

INSPECTION REPORT

BALLIFIELD PRIMARY SCHOOL

Sheffield, South Yorkshire

LEA area: Sheffield

Unique reference number: 107047

Headteacher: Mr G Gillard

Reporting inspector: John J Williams
22516

Dates of inspection: 11 – 15 March 2002

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Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant junior and nursery
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Handsworth Grange Road Sheffield South Yorkshire
Postcode:	S13 9HH
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Willis Ward
Date of previous inspection:	29 September 1997

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22516	John Williams	Registered inspector	Equal opportunities Physical education	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
9624	Graeme Norval	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23196	Sue Chesters	Team inspector	Music Science	How high are standards? a) The school's results and achievements How well are pupils taught?
7994	Pam Weston	Team inspector	Foundation stage Special educational needs Art and design Religious education	
22291	Keith Saltfleet	Team Inspector	Design and technology Information and communication technology Mathematics	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ballifield Primary School is situated on the South East of Sheffield in the district of Handsworth. It educates pupils aged from three to 11. There are 426 pupils on roll, plus 78 part-time in the nursery. This is slightly more than at the last inspection. The school serves a mixed area with about 50 per cent of pupils coming from the Ballifield area and the remainder from a wider area. Thirteen per cent of pupils claim free school meals, which is low compared with the national average. More families are eligible than apply. Twenty-two pupils are from ethnic minority groups, six of whom have English as an additional language although none is at an early stage of English acquisition. About 17 per cent of pupils are identified as having special educational needs. Their difficulties range from moderate learning difficulties and physical disabilities, to speech and communication problems. Five of these pupils have formal statements, which is high. Attainment on entry to the nursery is broadly average, although a significant number of children have lower language and communication skills than usual. However, not all nursery children transfer to the main school. Attainment on entry into the reception classes varies from year to year and is currently below average for children of this age.

HOW GOOD THE SCHOOL IS

This is an effective school of which parents and the community are justly proud. Pupils achieve well in English, mathematics and science and in physical education and music. It is a warm and welcoming community in which pupils learn happily. It is very well led and managed by the dedicated and enthusiastic headteacher, ably supported by his deputy. The pupils are taught well. The committed, hard-working staff and knowledgeable governing body fully support the school. The staff constantly strive to meet the school's worthwhile aims and to raise standards. The school provides very good value for money.

What the school does well

- Pupils' achievement is good in English, mathematics and science.
- The good quality of teaching and pupils' very good attitudes and behaviour make a positive contribution to their learning.
- The high quality leadership and management of the headteacher and senior staff, strongly supported by the governing body, give a very clear focus to further success.
- The school's ethos allows pupils to flourish, so that by the time they leave they are mature and responsible.
- Very good links with parents and the community make a positive contribution to pupils' learning.

What could be improved

- Use of assessment information.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then, it has made good improvement and addressed effectively most of the issues raised in the report of that time. There are now schemes of work to guide the teaching of each subject, and teachers keep good quality records of assessments of pupils' progress. Teachers' planning and systems for monitoring their teaching have improved greatly. There is now increased delegation to subject and team leaders and the role of the governing body is much improved. Overall, standards in English, mathematics and science have risen in line with the national trend, with the notable exception of the 2001 cohort. Improved standards in investigative science and in literacy and numeracy have been particularly marked with the effective implementation of the national strategies. Standards in design and technology and in physical education have also improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	E	E
Mathematics	C	D	E	D
Science	D	C	D	C

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

Similar schools are those with a similar number of pupils receiving free school meals. The similar schools' results have been adjusted to take account of the higher proportion of pupils known to be eligible for free school meals, as compared with those that receive them.

The above table shows that the results of the 2001 national tests for pupils, at the end of Year 6, were well below average in English and mathematics and below average in science. When compared with pupils in similar schools standards in English were well below average, below average in mathematics and average in science. This represented a decline in standards since 2000, but this particular year group had been identified as having a much higher number of pupils with special educational needs than usual. Inspection evidence confirms that standards are now much higher than this in the present Year 6. These pupils achieve well and are currently on track to attain average standards in mathematics and science and above average standards in English. Standards are in line with national expectations in all other subjects except in music and physical education, where they are above average. Standards meet the requirements of the locally agreed syllabus in religious education.

In the 2001 national tests and tasks, pupils in Year 2 attained average levels in reading, and well above average levels in writing and mathematics. Their achievements, when compared with similar schools, were well above average in reading and mathematics and very high (in the top 5 per cent nationally) in writing. In the current Year 2, where there has been a great deal of mobility, pupils are on track to achieve average standards in reading, writing and mathematics.

Children make good progress in the nursery, but they do not all transfer to the reception classes. The make-up of the reception classes varies from year to year and, although they make good progress, this year's group is unlikely to achieve all the targets set for their age by the time they start Year 1. About two thirds of the children are on course to meet these national targets.

Pupils with special educational needs make good progress and attain well in relation to their prior learning. Pupils for whom English is an additional language also make good progress. This is the result of the good teaching they receive. There is no significant difference between the attainments of boys and girls. The school sets itself realistic targets each year and usually succeeds in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The overwhelming majority of pupils show highly appropriate attitudes to their work, to members of staff and to school life.
Behaviour, in and out of classrooms	Very good. Pupils behave well, both in lessons and around the school and this has a beneficial effect on learning.

Personal development and relationships	Very good. Pupils relate very well to adults and to each other. They share ideas profitably and work sensibly together. The majority enjoy taking responsibility for jobs around the school and are keen to help with routine tasks.
Attendance	Unsatisfactory. Attendance levels are below the national average, although they are in line with the average for Sheffield.

Pupils take great interest in school. They work hard and are happy. They understand very well the effect of their actions on others and show respect for other people's feelings, values and beliefs. Older pupils are mature, show good initiative and take personal responsibility well.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching throughout the school is good. Most lessons observed during the inspection were good or better. Teaching in the nursery and reception classes is good. This leads to good learning and gives these young children a good start in school. Teaching in the other areas of the school is good, overall, with a significant number of lessons judged to be very good. In Years 5 and 6 all of the teaching seen during the inspection was good or better and, in one third of the lessons teaching was excellent. This ensures that the pace of learning accelerates in these classes. Good quality teaching makes a very significant contribution to the pupils' achievement throughout the school. As a result, pupils progress from below average levels of attainment on admission to the reception class to above average levels in English, music and physical education and average levels in the other subjects by the time they leave.

A major strength of the teaching is the way in which staff have a very wide range of strategies to keep pupils motivated and behaving well. They teach the basic skills in literacy and numeracy consistently well and have very high expectations of what their pupils can achieve. As a result, the pupils know exactly what is expected of them and they work very hard. Pupils with special educational needs are taught well and receive good quality support from the learning support assistants. Hence, pupils make good progress towards the targets in their Individual Education Plans. Pupils of all prior attainments and from all backgrounds are fully included in all lessons and make progress. The school has begun to identify its gifted and talented pupils and offers them challenging work in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good. The curriculum is relevant to the needs of all pupils. Good attention is paid to all subjects, including personal, social and health education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers' planning ensures that work is well-matched to pupils' needs and teachers monitor progress well.
Provision for pupils' personal, including spiritual,	Very good. Pupils are encouraged to be independent and to reflect on their actions. The strong warm ethos of the school contributes very well to

moral, social and cultural development	the very good provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school monitors pupils' academic progress very effectively. Child protection procedures are good. The school knows and understands its pupils very well.

The school works very effectively in partnership with parents. The quality of information provided for parents, particularly about pupils' progress, is very good. The impact of parents' involvement on the work of the school is very good and this makes a very worthwhile addition to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher is very good. Together with the very supportive deputy headteacher and the hard-working dedicated staff, he provides very clear leadership for the school.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties very well and have a very good understanding of the strengths and weaknesses of the school. They are particularly effective in their role as critical friend to the senior management of the school.
The school's evaluation of its performance	The school has a clear view of its work and analyses effectively what works well and why. Procedures for monitoring teaching and learning are very good and have been effective.
The strategic use of resources	The systems for financial planning are very good. The school uses its available resources efficiently and effectively. It applies the principles of best value very well.

There is a good number of well-qualified and experienced teachers and teaching assistants to meet the demands of the curriculum. Learning resources are good in most subjects. The good quality, informative displays around the school make an important contribution to the whole community's learning. The accommodation is in good order and ensures an attractive learning environment, although the nursery playground needs to be resurfaced. The school also has exciting plans for a new classroom "The Classroom of the Future."

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school • Their child is making good progress • Their child likes school • The school expects their child to work hard and achieve his/her best • The teaching is good • Behaviour in school is good 	<ul style="list-style-type: none"> • They do not feel that the school provides an interesting range of activities outside lessons • A minority do not feel well-informed about how their child is getting on

The inspection team agrees with the overwhelmingly positive views of the parents. Inspection findings show that the school organises a good range of out-of-school activities. The school provides very good quality information for parents, particularly about pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage¹

1. The initial assessment of children's abilities, when they first enter the nursery, shows that most start school with average levels of attainment for three-year-olds, in all areas of learning. They make good progress. Children in the reception classes do not necessarily come from the school's nursery. However, most do begin their reception year having received some form of pre-school experience. Reception groups vary in ability significantly from year to year. This year's first assessments of children's ability, as they start in the reception classes, show that the majority are below the expected levels for the age group in all areas of learning. They make good progress. About two thirds of the children are on target to reach the Early Learning Goals² set for the age group, by the time they begin Year 1. They are on course to achieve the targets set for personal and social development, but are below expected levels, overall, in communication, language and literacy and in their mathematical development.

Years 1 and 2

2. Results in the Year 2001 national tests and tasks show that standards in reading for the seven-year-olds were close to the national average. They were well above average in writing and mathematics. When compared with similar schools, these results were in line in reading and well above average in writing and mathematics. In science, teacher assessments showed standards were very high in comparison with the national average, and in the top five per cent of schools. This was an improvement, in all subjects, over the school's normal pattern. Over the past four years, pupils' attainment in tests has varied from year to year. They remained below average, however, in reading and writing, and in line with national averages in mathematics. The variations in standards reflect the differing proportions of pupils with special educational needs in each year group and the number who enter the school other than at the beginning of the nursery or reception year.
3. Inspection findings show that, for the current group of pupils in Year 2, standards in English, mathematics and science are average. Standards have been maintained since the last inspection in English and mathematics and have improved in science. This is the result of the consistently good teaching and the effective implementation of the National Literacy and Numeracy Strategies. Standards in information and communication technology, design and technology and physical education are average. This appears to be a dip since the time of the last inspection, when they were above average. However, since that time, Curriculum 2000 has been introduced, with consequent changes in most subjects. Standards in art and design, geography, history and music have been maintained since the last inspection and are average. Achievement in religious education meets the expectations of the locally agreed syllabus.

