	77	82	86
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	22
	Girls	34	33	30
	Total	60	60	52
Percentage of pupils at NC level 2 or above	School	76	76	66
	National	82	86	87

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	34	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	27
	Girls	26	24	24
	Total	46	44	51
Percentage of pupils at NC level 4 or above	School	71	68	78
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	27
	Girls	28	23	25
	Total	47	43	52
Percentage of pupils at NC level 4 or above	School	72	66	80
	National	68	69	75

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	447
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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: YR – Y6**

Total number of qualified teachers (FTE)	20.8
Number of pupils per qualified teacher	22
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	102.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	4
Total aggregate hours worked per week	96.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/99
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	£
Total income	801,289
Total expenditure	825,965
Expenditure per pupil	1,633
Balance brought forward from previous year	77,327
Balance carried forward to next year	52,651

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	497
Number of questionnaires returned	197

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	6	1	0
My child is making good progress in school.	41	53	4	1	2
Behaviour in the school is good.	36	55	5	0	4
My child gets the right amount of work to do at home.	23	51	17	2	6
The teaching is good.	46	49	4	1	2
I am kept well informed about how my child is getting on.	34	44	19	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	41	5	1	0
The school expects my child to work hard and achieve his or her best.	60	38	1	0	1
The school works closely with parents.	36	53	10	1	1
The school is well led and managed.	51	43	2	0	4
The school is helping my child become mature and responsible.	41	55	3	0	2
The school provides an interesting range of activities outside lessons.	41	55	3	0	2