Years 3 - 6

4. The rate of improvement over the past four years in the national tests for 11-year-olds has fluctuated, reflecting the proportion of pupils with special educational needs in each cohort. The overall trend in English, mathematics and science has been upwards, which is in line with the national trend. However, the results of the tests in 2001 dipped. This was due to the large number of pupils with specific learning difficulties in the year group, and also to the larger than usual number of pupils who had joined the year group other than at the beginning of the nursery or reception year. The school had identified this particular year group as lower achievers and adjusted the curriculum accordingly. Thus, the pupils achieved well and reached the targets set for them, even though their

¹ Foundation Stage; the new curriculum for children under six, which started in September 2000, which replaces the desirable outcomes.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

results in national tests were well below average in English and below average in mathematics. In science, they achieved standards in line with the national averages. When compared with schools in similar contexts³, results were well below average in English, below average in mathematics and average in science. In 2001, there was a disparity between teacher assessments and test results in English and mathematics. This happened because the targets set for this year group were unrealistic.

5. Inspection evidence shows that standards in the current Year 6 in English are above average. In mathematics and science, they are average. However, in mathematics, the aspect of using and applying number are above average. This shows that standards in English and mathematics have improved since the last inspection: a result of the improved teaching, the implementation of the national strategies and the good focus placed on these core subjects by all staff. Standards in science have dipped slightly since the last inspection, when they were judged to be above the expected level. They are now at the expected level for the age group, although they show many strengths. The dip is due to the changing requirements of the National Curriculum and to the marked variations in ability of the year groups. However, one of the strengths of the subject is the way in which pupils use their skills of scientific enquiry to predict and hypothesise, when setting up experiments.
6. Standards in other subjects have also been maintained since the last inspection. In information and communication technology, art and design, design and technology, geography and history, standards are average. In music and physical education, standards for 11-year-olds are above average. In religious education, pupils achieve at the levels expected for the locally agreed syllabus. This improvement is linked to the good teaching, and also to the improved curriculum. Teachers plan effectively to enable pupils to take the skills and knowledge learned in one subject and to apply them in other subjects. Thus, pupils do not study one subject in isolation and this helps them make sense of their learning, with consequent good achievement.

Across the school

7. There is no significant difference between the attainments of boys and girls. Pupils with special educational needs, from moderate learning difficulties to more complex needs, make good progress in their learning. They regularly meet the targets set for them in their Individual Education Plans. They are supported very effectively in lessons by learning support assistants, who work in very close partnership with class teachers to meet pupils' specific learning needs. Pupils for whom English is an additional language are well-supported, make good progress and achieve well.
8. The school's focus on teaching the basic skills, needed for pupils to succeed in the tasks set, ensures that the majority of pupils make good progress and reach the targets set. All pupils are on course to reach the predicted targets set for them this year. The school sets itself appropriate targets and strives to exceed them. It works hard to raise standards in all subjects. The thorough coverage of the curriculum throughout the school ensures that pupils make good progress during their time in school. This, together with the clear learning objectives set by teachers in lessons, has a positive effect on raising standards.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to work and to the school are very good. Together with very good behaviour, they provide strong support for pupils' learning. This is an improvement since the last inspection. The majority of pupils are keen to come to school and demonstrate a very positive attitude to learning. In discussion with a group of Year 6 pupils it is apparent how high their regard is for their school.

³ Schools in similar contexts: these are the national benchmark groups in which schools are grouped by the percentage of pupils "known to be eligible for free school meals". Ballifield Primary School is in the "more than 8% and up to 20%" category. However, it is likely that more pupils are eligible than apply for free school meals. This and socio-economic information provided by the local education authority indicate the school is in the wrong benchmarking group. Therefore, for the purpose of this report, standards are compared with similar schools in the benchmark group "more than 20% and up to 35%".

Some travel from outside the immediate area and others have transferred because of the high reputation of the school.

10. Good behaviour in classrooms and on outside visits is a strength of the school. This is a significant improvement since the last inspection. For example, during a Year 5 swimming lesson pupils spontaneously thanked the coach driver on returning to school. He commented that Ballifield children are the best-behaved in the area. Their behaviour on the journey and during the lesson was exemplary. All staff set very high standards and have very high expectations for good behaviour. Pupils respond to this. Older pupils are aware that they helped to design the behaviour code. They are eager to discuss their work with visitors and are polite to staff and visitors. They are quick to hold doors open and to thank others for the same courtesy. Pupils receive team points for good behaviour and belong to teams such as Ravensclaw and Slytherin.
11. Parents' meetings and questionnaire returns indicate a high level of satisfaction with their children's behaviour and keenness to come to school. Inspection evidence supports those opinions. Ninety per cent of the high number of parents who completed the questionnaire believes that behaviour in the school is good. Two male pupils were excluded for a short fixed period at the beginning of the last full academic year. This was on account of continued bad behaviour and was very much "a last resort."
12. Personal development is very good. Pupils throughout the school have opportunities to take responsibility for their own actions and to show initiative. In the nursery they soon learn where to hang up their coats and, although helped in the cloakroom by parents, quickly become self-reliant in ways appropriate to their age. The school has a procedure to encourage inter-personal relationships by giving pupils short conversation breaks during lessons. During whole-class teaching, teachers will announce a one-minute break 'to discuss an important point with the person next to you'. This is very effective and encourages discussion and develops language and reasoning skills. Pupils show very good behaviour when called to silence again to listen to the teacher. In some classes only a hand signal is needed. Relationships between pupils are very good regardless of gender and background.
13. Last year, pupils in Year 5 together with parents and staff were involved in a successful bid to design a 'Classroom of the Future'. They show maturity and concern for others in asking that the design include 'quiet areas' for reflection and a Friendship base.
14. As they progress through school the opportunities increase. Each class has its own monitors for simple tasks such as taking the registers to the office. In Year 5, pupils are invited to apply for the position of 'Playground Friend'. If successful at interview, they receive training in how to handle disputes and encourage younger pupils to play a range of games. When they join Year 6 they take turns on duty in the playgrounds and as lunch-time telephone monitors. Two monitors from Year 6 are 'bell orderlies'. They take this duty seriously and do not need to be reminded by staff when bells are due to be rung. Their time-keeping is to the second.
15. Pupils value these appointments and demonstrate justifiable pride in their achievements. The need to treat the appointments seriously and to take personal responsibility for their actions and the impact they have on others supports their personal development. It also helps to prepare them for transfer to secondary education. These are significant improvements since the last inspection. However, the school has yet to create a school council to give pupils of every year group a voice in school affairs.
16. Attendance and punctuality are unsatisfactory, overall. Attendance is below the national average and below the benchmark of 95 per cent. Both authorised and unauthorised absences are above the national average. This does not reflect the satisfactory attendance of the majority of pupils. There is a small hardcore of families whose attendance ranges from poor to very poor. These families are subject to action by the local authority. Another significant reason for absence is the continuing pattern of taking holidays during term-time in some instances for more than the privilege of ten days. Attendance in the last inspection was satisfactory compared with the parameters then in force. This is no longer the case. National figures for attendance have improved since then;

attendance in this school has remained static, despite frequent reminders to parents. Poor attendance by a small number of pupils adversely affects their academic progress. Lateness at the start of the school day has a wider adverse affect on a larger number of pupils. Those who are regularly late miss part of their entitlement to education. Their late arrival also disrupts the learning of those in class on time.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good. Fifty-seven out of the sixty-seven lessons observed during the inspection were good or better, and nearly half of those were very good or excellent. This is an improvement since the last inspection, when some lessons were judged unsatisfactory and the number of good and very good lessons was lower. Weaknesses in teaching in the previous inspection were reflected in the slow pace of some lessons, teachers over-directing pupils and insufficient challenges, particularly for the more able pupils. This is no longer the case. The strength of teaching in the school is significant. It is consistently good and often better. This is because of the more effective monitoring of teaching and learning now undertaken by senior managers. It also reflects the renewed enthusiasm with which all staff have tackled recent changes and the way in which they work together for the benefit of all pupils.
18. The overall quality of teaching in the Foundation Stage is good. It is also good, overall, in Years 1 to 6, where teaching ranged from satisfactory to excellent. In Years 5 and 6, all of the teaching seen was good or better and, in nearly one third of the lessons, teaching was excellent. This good teaching results in good learning throughout the school. Progress accelerates in Years 5 and 6 because of the high quality teaching and also, because in all subjects, the pupils begin to use the good key skills they have learned previously more effectively. Staff work very well as a team, which results in a consistent approach to teaching.
19. Throughout the school, the teaching of literacy in English lessons and numeracy in mathematics lessons is good. The teachers have worked hard to implement both strategies, which they have done well. Interesting texts and a good range of carefully selected big books, guided-reading texts and relevant reading books have ensured that literacy lessons are challenging and relevant to the needs of the pupils. Numeracy lessons have good mental warm-up sessions in which the vast majority of the pupils are engaged and clearly focused on improvements of their mental agility.
20. The teaching of literacy and numeracy supports learning in other curriculum areas. For example, in science lessons, the pupils have the opportunity to measure accurately and to record the results of their experiments, explaining what the results show. Teachers promote good links between subjects and, in this way, the pupils see the relevance of their learning and the way it develops. They use information and communication technology as an effective tool in other subjects. For example, pupils use a data-handling program to generate a variety of graphs and diagrams to display results from the mathematical and scientific work.
21. Throughout the school, the teachers show great commitment and hard work in their drive to improve their teaching. Senior management monitors teaching carefully and is very well aware of strengths and weaknesses throughout the school. All staff strive to improve personally and to provide the best possible teaching for their pupils. The support and assistance that the teachers give to each other has a positive impact on the quality of teaching within the school.
22. The teaching of the children in the Foundation Stage is good. The teachers have a clear understanding of the needs of young children. Their enthusiastic, supportive and patient approach enables the children to be confident in their learning and, consequently, they achieve well. Careful planning ensures that the needs of all children are successfully met. However, there is occasionally a mismatch between the planning, which takes into account the Early Learning Goals for the nursery and reception years, and the lessons which are biased towards National Curriculum subjects.
23. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject-based specific language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science, where technical language is used accurately. For example, in an excellent science lesson, the teachers expected the pupils to predict outcomes of the experiment that they were undertaking using accurate vocabulary, such as 'control experiment' and 'fair test'.

24. In most lessons, teachers place a significant level of demand upon all individuals, to ensure that they are fully involved. In less successful lessons, the challenge may not be made absolutely clear to all pupils. Thus, pupils are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, pupils listen carefully to the good instructions that they receive and know exactly what they are expected to do. They work very hard and learn well.
25. Teachers' planning is good. In literacy and numeracy, the teachers plan closely to the structured frameworks. They plan all lessons well and, at the beginning of each lesson, recap and revise previous learning effectively. They mostly share the learning objectives for each lesson with the pupils. They return to the aims at plenary sessions to ensure that the objectives have been met. Occasionally, teachers do not reiterate the aims of the lesson during the session, which results in pupils not focusing clearly on their learning.
26. Teachers' expectations of the pupils' and their work are very high. They question pupils very well to establish what pupils know and understand and to help them to think for themselves. All staff have very high expectations that pupils will behave well and work hard. Pupils live up to these expectations. Teachers praise and encourage the pupils so that they give their best performance. This ensures that pupils are fully involved in their lessons, work hard and concentrate well. As a result, pupils achieve well.
27. In all classes, teachers encourage the pupils to work independently. They plan activities which allow pupils to work in groups of various sizes. Consequently, pupils co-operate well together, collaborate on the tasks set and achieve good results. Relationships between teachers and pupils are very good. The mutual respect shown by teachers and pupils adds significantly to the quality of the work that the pupils produce and the way in which they learn. The pupils feel that their input is valued and this aids their personal development.
28. Teachers manage the pupils very well. They constantly strive to find ways to reward and encourage good behaviour and work. Lessons are well organised. Teachers use time and resources very effectively and, as a result, lessons move along at a good pace. The learning support staff give very good, careful support to pupils and enhance pupils' learning considerably.
29. The quality of day-to-day assessment is good. Teachers monitor the pupils' work well and give support and advice, as needed. There is much good practice in existence. However, there is not a consistent approach, throughout the school, to assessing pupils' attainment and progress and using the outcomes to inform planning in all subjects. Teachers mark pupils' work in an encouraging and supportive manner, sometimes indicating what it is that the pupils need to do to improve further. Homework is used well to supplement and support work done in class.
30. Teachers provide good support for pupils with special educational needs. Work is planned to match each pupil's individual targets and good use is made of support staff. Support staff are timetabled carefully and well-monitored and supported by the special educational needs co-ordinator. Sometimes this support is individual but on other occasions pupils are taught as part of a small group and this is good practice and aids inclusion. The school operates a setting system across Years 5 and 6 for numeracy and this provides good support for lower ability pupils who are placed on the school special education register. Staff know their pupils well and all the work set is adapted to take account of the various ability levels of the pupils, and to provide the right blend of challenge. Every effort is made to ensure that pupils realise their full potential, recognising strengths as well as weaknesses.

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

31. The Foundation Stage curriculum is based on the guidance of the Early Learning Goals. It covers fully the areas of learning, although there is some inconsistency in practice when planning these

areas in the reception classes. In the other classes, the curriculum fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. It gives all pupils good learning opportunities in all subjects to foster their academic and personal development. Out of school visits and visitors to school increase its depth. Good examples are the residential visits to Normandy, Edale, Whitby and Thornbridge, and the annual visit of the inflatable planetarium, Star Dome. Good links are made between subjects to enable pupils to use the skills they learn in one to further their knowledge of another.

32. There are good arrangements for teaching literacy through the appropriate framework and the strong and imaginative links with other subjects, notably history, geography and religious education. Strategies for teaching numeracy are good. Teachers plan a structured daily mathematics lesson, which includes a high proportion of whole-class time. Oral and mental work feature strongly.
33. Policies are in place for all subjects. Since the last inspection schemes of work have been reviewed and developed, most notably the literacy and numeracy strategies, and science. Equality of access and opportunity are good. The curriculum is fully inclusive and pupils' individuality is taken into account in all its activities. For example, stereotyped views of girls' and boys' roles that are said to be prevalent in the community have been addressed; girls and boys show equal enthusiasm for working with computers, for example. Provision for pupils with special educational needs is good. Individual Education Plans are in place and are used by teachers in their everyday planning, ensuring that work is focused and relevant to pupils' individual needs. Pupils with identified problems in literacy and numeracy receive extra help; for example, through additional literacy support.
34. There is a range of good extra-curricular activities such as the lunch-time aerobics and sewing clubs, and, after-school, basketball, netball and football clubs. Provision for pupils' personal, social and health education is very good with a well-planned programme, including sex and drugs education running through the school. Circle Time⁴ gives pupils opportunities to discuss topical issues. Older pupils learn life skills with Crucial Crew, the playground friendship scheme run by Year 6 pupils which helps younger pupils build relationships. The school council is in course of development.
35. There are good links with the local community, which make a useful contribution to pupils' learning. For example, a local supermarket helps with mathematics projects and computer equipment. There are very strong links with St Mary's Church, used as a resource for religious education and celebrating festivals such as Christingle. Parents make a substantial contribution to the school in terms of financial support through fund-raising and social events. Links with other schools and educational establishments are good. There are very good sporting contacts with other schools, most notably Handsworth Grange Comprehensive School, and national agencies such as Sport England. For example, they support the school by providing specialist teachers and funding for the trampoline club. Students from Sheffield Hallam University and nursery nurses have placements in school. The school is popular with ex-pupils for work experience.
36. The curriculum provision is good and fully inclusive. It promotes equal opportunities well and all pupils have access to the full range of the curriculum. Good use is made of information and communication technology where pupils have access to literacy and numeracy programs. The recommendations of the Code of Practice⁵ for pupils with special educational needs are carried out effectively. Teachers and support staff make good use of Individual Educational Programmes and targets when planning for individuals.
37. At the last inspection provision for pupils' spiritual, moral, social and cultural development was described as a strength. This vitality continues with Christian values well-embedded into the life of

⁴ Circle Time: in these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other, talking about issues that touch them all.

⁵ Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

the school. Opportunities to promote pupils' spiritual development are planned within the curriculum, Circle Time and through assemblies. Daily acts of collective worship meet statutory requirements and give pupils good opportunities to look into the values and beliefs of others and time for quiet reflection. They develop an understanding and tolerance of others, fair-mindedness and recognition of their own strengths and weaknesses and those of others; for example, when rock climbing in Derbyshire. Older pupils increasingly accept the ideas of others that they meet in stories and other subjects.

38. The school strongly promotes the values of honesty and truth. As they get older, pupils recognise that they are responsible for their own actions. They are taught how to learn from their mistakes, to be responsible for their own behaviour, with a clear understanding between right and wrong. Relationships between pupils themselves and their teachers are very good and these play an important part in pupils' social and moral development. Teachers give them many good opportunities for collaborative and individual work during lessons. These very good levels of co-operation and willingness to join in all aspects of school life are important contributors to the improvement in standards. Pupils are given a wide range of opportunities to appreciate their own cultural traditions. Good examples are visits to local theatres and to Sherwood Forest to bring back the Forester's gift of a Christmas tree. Provision for the understanding of other cultures is not quite as strong, but by the time they leave the school pupils have a basic understanding of what it means to live in a multicultural society, and the faiths of other people.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's positive approach to the inclusion of everyone is a feature that runs through the procedures for pupils well-being.
40. There are very good procedures for child protection, pupils' welfare, health and safety. Pupils' well-being is a high priority for all staff and parents and pupils say that they have confidence that the school will look after them very well. Inspection evidence supports these views. The school always responds when parents raise concerns. Inspection evidence supports these views. For instance, the school has responded to parents' concerns about poor maintenance in lavatories. The premises manager now cleans them after every break. They have soap and proper hand-drying facilities. However, there is still overcrowding at break times.
41. The headteacher is designated to liaise with the local authority in child protection matters. All members of teaching and non-teaching staff receive training and regular up-dates on child protection. The procedures follow the guidelines laid down by the area child protection committee. Two members of staff have advanced first aid qualifications. There are appropriate procedures to inform parents of any concerns. Accidents are recorded appropriately. Governors are involved in school procedures. A governor oversees each aspect to monitor good practice. The health and safety governor carries out a risk assessment each term with the premises manager. Their report forms the basis of a prioritised action and progress plan.
42. However, the surface of the nursery playground is unsafe. It is breaking-up, with loose tarmac or small pieces of concrete presenting a danger to children, particularly because of the steep slope. Tree roots are also breaking the surface.
43. There are good procedures to promote improved attendance. Registration procedures comply with statutory requirements. The senior management team and the recently appointed rapid response welfare officer check registers thoroughly.
44. There are good procedures to follow up absence and lateness. Parents are aware of the school's high expectations for good attendance. There are regular newsletters about attendance and specific letters to families who fail to respond or to recognise the importance of attendance and punctuality. The school involves the local authority with those few families who persist in ignoring their legal responsibility to get their children to school on time and regularly.

45. The school is an active supporter of a recent police initiative to issue all pupils who are legitimately absent from school with an 'Authorised Absence Pass'. Police stop pupils, with or without their parents, and demand to see this pass. Further action follows if they do not have a pass.
46. All staff support the pupils very well. The school plans the curriculum to ensure that teachers plan work well to meet pupils' needs in a range of lessons. All support is very well planned to take account of the provision outlined in pupils' statements and individual programmes of work. There are very good systems set up for early identification of barriers to learning, which prevent any pupil from participating fully in the school activities. The school makes very good use of a range of visiting specialists. There is an effective and consistent procedure for placing pupils on the register for special educational needs, which is known to staff and ably implemented by the special needs co-ordinator in collaboration with class teachers. Pupils' targets are reviewed regularly and, when necessary, further advice is sought via relevant agencies. Pupils experience equal opportunities in a very caring environment.
47. Very good procedures support behaviour and these include input from pupils and parents. Ninety per cent of the response from the parents' questionnaire is positive. Inspection of the documents and procedures to maintain good behaviour supports the parents' opinion. Pupils understand the behaviour codes very well. Teachers apply the procedures quietly and effectively and their high expectations encourage pupils to respond. Pupils created part of the behaviour code themselves, displaying very good maturity and common sense.
48. Discussions with Year 6 pupils show that they understand the difference between bullying and boisterous play. These pupils are aware that there was bullying last year and that the school dealt with it effectively. Evidence from the inspection supports their, and their parents', opinions that the school will take quick and effective action if any bullying occurs again.
49. Procedures for monitoring and supporting pupils' academic progress are good. The procedures for placing pupils on the special educational needs register are effective. Such pupils have good individual action plans based on careful initial assessment and well-staged reassessment thereafter. There is now much more consistency in assessment in the core subjects. There is a clear programme of formal assessment for each age group. In reception, children are assessed using the local education authority base-line test. This is well used by the teacher to identify learning targets, and progress towards these is measured at the end of the year. Regular testing of English and mathematics, including literacy and numeracy, using both national standardised tests and teacher-assessments, is carried on throughout the school.
50. The school carries out statutory requirements with regard to assessment. Each class maintains individualised pupil profile sheets, which record assessment data, and results are used to identify target groups of pupils who demonstrate the capacity for improvement, or who need more teacher support. This has allowed the school to provide more effective and focused help for pupils who need it, and to improve standards. All co-ordinators monitor curriculum coverage effectively. Detailed assessment files are kept for both literacy and numeracy. Assessment and record-keeping for other subjects are less consistent, but generally sound.
51. The school is beginning to use assessment information to guide curriculum planning. Detailed assessment information is now stored on a computer program and trends in the progress of individuals and groups of pupils can now be tracked. The school plans to extend the use of this kind of information to identify pupils who are underachieving and those who are potentially higher attainers. By this means, it plans to use assessment information to raise standards even further. Assessment is now built into schemes of work and teachers review each lesson in terms of its specified objectives. They are then able to modify the plans of their lessons to take account of pupils' responses. Subject leaders are keen to support staff in using assessment to plan more effectively. Lessons are based on the levels of attainment found in the National Curriculum, and the detailed medium-term plans used by teachers identify assessment opportunities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a very good relationship with parents. Their participation in school activities supports and encourages their children's learning. Since the last inspection many parents are involved in different ways. This is an improvement, as at that time the report stated that many parents wished to be more actively involved.
53. During this inspection, between forty and fifty parents attended an excellent assembly led by Year 6 pupils. There was also a numeracy working party attended by several parents. Parents at the pre-inspection meeting commented favourably about these working groups. They state that it is an effective way to overcome parents' reserve about asking for help.
54. A 'Storysacks' group, funded by a small grant, is providing literacy support for younger pupils. An unexpected benefit of this initiative is that several parents are taking adult training as classroom support assistants and two are starting degree courses to become teachers. A small number of parents help regularly in Years 1 and 2. Parents and grandparents help regularly with reading in school.
55. Parents of pupils with special educational needs are kept fully informed and involved in the progress of their children. Parents of pupils with a statement are always invited to attend review meetings. Reviews usually take place before parents' evenings. These enable staff to share current individual educational programmes of work and reports with parents.
56. There is no formal Parent-Teacher Association; however, informally parents and members of the community raise a substantial amount of money every year. The school is appreciative of the efforts of all these people and those who also accompany pupils on the many visits they make outside school.
57. Information for parents is very good. As in the last inspection, the prospectus and governors reports are clear and informative. They comply with statutory requirements. Pupils' annual reports are very good. The format is clear and allows parents to track their children's progress from year to year. They contain targets for improvement and a written comment about each individual child's performance. The format is also very cost effective, allowing staff to complete these important documents quickly and efficiently.
58. There are opportunities for parents to review their children's progress twice a year at formal parents' evenings. Staff are readily available in the morning to answer quick questions or arrange to see parents later when necessary. Generally, parents are satisfied with the response to their concerns and inspection evidence supports this view. A small number of parents feel that although they are satisfied that action will be taken, they do not receive adequate information afterwards. Inspectors found insufficient evidence to make a judgement. The school is aware of this concern.
59. Parents make a good contribution to their children's learning. There is evidence that many hear their children read regularly at home. A smaller number help with homework in other ways, such as helping with research. The number helping in classrooms is quite small as many parents have part-time employment. The school values and recognises all help provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The leadership and management of the school by the headteacher and deputy headteacher is very good. They and the dedicated staff work very well together and have a shared vision, firmly focused on continuing to raise standards, within a warm and supportive environment, where pupils can grow and flourish.
61. The school has a very worthwhile set of aims and values, which drive its work. The headteacher demonstrates excellent pastoral leadership and this shows itself in the school's strong commitment to good relationships and striving to become fully inclusive. There is a strong drive to achieve equality for all members of the school community. The school provides an orderly community in

which pupils feel comfortable and secure. This contributes to the busy, purposeful ethos in which pupils learn well. Members of the staff direct much of their work towards school improvement and the raising of standards. The senior management and co-ordinators' roles are clearly defined. Staff morale is very good. Staff and governors are committed to providing high quality education. The school is at the threshold of further development, through the recent marked improvement in its quality of teaching and curriculum and has excellent capacity in its systems and ethos for significant improvements, many of which are already underway.

62. The headteacher gives very effective and decisive leadership. He is very determined that the school will run efficiently and that standards will improve. He continually reviews and prioritises the needs of the school and takes swift and effective action to bring about improvements. He commands the respect and commitment of staff and pupils. The deputy headteacher provides very effective support for the head. She has a clearly defined role, which she fulfils very well. Together with two senior teachers, who constitute the senior management team, they combine effectively to guide the work of the school. They are fully supported by the staff, and the headteacher's commendable emphasis on the importance of teamwork and commitment is obvious in every aspect of school life.
63. The school governors meet regularly as a group and fully support the school. They share the headteacher's vision for the future of the school and have high expectations of its greater success. The governing body has recently improved its structure, and includes a full range of committees, including finance, staffing, etc. There is also a recently formed committee to guide the development of the role of the governing body. The very experienced chair of governors is determined that governors will continue to act as the school's "critical friend", a role much valued by the management of the school. The governing body fulfils all statutory requirements. It is fully involved in establishing and agreeing both the school's budget and its improvement plan. It is very successful in monitoring the educational standards and success of the school's work and is fully involved in shaping the future of the school.
64. The headteacher monitors teaching particularly effectively. He understands well the strengths and weaknesses within subjects and works very well with staff to support and encourage improvement in weaker areas. The result of this strategy is seen in the much-improved teaching throughout the school. The English and mathematics co-ordinators monitor planning and teaching in their subjects. They are becoming increasingly involved in analysing standards and using the information gathered to produce planned development in their subjects. The role of other subject leaders has developed well since the last inspection and they now have a very good grasp of standards and provision in their subject areas.
65. The format of the school improvement plan is useful and comprehensive. It identifies and prioritises the needs of the school and generates action plans to cover developmental areas. These plans are costed, linked to the budget and given relevant time limits. It clearly identifies areas which support the raising of standards.
66. Financial planning is focused on clearly defined educational priorities. The school has very efficient financial management systems and the administration fully supports the work of the teachers. The very efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purposes such as training and school improvement, are allocated very carefully against very well-defined objectives. The school scrupulously applies the principles of best value; for instance, when purchasing goods and services and when comparing the quality of its performance against other schools.
67. The management of the provision for pupils with special educational needs is very good. Good use is made of assessment data and test information to identify pupils with special educational needs and to set targets for individual needs. These plans are of good quality and contain targets that are frequently practised and reinforced. Provision for pupils with special educational needs permeates the school's organisation and curricular structures and practices in the school.

68. The school has an appropriate number of qualified staff to teach the curriculum. Recent appointments have widened the age band, providing a good balance of experience, enthusiasm and teaching methods. Learning support assistants provide good support for class teachers and pupils with special educational needs. The headteacher, senior management team and governing body receive strong support from an accomplished administration team.
69. Good resources in information and communication technology, music, design and technology, physical education and English support them. The resources for pupils with special educational needs are also good. The nursery has very good resources.
70. The accommodation, overall, is satisfactory to teach the curriculum. In some classrooms there is inadequate space for the number of pupils. Pupils have to move up and down stairs between different parts of the room, which is time-consuming. Some of the carpeted areas are too small for whole-class teaching and become overcrowded. Teachers have developed very good strategies to overcome these disadvantages. The temporary cabins are cramped and are hot in summer. To allow whole-class teaching, pupils and staff have to move furniture, which wastes learning time. The accommodation is difficult to maintain because of its age and layout. The surface of the nursery play area is in a poor state of repair. The premises officer and cleaning staff do a very good job in difficult circumstances.
71. The construction of the 'Classroom of the Future' will start shortly. This initiative includes design features from staff, parents, pupils and post-graduate architectural students from a local university. Ballifield is one of only four schools in the city to receive approval for this project. When completed early next year, it will do much to overcome the inadequacies of some of the present classrooms.
72. This is an effective school. Bearing in mind its low unit cost per pupil, the good quality of teaching and the achievements of its pupils, it gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve the quality of education and standards achieved, the headteacher, staff and governors should
- (1) develop the ways in which the information derived from the school's assessment procedures can be used as outlined in the School Improvement Plan to
- identify pupils who are underachieving and those of high potential
 - set targets for individuals and groups
 - offer a guide to the best allocation of resources
- (paragraphs: 50, 51)*

(2) improve attendance and punctuality by applying the existing good procedures with more vigour
(paragraphs: 43, 44)

In addition to this area for development, the following less significant but nevertheless important aspects should be considered for inclusion by governors in the action plan

(1) further improve the provision in the Foundation Stage by sharing and extending the good practice already in existence to increase all children's knowledge and understanding in each area of learning.

(paragraph: 76)

(2) improve the safety of the nursery playground by resurfacing it.

(paragraphs: 72, 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	54

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	23	26	10	0	0	0
Percentage	12	34	39	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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	426
Number of full-time pupils known to be eligible for free school meals	0	55

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	80

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.5

Unauthorised absence

	%
School data	0.7

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	27	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	30	32	32
	Total	55	59	59
Percentage of pupils at NC level 2 or above	School	92 (79)	98 (75)	98 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	27
	Girls	31	31	33
	Total	57	57	60
Percentage of pupils at NC level 2 or above	School	95 (77)	95 (89)	100 (97)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	36	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	31
	Girls	19	18	23
	Total	35	35	54
Percentage of pupils at NC level 4 or above	School	56 (87)	56 (70)	87 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	28
	Girls	20	21	25
	Total	40	43	53
Percentage of pupils at NC level 4 or above	School	66 (84)	70 (84)	87 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	8
Bangladeshi	0
Chinese	0
White	353
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23.93
Average class size	30.4

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	252

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	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

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	2	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.

Financial information

Financial year	2000-01
	£
Total income	839,220
Total expenditure	835,254
Expenditure per pupil	1,859
Balance brought forward from previous year	32,729
Balance carried forward to next year	36,695

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	465
Number of questionnaires returned	214

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	3	3	0
My child is making good progress in school.	42	53	2	1	2
Behaviour in the school is good.	36	54	3	2	6
My child gets the right amount of work to do at home.	28	47	11	2	12
The teaching is good.	43	50	1	0	6
I am kept well informed about how my child is getting on.	27	50	15	3	5
I would feel comfortable about approaching the school with questions or a problem.	60	35	4	0	1
The school expects my child to work hard and achieve his or her best.	50	44	1	0	5
The school works closely with parents.	35	49	10	2	5
The school is well led and managed.	36	51	5	3	6
The school is helping my child become mature and responsible.	35	54	3	0	7
The school provides an interesting range of activities outside lessons.	19	34	15	9	23

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. The previous inspection found that the Foundation Stage was a particular strength of the school, and so it remains. All children receive a good start to their education. Since the previous inspection several changes have taken place:
- children are now admitted into the nursery from the age of three and as a result the time spent in the nursery can vary from three to five terms. On average, most children are expected to spend four terms in the nursery;
 - entry into reception now takes place twice a year, either at the beginning of the school year or at the beginning of the Spring term. As a result, some children who transfer after the Christmas holiday can still be very young when they experience a full day at school;
 - the new Foundation Stage curriculum has been introduced successfully with only a few remaining planning and assessment details not yet firmly in place. These minor details do occasionally influence the quality of teaching and learning. Planning of some of the early areas of learning in the reception class still reflect National Curriculum subjects; for example, knowledge and understanding is planned under the heading science. In both the nursery and reception, assessment and recording of day-to-day progress in the variety of activities available for the children is still in the developmental stages and is not always completed.
75. At the time of the inspection, there were 78 children attending the nursery part-time and 60 children in the full-time reception classes. There are a few children with special educational needs, and a few from ethnic minority backgrounds, but none is at the early stages of learning English as an additional language. All receive a fully inclusive start to school, where their needs are well provided for.
76. Provision and teaching for children in the nursery and reception is good, overall. It is sometimes very good. Provision is very good in the nursery and satisfactory in reception. The reason for the difference is that reception classes are separate to the nursery. They are sited in the main school where there is no easy access to the well-equipped nursery play area and resources. Teaching is usually very good in the nursery, which is well staffed with the equivalent of two full-time nursery nurses. These nursery nurses are very experienced, and assist the nursery teacher very well, and as a result all areas of learning are taught very well. In the reception classes there is one nursery nurse who works between both classes. This very experienced nursery nurse supports both classes very well. Both teachers and the nursery nurse plan as a team and work very hard to compensate for the lack of full-time support. As a result, the children continue to receive the full early years curriculum and teaching is usually good. Lack of full-time support means that the children have regular, but less frequent use of the outside play areas than those in the nursery. Teaching is particularly good in the development of knowledge and understanding and personal and social skills.
77. Attainment on entry to the nursery is about average. All the children make good progress while in the nursery and, on the whole, the longer they spend there the more they achieve. At the end of their time in the nursery not all children transfer to the school reception classes, some move to other schools. About a third of the children entering the reception classes will not have attended the nursery.
78. Attainment on entry to the reception class varies but, overall, is below average when measured by the Sheffield "base-line assessment". A detailed record of progress in all the early learning goals has recently been introduced and this will assist staff to monitor more closely the progress of the children through reception. Attainment by the end of the reception year can fluctuate from year to year. This year overall attainment is likely to be below average in most areas of learning but, in particular, in communication, literacy and language development and mathematical development. This partly reflects the number of summer-born children in the group who have less time in the

reception class. The school has recognised that this can effect their achievements adversely through the infant years, where they are catching up. In an attempt to compensate for this, a system has been introduced where children are now reorganised on entry to Year 2 so that there is a mixture of younger and older pupils in the two classes. This ensures that these children achieve satisfactorily.

79. Pupils with special educational need are very well provided for. Their needs are identified early on entry to either nursery or reception. They are offered every support to ensure that they are fully included in all activities and, if required, there is very good support from the various outside agencies.

Personal, social and emotional development

80. The quality of teaching in the nursery is very good, and it is good in reception, and children make good progress. The majority achieve the Early Learning Goals. Staff encourage the children to become independent and to play sociably together and there are very good opportunities for both. The routines are designed to promote self-sufficiency and there are well equipped activity and role-play areas; in particular, those in the nursery encourage high levels of interaction. Children in the nursery use equipment and resources very well. They quickly get to know the routines of the class and become independent, choosing which activities they want to do at the start of each session. This good progress continues in the reception class, where the children listen very well, sitting on the carpet. In whole-class sessions, some of them can become restless, but generally they have settled into the routines extremely well. They are helpful and share sensibly. This was evident in activities such as using constructional materials or when using sand for investigation. Children are generally expected to work on their own while the teacher works with the focus group, and they do this well. Most are confident to speak up in class and during role-play. In the nursery, the class monitor has the confidence to open the door at home time to allow parents and carers into nursery. She greets them with "Good morning, please come in". All staff provide good role models, and promote positive attitudes and values. They have a secure knowledge and understanding of the needs of young children and very good knowledge of those in their care. The teachers create a secure and caring environment, which promotes personal and social development very well and children are happy.

Communication, language and literacy.

81. Teaching is good, and children achieve well. The literacy strategy has been adapted satisfactorily. Higher-achieving pupils achieve the Early Learning Goals by the end of the reception year, with about a third of the children speaking, listening, reading and writing well for their age. Most children make good progress in speaking and listening, but progress in reading and writing is less well-developed, and about two-thirds of the children are not expected to achieve all the early learning goals in these areas. Teachers plan activities so that children in both the nursery and reception take a full part in role-play areas. A very good example of this was the realistic hospital provision in the nursery, which provided children with very good opportunities for sustained play, co-operation and caring for others. In the nursery, the teacher plans activities to enable children to appreciate the purpose of reading and writing. For example, children are encouraged to express their feelings using new vocabulary to accompany their self-portraits and to make marks on paper. Some children form recognisable print and higher-achieving pupils are able to copy their name successfully. They show a love of books, with one higher-achieving child using a book and a cassette player to guide two other children to listen to the story of "Meg's Eggs". In reception, children are encouraged to write for themselves and they make good attempts. Higher-achieving children can almost write their own name unaided and are happy to try to write for themselves when, for example, they write the ingredients for a "silly stew". They wrote 'socs' and 'tefs' for socks and teeth and successfully spelt such words as "can". Average-attaining pupils draw pictures and attempt to write initial sounds; they are beginning to form recognisable letters and some can write their own first names unaided. Because the teacher provides alphabet mats, lower-achieving children are able to identify initial sounds and make good attempts to copy letters unaided. When reading together, all the children attempt to join in. A good number read confidently with the teacher, with one child commenting

that when the train went through the tunnel the little girl was able to see her “reflection” in the window because it was dark in the tunnel. They are beginning to use picture clues to anticipate words, for example “table”, and recognise some of the more commonly used words such as “went” and “the”. Higher-achieving pupils recognise rhyming words, such as *crunch* and *lunch*. All children are encouraged to enjoy reading activities through the guided reading and class story-time reading, where good quality books are used well by the teachers and nursery nurses.

Mathematical development

82. Teaching and learning are good, overall. By the end of reception, about half of the children will achieve the Early Learning Goals, with a small number of these children exceeding them. The numeracy strategy has been adapted and computer programs are well-integrated into the planning. These strategies consolidate successfully the children’s understanding of, for example, size, shape and ordering as they dress Teddy. Teachers provide for the systematic development of skills through a range of appropriate organised activities. In the nursery, practical activities like baking are used well to develop mathematical concepts. Children observe the teacher weighing ingredients, they count the eggs and the jelly beans to decorate the finished biscuits. The children use their feet and hands when measuring and this physical involvement enables them to understand more easily and to develop their understanding of the correct mathematical language. In reception, these activities are extended so that the children are able to order successfully three different lengths of material and use the correct mathematical language. They count with their teacher to ten. A minority is able to count to 100 successfully. Teachers encourage the children to think for themselves by making comparisons and estimating; for example, deciding how many teddies they think it will take to measure a given line.

Knowledge and understanding of the world

83. Overall, teaching is very good and children achieve well. Children enter the nursery class with basic general knowledge. They build on this knowledge to help them understand more about the place where they live and what has happened to them since they were babies. They can recognise and name a range of different fruits and vegetables, including onions and turnips. They can talk about some ways in which they are the same: such as they grow; and some ways they are different: such as they don’t taste or smell the same. They use simple tools and techniques competently and appropriately. A good example of this was when the children designed their own garden using a wide variety of materials. The children use the computer with confidence, often without supervision, and use the mouse for control. In reception, adults support children well in investigating their environment and encourage them to find out for themselves. A very good example of this was when reception children took part in an imaginary journey. There was a great deal of active learning using the outdoor environment. The children had previously made their own binoculars and cameras for the journey. There were very good opportunities for the children to work as a group and to develop their language skills as they discussed how they would make their journey. The planning and the activities embraced all the areas of learning. The children can select resources and use tools safely to construct and build. They have a good sense of how things join together and are often imaginative in the way designs can be improved.

Physical development

84. Teaching is good, and children achieve well. Most children are on course to achieve the early learning goals. The development of the outdoor play area and the priority given to this area of physical development by staff in the nursery class has been a major factor in helping the children to make good progress in the development of their physical skills. They can run, hop, jump, balance and climb using a good range of equipment. They very confidently use wheeled toys individually and in pairs. The children in reception have less opportunity to use the outdoor space for prolonged sessions, although staff try to ensure that there are daily opportunities for short sessions of outdoor play using such equipment as small balls and hoops. In lessons using the hall, the correct attention is paid to warming-up and cooling-down exercises with children, who make good use of space. The teacher has clear objectives and activities are well-planned to achieve these. The

children balance on benches of different widths and heights moving over, under and through the apparatus. They successfully stack the mats and put the benches away for themselves, showing a good degree of independence. Throughout the nursery and reception the teachers provide many opportunities in lessons to teach skills, such as cutting, sewing and threading, to help the children gain safe control of these finer movements.

Creative development

85. Teaching is good, overall, and children achieve well. About half of the children are likely to achieve the early learning goals. Teachers provide a good range of experiences for children to explore and experiment, using paint, coloured pens, crayons and collage materials. A good example of this is when nursery children working with the nursery nurse make individual three-dimensional pictures of their gardens. They employ a range of materials with imagination. One child explained quite clearly why he didn't have any flowers in his garden "because it was still winter". Children in reception develop their skills further when they design and make tiles. They compare and contrast their tiles with commercially made tiles and develop their skills using a tile cutter to cut out their template. They sing simple songs tunefully from memory when leading the infant assembly and match movements to music.
86. Base-line assessments are carried out thoroughly. There are many good pictorial records of the children's achievements well-annotated and attractively presented.

ENGLISH

87. Standards in English have shown a steady upward trend over the last four years and are now higher than at the time of the last inspection. Although the national tests taken by pupils at the end of Year 6 showed a marked dip in attainment last year, the school is able to show that this was because of the particular nature of this cohort, which included a high proportion of pupils with special educational needs. By contrast, pupils in Year 2 achieved particularly well in last years' tests, when reading was in line and writing well above national averages. Standards of work seen during this inspection show that although pupils enter the reception year with below average language skills, their skills are average by the end of Year 2 and above average by the end of Year 6. This represents good achievement throughout the school. There are no significant differences between standards achieved by boys and girls and all, including those with special educational needs, make good progress throughout the school.
88. A key element in the improving standards is the very positive attitude of the pupils towards their work. At both key stages, pupils' behaviour is invariably very good. In almost all lessons they listen well, try hard and co-operate together in a sensible and constructive way. To a great extent this is because teaching standards have improved since the last inspection and there is now much good and often very good teaching, particularly in Year 1 and at the top end of the school. In the best lessons, teachers' thorough understanding of the National Literacy Strategy enables them to set challenging and well-focused targets for all pupils. Good account is taken of previous learning, pupils are clear about lesson objectives, and new learning is constantly identified and reinforced. These lessons are lively, interactive and have good pace so that pupils' interest never flags and their concentration remains high throughout the lesson. Excellent use is made of strategies such as "brainstorming", where small groups discuss a particular problem amongst themselves, often for a very short time, and then report back to the class. Pupils are able to work independently on set tasks enabling the teacher or classroom assistant to focus help where it is most needed. Plenary sessions are used effectively, not only to reinforce and celebrate learning, but also to identify new targets and challenges.
89. Where learning is not as good it is because some of these elements are missing. Some teachers, particularly in the middle years, are not as confident in their subject knowledge and do not therefore communicate clear learning objectives to the pupils. Opening sessions to lessons are sometimes too long, leading to restlessness and loss of concentration. Pupils are left too long on tasks that are either too difficult or not challenging enough. Relationships between teachers and pupils are still very good and because pupils try hard progress is sound, but the excitement and high expectations of the best lessons is missing.
90. Standards in speaking and listening are about average by the end of Year 2 and above average by the end of Year 6. From the start, pupils are encouraged to talk freely about what they have been

doing or things that interest them. They listen to each other well and respond appropriately. The very good relationships established by teachers in these early years give all pupils, including those who are more reticent, the confidence to express themselves. By Year 2, they are talking with growing confidence in a range of situations and for different purposes. For instance, in a Year 2 lesson where the teacher was giving extra help to a group of middle-ability pupils, they were able to discuss what different characters in a picture story might be thinking or saying. By Year 6, many pupils talk and listen with confidence in a growing range of contexts. They are keen to express opinions about the effectiveness of different types and styles of writing. In a Year 6 lesson many were able to state clearly which type of finish to a story was most effective, for instance, looking to the future or linking back to the beginning of the story. They were able to talk in a precise way about which particular passages or words added tension to the story. In an assembly to which parents were invited, most read out or explained confidently work they had been doing in class and all, including those with special needs, were fully involved. In the regular small group "brainstorming" sessions pupils debate animatedly and are keen to put their point of view, but are equally adept at listening with respect to other opinions. In time set aside for reflection, such as Circle Time, pupils are given very good opportunities to discuss moral and social issues, such as alcohol or drugs.

91. By the end of Year 2, standards in reading are in line with national averages because pupils make good progress as they move through Years 1 and 2. By Year 2, many pupils recognise a range of commonly used words and are beginning to tackle previously unknown words with confidence, using their knowledge of letters and sounds gained through systematic teaching. Pupils not only read in whole-class and group reading sessions but also read regularly on an individual basis to teachers, assistants or parent helpers. When reading to their teacher in a Year 1 lesson, it was noticeable how eager and confident they were, and how willing to tackle new words. Pupils' confidence and motivation are significantly enhanced by this individual attention and by the extra help given by parents at home, and they make good progress. Progress after Year 2 is good for the more able pupils but only satisfactory for the middle and lower attainers. This is because such strategies as the regular use of shared texts in the literacy hour, and the wide use made of books for research, are very effective in promoting more advanced reading skills, such as scanning or deduction, but do not on their own give sufficient support to less confident readers. Attainment in reading in Year 6 is above average. Group and paired reading sessions, particularly for those given support outside the classroom, are effective, but individual books chosen by some of the less able readers are not always suitable and reading records do not focus on difficulties or areas for development. Some of these pupils, even in the top classes, still need regular individual support at school and, if possible, at home.
92. Standards in writing are average by the end of Year 2 and above average by the end of Year 6. This is partly because the school has put a greater emphasis on writing skills over the past few years and partly because highly skilled teaching, particularly in the later years, has accelerated progress. By Year 2, pupils are writing for a good range of purposes, such as stories, poems, news, lists and labels. Most are able to develop ideas in sentences and the more able can place full stops and capital letters correctly. Handwriting standards are variable, and although most can form letters accurately and some have learned how to join them correctly, they do not apply these skills consistently in their writing. Marking does not often focus on areas for improvement and, consequently, common mistakes are not corrected and progress is slowed. The writing of the more able pupils is sometimes untidy and they do not always take the pride in their work which is apparent in Year 1. However, spelling and grammar are developing well and their knowledge of words is good. A typical example of this good understanding was provided by a child who volunteered the information that football was a compound word because it was made of two shorter words.
93. Progress in writing is satisfactory in Years 3 and 4, but is then accelerated by some very good teaching in Years 5 and 6. Many pupils are writing in a range of forms for different audiences, for instance, in stories of different genres, in formal accounts or in play scripts. Vocabulary choices are often imaginative and chosen for dramatic effect. Many pupils have a very good understanding of the way authors use punctuation, repetition and a variety of sentence forms to create an effect such as heightened tension or humour. Their understanding of grammar is above average. In a

Year 5 lesson many were able to explain how embedded clauses or adjectives could be used to enhance a sentence, and skilled teaching ensured that by the end of the lesson most were clear about how pronouns are used. Handwriting and spelling are above average and they are using their writing skills well in other areas of the curriculum, such as history and geography. Marking is often of a high standard and encourages pupils to strive for yet higher standards.

94. The curriculum is well organised and the school makes good use of the national literacy strategy. The subject makes a good contribution to personal development, particularly through the very good promotion of speaking and listening skills. Information and communication technology is used well to support and enhance learning, and computers are used well in most literacy lessons. Teachers plan effectively for all abilities to ensure that the full curriculum is available to all. Good extra support is given to pupils with special educational needs, often in small groups outside the classroom, but teachers are careful to ensure that no part of the curriculum is missed on a regular basis. Very good use is made of teaching assistants and voluntary helpers through such schemes as the Right to Read volunteers and the Storysacks and Paired Reading projects. Resources are good, but because it doubles as a computer suite, the library is not freely available at all times. This restricts the opportunities for independent research, particularly for the older pupils. Leadership in the subject is very good. The two co-ordinators have a very thorough grasp of the strengths and weaknesses and have produced a good action plan which when fully implemented, should ensure that standards in English continue to rise over the next few years.

MATHEMATICS

95. Standards in mathematics are rising. Evidence from the inspection and school assessments confirms this improving picture. By the end of Years 2 and 6, most pupils are on course to attain the level expected for their age in this year's national tests, with a small number set to attain the higher levels. Overall, this represents above average achievement when their abilities are considered. Progress for pupils with special educational needs is good. Standards in numeracy are good throughout the school.

There are four factors readily identifiable as reasons for the improving standards:

- the implementation of the National Numeracy Strategy gives teachers clear guidance;
- in Years 5 and 6, pupils are divided into two ability sets and evidence from the inspection suggests that this allows teachers to focus more precisely on pupils' needs;
- the quality of teaching and learning throughout the school is consistently good and often very good, particularly at Years 5 and 6;
- pupils enjoy mathematics.

96. Pupils in Year 1 are developing mental strategies in their everyday work such as when finding which coins they should use to buy a toy car costing 5p. In Year 2, pupils build on this and most can recall confidently number bonds to 10 and some to 20. They complete addition and subtraction of two-digit numbers and check their answers by addition. In their investigative work, they apply this knowledge when finding the cost of furniture. Pupils' understanding of place value of numbers to 100 is good. Most pupils recognise the different characteristics of basic two-dimensional shapes, such as circles, pentagons and hexagons. In their work on directions they recognise quarter, half and full turns and rotate a shape about a given point. Younger pupils measure in non-standard units. By the end of Year 2 most pupils are ruling and measuring lines to the nearest centimetre and tell the time confidently on the hour, and at quarter and half past the hour.
97. Pupils in Years 3 and 4 continue to develop their mental arithmetic skills, secure in their recall of number bonds to 20 and multiples of 2, 4, 5 and 10. In fact, they are developing a good understanding of how mathematics works; for example, the commutative law and the importance of the decimal point and place value to avoid confusion when writing 6p as £0.06 rather than £0.6. They tally information and record this as a simple graph. Pupils in Years 5 and 6 are confident in using the four rules of number. For example, they apply the tests of divisibility to numbers to see which will divide exactly by 2, 4, 5, 10 or 100. The oldest pupils can add, subtract, divide and multiply large numbers accurately and use decimals, fractions and percentages to calculate answers. They apply these skills effectively when planning an imaginary holiday and convert pounds sterling to Italian lira. Pupils in Year 6 are also confident in their understanding of shape,

space and measurement, using formulae to find the area of shapes and the length of missing sides. They know the differences between acute, obtuse and reflex angles and draw them accurately. They interpret data and are confident in finding the mean, median, average and range of a series of values. In their work on probability pupils use vocabulary such as *likely*, *certain* and *impossible*.

98. In the most successful lessons there is a good level of interaction between pupils and teachers. Lessons are planned with a strong imaginative, practical and often competitive element, allowing pupils to learn at first hand. A good example was seen in Year 6, where pupils in the higher set worked in pairs and rolled dice to generate two decimal numbers, which when subtracted would give an answer within a given range. The challenging part was that one of the numbers had one decimal place rather than two, focusing the lesson very clearly on place value. Questioning is skilful and probes key areas, making pupils think. Teachers have high expectations of pupils' behaviour and, as a consequence, they respond well. There is extra support in 'Springboard' sessions and booster classes for individual pupils who need extra help to enable them to succeed.
99. Pupils' attitudes to mathematics are very good and they work hard, particularly in oral sessions when the pace is fast and the work challenging. In some lessons good use is made of information and communication technology, although this is not a regular feature in all teachers' planning. The co-ordination of mathematics is very good and this is also a contributor to the improvement. Parents are encouraged to be involved in their children's learning and the mathematics workshop held during the inspection week was well attended. The information gained from assessments is not fully used to target pupils, individually and in groups.

SCIENCE

100. By the end of Year 2 and Year 6, standards are average. Although standards declined in last year's national tests for 11-year-olds, overall, pupils achieve well. In some aspects, such as practical work, attainment is above average. Pupils, including those who have moderate or more complex learning difficulties, make good progress in their learning. There is no significant difference between the attainment of boys and girls. Pupils' factual knowledge is good and their investigative work is of a high standard.
101. Throughout the school, pupils use their literacy and numeracy skills well, to support their learning. They read successfully to carry out research, and write their findings in clear, legible and logical formats. Teachers develop good methods for pupils to record their findings simply. For example, work is often recorded in tabular or chart form to get to the essence of the scientific knowledge. Pupils also use their numeracy skills effectively to tally predictions and record numerical results. They use computers successfully to support their learning and to present their findings.
102. The school places great emphasis on pupils learning through practical experience. Teachers plan activities very effectively to build on pupils' previous knowledge and experiences. For example, Year 2 pupils explored electrical circuits to find how to make a bulb light. The activity was well planned and prepared. The teacher allowed the pupils to investigate for themselves. She intervened at appropriate moments to move individual pupil's knowledge and understanding forward at a rapid pace. The pupils worked in pairs very efficiently. They shared their ideas and discussed their predictions sensibly. Each pair worked at its own pace. Thus, learning was good and pupils achieved well. The high level of co-operation between pupils contributed very well to their social and spiritual development. They celebrated their successes and congratulated each other as bulbs lit up or buzzers buzzed. The practical nature of the lesson meant that pupils enjoyed themselves, while learning well.
103. Teachers constantly encourage pupils to use the knowledge they have gained from previous work, and apply it to the task in hand, so that they gain a better understanding of the science involved. All staff place great emphasis on getting the pupils to think things through and to use their knowledge from everyday activities to help them solve given problems. This was particularly evident when Year 6 was encouraged to use their previously gained knowledge of micro-organisms to investigate the conditions needed for yeast to become most active. Because they knew that yeast

makes bread rise, they made sensible predictions about what would make yeast work. They understood the concept of a fair test and, thus, conducted the experiment accurately. For example, they made sure that they had equal amounts of yeast in each test tube, before adding other ingredients. Results were good and gave rise to a good level of discussion between pupils.

104. The quality of teaching is good. Teachers' subject knowledge is good and they plan a very good variety of activities to extend and challenge pupils' learning. They focus on, and teach, the scientific vocabulary that pupils need. Hence, pupils explain their work accurately and talk confidently about predicting and testing their theories. They understand the notion of a fair test and predict outcomes carefully. Throughout the school, science is a lively and dynamic subject. This results in pupils being curious and interested in how and why things work, and they learn rapidly and to a good level.
105. The subject co-ordinators lead the subject well. They are enthusiastic and knowledgeable. They are aware of the need to monitor teaching and learning thoroughly and have plans to develop their role further. Resources are good and used well.

ART AND DESIGN

106. It was only possible to observe two lessons during the inspection and judgements are supported by evidence from examination of previous work, and discussion with pupils and staff. Standards of work are average throughout the school. This is a similar picture to the previous inspection and represents good overall achievement. Evidence from the variety of work on display and in pupils' sketch-books indicates that pupils, including those with special educational needs, achieve well. The recently implemented scheme of work promotes the development of practical skills and techniques as well as the appreciation of the work of a range of artists. All pupils develop their skills and gain a good understanding and enjoyment of art and design.
107. Teachers' skills and enthusiasm inspire pupils to enjoy the subject and take a pride in their work. Pupils mix paint to vary shades and tints successfully. They experiment with a range of techniques, such as wax resist and washes, and use a variety of media such as chalk, pastels and watercolours. They have worked with clay, experimenting with texture and have explored the use of a range of materials in presenting their work. In Year 1, pupils are beginning to appreciate the work of different artists' painting and printing techniques and this enables them to produce different patterns in their own work. For example, they make repeated pattern designs to form tiles, using press printing, inspired by the work of William Morris. There are gasps of pleasure when the teacher demonstrates the art of cutting a heart shape out of polystyrene.
108. By the time pupils reach Year 6, they have gained a variety of skills with which to work imaginatively, as well as good appreciation of particular styles and of artists like Leonardo de Vinci. They make comparisons between their work and that of others and make suggestions for improvement. They use their sketch-books well to explore and develop ideas. After a visit to Whitby, they refine and improve their sketches of the surrounding area. The computer is used to provide ideas and framework when, for example, Year 5 pupils designed art deco brooches.
109. Only two lessons were observed during the inspection. Scrutiny of teachers' plans of pupils' work and discussion with staff and pupils indicate that the quality of teaching is consistently good in all lessons. In one lesson observed, teaching was very good because the teacher used her very good knowledge and understanding of the subject to provide high quality interesting experiences from which the pupils learn well. As a result, they were very highly motivated. All staff are supportive and encourage pupils to develop their ideas. Through careful presentation of work, they raise confidence and self-esteem so that pupils take pride in their achievement. In some classes work completed at home is displayed, conveying very effectively the message to pupils that all work is valued. The teachers' planning shows clear objectives and well-focused teaching points, which support learning over time.

110. There are good links with other subjects; for instance, Year 2 pupils when learning about Diwali looked at Indian textiles and made their own symmetrical Diwali patterns. There are good opportunities to develop language skills, especially speaking and listening. For instance, in a Year 1 lesson, the teacher carefully demonstrated the technique of print press. She then asked a pupil to explain to the class what they had to do and then finally repeated the sequence, with a good number of pupils joining in. All pupils listen intently to check that they have fully understood because they are so very keen to produce good work. Studies in art make a good contribution to the pupils' own culture and that of other cultures; for example, Year 6 pupils study Aztec art whilst Year 2 pupils consider Aboriginal art.

DESIGN AND TECHNOLOGY

111. By the end of Years 2 and 6, pupils attain the nationally expected standards and this represents good achievement. The main improvement since the last inspection has been the development of a new scheme of work. The national guidance has been integrated into the existing arrangements so ensuring that pupils' knowledge, skills and understanding are built up as they move through the school.
112. Year 1 pupils use cardboard boxes to make models of houses covered with paper and then painted. A more extensive variety of materials such as dowel, plastic tubing and string are used to make windmills. By Year 2, they produce more detailed models; for example, wheeled vehicles with axles supported by triangles for strength. They use tools, such as scissors, glue and needles, with confidence to make scarecrows. Little evidence was seen, however, of pupils planning their designs or evaluating their work.
113. In Years 3 and 4, pupils investigate strong structures as part of their topic about bridges. They use straws, paper plates and cotton reels to make a spinning roundabout. The planning process becomes more formalised and pupils produce detailed designs on paper. For example, when designing a container, such as a purse, they include the materials to be used, such as yellow and green felt and wooden buttons and that they will be joined using a blanket stitch. Subsequent drawings give details of measurements. The result is that the finished article is true to the original design. Their designs for a cracker to hold sweets are equally detailed, with shape, colour, and packaging with a sequence sufficient to guide the making process.
114. Years 5 and 6 pupils design and make the 'perfect' biscuit. Evaluation plays an important part in the design process by considering cost, flavour and texture in similar products. *"The sandwich wafer was best because the chocolate melted in your mouth."* By the end of Year 6, pupils know that the quality of a product depends on how well it is made and how well it fits the purpose. This was seen when making a chair to support the weight of one pupil and their designs show the results of different tests, for example, paper tubes to test its strength.
115. With only two lessons seen, it is not possible to give a firm judgement on the quality of teaching and learning, but it was good in the lessons seen. From talking to pupils, it is clear that they enjoy designing and making. A useful contribution is made to pupils' social and cultural development. They are given good opportunities to collaborate and when comparing bread products, look at those from other countries, such as croissants, naan and pitta bread. Management of the subject is good, and the co-ordinator is keen to improve standards further; for example, through the increased use of the school's good stock of construction kits, developing more formal assessment and the increased use of information and communication technology. As part of these developments there is also a need to develop a common format for pupils formally to record their ideas so that they cover all the stages of the design process and understand how it works. In particular, in the classes with younger pupils, there are too few chances for pupils to evaluate their work to see how it can be improved or how it compares with similar products. Older pupils have too few chances to use resistant materials in order to develop their skills further.

GEOGRAPHY

116. Very little geography was observed during the inspection because the subject alternates with history, which most classes were covering at the time. Nevertheless, evidence from looking at the planning and talking to pupils and staff indicates that standards are in line with expectations at both key stages. This matches the findings at the last inspection, although there have been improvements since then, particularly in the planning, and the quality of work with the older pupils. Pupils make sound progress throughout the school, so achievement, overall, is satisfactory.
117. By Year 2, pupils are able to make simple plans - for instance, of their route to school - and to describe key features from their own observations. They are beginning to show awareness of places beyond their own locality, such as places they have visited when on holiday. They understand that some countries are a long way away and that different forms of transport can be used to get there. They are beginning to recognise and make observations about some of the features that give those places their character, and make them different from things nearer home. They are starting to use maps and most can point out some of the important places on a world map.
118. By Year 6, pupils are comparing the physical and man-made features of various localities and explaining some of the differences. They recognise that different environments affect the lives people lead and that they may seek to sustain or improve their environment. In their work on mountain environments, Year 6 pupils are considering the positive and negative effects that tourism can have on these places, and many are able to put forward well-considered arguments for and against. By this age, they are carrying out independent research using information books, maps and the Internet, and are working well together in groups to prepare a presentation for the rest of the class or sometimes for a special assembly. Year 5 has looked at the effect the building of a new store has had on the area. They have carried out surveys and sought opinions from customers and staff. Overall, pupils are experiencing a much richer range of learning opportunities than at the time of the last inspection.
119. Pupils' attitudes are good. They listen well and try hard to respond to teachers' questions. They work well together in pairs or groups and by the later years show great maturity in the way they can carry out independent research and explain their findings to others. Boys and girls work well together and all pupils, including those with special educational needs, are fully included in all activities. These include a good range of enrichment activities such as out-of-school visits, and investigations of places locally and further afield. For example, some have visited the Kelham Island resource centre where, among other things, they looked at the River Don from source to sea. Different years have residential visits to places such as Lincoln, Whitby and Edale where activities include map-reading and orienteering. Year 6 is planning a visit to France later in the year.
120. The teaching seen in Year 6 was good because the teacher had good subject knowledge and a thorough understanding of what she wanted the pupils to know and understand. Learning objectives were made clear to the pupils, and she had high expectations for their behaviour and their ability to express their thoughts clearly using correct geographical language. Good use was made of information and communication technology with pupils able to work confidently and independently on computers. Numeracy skills are used well in the older classes, for example, in surveys and graphs of such things as the height of the snowline on different mountain ranges. Scrutiny of pupils' work reveals that all teachers are not as confident in their subject knowledge. Marking could sometimes do more to extend the pupils geographical understanding and tasks are not always appropriate for different abilities. The work is often used well to enhance literacy skills but objectives for new geographical learning are not always clear.
121. Leadership in the subject is good. A published scheme is now used throughout the school, and the co-ordinator has begun to adapt it so that it is more relevant to these pupils; for example, by introducing a unit to study the local supermarket and one to look at Hull as a contrasting locality. Resources have been collected for each unit of study and are now satisfactory, but some, for instance maps and atlases, are out of date and need replacing. She has made a start on collecting and levelling pieces of work from each class and this now needs to be continued so that expectations for skills and understanding are made clear for each age group. There is a good

action plan for the subject, which when fully implemented should ensure that standards continue to rise.

HISTORY

122. Standards at the time of the last inspection were found to be in line with expectations at the end of Years 2 and 6. This is still the situation, although the curriculum and planning have improved and some of the work, particularly in the upper years, is of a good standard.
123. By the end of Year 2, pupils are showing their developing understanding of the passing of time by using appropriate vocabulary and placing events in order. For instance, in their work on famous people, many are able to say that Florence Nightingale lived a long time ago and Archimedes a long time before that. They can compare different lives and recognise that their lives are different from those in the past. In Year 1 they have looked at old houses and drawn and labelled old and new toys, identifying which is which. In Year 2, pupils have imagined themselves to be in London at the time of the Great Fire, and some of the more able have been able to describe clearly how they might have felt.
124. By Year 6, pupils have a much wider knowledge of aspects of the history of Britain and the wider world. They are able to describe some of the main events, people and changes, the reasons for those changes and the effect on peoples lives. For example, they have described the effect on the Aztec people of the Spanish conquest and written about events from the point of view of the conquered and the conqueror. In their work on the ancient Greeks, they have looked at evidence to help them to decide if there is any truth in Greek legends such as Theseus and the Minotaur. Year 4 pupils are studying the Second World War and are looking at how different kinds of evidence can increase our understanding; for instance looking at a ration book or studying a text to decide whether it was written at the time or later. Another class was imagining how it would have felt to be an evacuee, and some pupils were able to describe feelings such as excitement, sadness and loneliness with great sensitivity.
125. Throughout the school, teachers are conscious of the need to include all pupils in the activities, and where some are withdrawn for extra help they make sure that they catch up at a later time. In some lessons, different tasks are set for more and less able pupils, but where this is not the case teachers and classroom assistants usually manage to give extra help where it is needed, particularly to pupils with special educational needs. Behaviour in the lessons seen was invariably good, and where the activities were interesting and well-targeted for the different abilities, behaviour was very good. In most lessons, pupils are constantly encouraged to express opinions and explain their reasoning. In this way the subject makes a good contribution to speaking and listening skills, and to personal development.
126. Teaching at both key stages varies from satisfactory to good, and is good, overall. In the better lessons the teachers were confident in their subject knowledge and shared clear learning objectives with the pupils. They were rigorous in identifying the particular skills as well as knowledge that they wanted the pupils to learn. In their marking of written work these teachers show a good understanding of the particular historical skills they are encouraging the pupils to acquire; for instance, comparing and evaluating different sources of evidence. Where teachers are less confident, the lessons sometimes lack focus and the written tasks become just another story writing exercise. This can make a good contribution to literacy skills but does little to extend historical understanding.
127. History is well led and managed by the co-ordinator. The school is now making use of a published scheme, which is being adapted to make it more relevant to pupils in the school. Topic boxes containing resources, schemes and assessment sheets are being developed, as is a database of history websites for use in each year. The curriculum is very well enriched by such activities as Victorian or Viking days, by visitors who come to talk about their own experiences and by trips to local museums and places of interest. There is, however, room for improvement in the way displays are used to inspire interest and to celebrate pupils' work. There is a good action plan that outlines

some of the areas for development in the subject. The co-ordinator has begun to collect and assess pieces of work from each year group, and the priority now should be to continue this process so that all staff become fully aware of the skills and understanding that can be expected from each age group in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Information and communication technology has a high priority. Currently, standards of attainment at the end of years 2 and 6 are satisfactory, with a small number of pupils, particularly at Year 6, attaining a higher level. The co-ordinators and headteacher know that the potential is there for further improvement. They are actively engaged in further improving resources and extending the school's accommodation. Ambitious plans, in terms of new laptop computers and other hardware, and the Classroom of the Future initiative, have been agreed and are scheduled to be in place later this year.
129. Pupils in the infant classes are becoming confident when using computers. In Year 1, they use a word processor to make word lists of fruit and write simple sentences such as "I am swimming". Older pupils use their developing skills to present work about themselves and use the keyboard to delete mistakes and change the font and its size. They add clip-art to give their work more impact. Year 1 pupils use art packages confidently to draw pictures of houses, showing good mouse control when adding the windows. With a lot of help from their teacher they send e-mails to pupils in other schools. By Year 2, pupils enter their personal details in a prepared database and print out their results in a graph. In control, they program a floor robot to move forwards, backwards and to turn through a right angle.
130. Junior-aged pupils build on their earlier experiences. In word processing they alter the type, colour and size of font for best emphasis, and cut and paste when editing text. Work is saved on individual files for alteration later. Year 6 pupils produce a well-presented and colourful news sheet, with headlines such as "MIRZAS GO CHRISTMAS CRACKERS IN MANCHESTER" and import photographs of celebrities such as Kylie Minogue and their teacher. The tools in art packages are used to draw pictures. Pupils collect information about rationing in the Second World War from databases and use it answer questions such as, "who missed chocolate?" Older pupils use spreadsheets and add simple formulae to find the average of outcomes of a coin being tossed. CD-ROM-based encyclopaedias and the Internet are used to develop their personal research skills, for example, to find more about Space. The older pupils send e-mails to other schools. Pupils build on their earlier experiences, using control equipment, so that by Year 4 they confidently design patterns using a series of repeated instructions. By Year 6, pupils use sensors to enhance their work in other subjects. In science, they monitor the rise in temperature at minute intervals to compare the effectiveness of salt, and salt and sand in melting ice. A small group of Year 6 pupils, with the aid of their teacher, used a digital video camera to record on CD highlights of their residential visit to Edale.
131. As few lessons were seen, it is not possible to make an informed judgement on the quality of teaching and learning. However, all teachers are confident in teaching information and communication technology and it is clear that pupils enjoy working with computers. Overall, resources are good. All classes have at least two multi-media computers. These are backed with other hardware, such as a digital camera and scanners. The interactive whiteboard is an essential tool in the school's approach to teaching groups of pupils' information and communication technology skills. These are subsequently developed on computers in the classroom. At the moment these are adequate, but the imminent arrival of new wireless laptop computers, sufficient to enable pupils in each year group to work in pairs, will increase these learning opportunities dramatically and have the potential to deepen pupils' knowledge, skills and understanding. The "Classroom of the Future", with interactive whiteboards, wireless laptop libraries and science and technology hardware, will allow for maximum creativity within the learning environment, particularly for gifted and talented pupils. Information and communication technology is used satisfactorily to help pupils with special educational needs develop their literacy skills. Samples of pupils' work are kept to track their progress but the co-ordinators recognise that a more formal approach is needed.

MUSIC

132. Good quality music plays an essential part in the life of the school and makes a major contribution to the spiritual development of the pupils. Well-chosen music is used particularly effectively in assemblies, to extend pupils' knowledge of composers and musical styles. Standards have been maintained since the last inspection. They are in line with the expectations of the National Curriculum by Year 2 and exceed expectations by Year 6.
133. The school covers the composing and performing elements of the subject well, enabling pupils to reach good standards consistently. This was particularly evident in Year 5, when pupils composed an accompaniment for the playground raps and chants that they had written. They used percussion and keyboards to provide a rhythmic background for their performances. Teachers plan work to allow pupils to build on their previous skills. For example, in Year 6, pupils extend the work done in Year 5 and use an ostinato pattern to accompany songs and chant. During one lesson, pupils performed a song in parts; one group singing, one chanting, while they accompanied themselves using the ostinato that they had composed.
134. Pupils receive a wide range of musical experiences and learn very well. Throughout the school, the quality of teaching is good. Pupils make good progress in developing their musical skills. Teachers adopt an enthusiastic approach and encourage pupils to participate fully in lessons. They work with pupils to develop listening and performing skills, encouraging pupils to co-operate, persevere and enjoy their work. Consequently, pupils respond very well to the good levels of teaching and enjoy lessons.
135. Pupils sing with gusto. Younger pupils sing a good variety of songs and rhymes. They enjoy familiar tunes and words. Older pupils sing tunefully, with clear diction. Teachers use correct technical language in lessons. This means that the pupils discuss their work using accurate terminology, such as texture and rhythm, and hence, enhance their understanding of musical structures.
136. The school offers pupils opportunities to learn to play a variety of instruments. It has a good working relationship with the peripatetic music service, which provides violin lessons. The headteacher also teaches clarinet. The contributions made to assemblies and productions by the pupils who take up these opportunities are greatly valued.
137. The subject leader manages the subject well. She has a clear view of how she would like music to develop. Resources are good for the current curriculum. They are used well and stored to be easily accessible for all classes. The subject makes a good contribution to pupils' spiritual development because they use their singing skills well in assemblies. It also adds much to pupils' cultural development because they listen to music from other traditions and they use, and become familiar with, instruments from around the world.

PHYSICAL EDUCATION

138. Pupils in Year 2 attain standards in line with national expectations. In Year 6 they exceed them. Pupils achieve well. The reasons for this good achievement are:
 - the good quality teaching;
 - the broad and challenging curriculum;
 - the good range of out-of-school activities in which pupils can practise and improve their skills.
139. By Year 6, a significant number of pupils achieve good standards in games, swimming and athletics. Assessment of pupils' performance is a strong feature of lessons seen. This helps to explain to pupils how they can improve the quality of their work and is important in maintaining good standards. The school provides for its older pupils to participate in a wide range of outdoor and

adventurous activities at a residential centre. It provides a number of out-of-school sporting activities. The curriculum is currently based on national guidelines, which the subject leaders keep under constant review. A very profitable association with the local secondary school, and participation in a national development programme, has brought about improvements in staff training and curriculum co-ordination. There is equal opportunity for pupils of all abilities and from all backgrounds to learn well. The school is well-placed to bring about further improvement.

140. Throughout the school, pupils learn effectively about the importance of warm-up when taking part in exercise. They understand very well the heart's function and the health-related benefits of exercise. Teachers teach pupils about the value of health and safety; for instance, how to bend the knees when landing after jumping with feet together. Pupils learn to play games and understand the need for rules. In school swimming lessons, older pupils develop their water competence via a series of exercises designed to improve their basic swimming strokes. By the time they leave the school, the vast majority of pupils achieve the national standard of swimming of twenty-five metres unaided. School teams participate in festivals and competitive sporting events against other schools.

141. The majority of pupils make good progress as they develop and improve their skills and there is equal access for all to all activities. Progress in dance lessons leads to an appreciation of space, refinement of movement and improvements in physical control. In athletics, pupils benefit from a range of well-thought-out activities, each designed to offer them further challenge. Both boys and girls have the chance to make progress in developing appropriate skills in out-of-school coaching activities, such as the soccer sessions organised by local professional clubs.
142. Pupils respond well in physical education lessons. They enjoy their lessons. They participate fully and high levels of enjoyment are evident in all the activities seen. Pupils work hard to develop their skills and work well co-operatively during group and team activities. They are happy to demonstrate and take pride in their accomplishments.
143. The quality of teaching is good. In the most effective lessons, teachers demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. They give the pupils well-thought-out opportunities to practise and to improve. Activities are well planned and ensure the progressive development of skills. They have a high level of challenge, which inspires pupils to work hard. Teachers are determined to achieve high standards and urge pupils to give of their best. They make particularly good use of pupil demonstrations to assess performance and to help pupils to improve. Teachers manage their pupils particularly well and lessons move on at a good pace, ensuring that pupils do not become bored.
144. The school has good facilities for physical education with a large well-equipped hall, hard play areas and joint use of a large playing-field.

RELIGIOUS EDUCATION

145. It was only possible to observe three lessons during the inspection, and judgements are supported by evidence from examination of previous work, discussions with pupils and the co-ordinator. Standards of work are average throughout the school in relation to the expectations of the locally agreed syllabus. The previous inspection found that standards were above average in Year 2 but average in Year 6. Despite the apparent drop in standards by Year 2, evidence suggests that all pupils, including those with special educational needs, achieve well.
146. Teachers use Bible stories well so that, by Year 2, pupils are aware of some of the better known stories from both the Old and the New Testaments. They widen their knowledge of Christianity through visits to local churches. Because the teacher deliberately targets vocabulary associated with churches, the pupils extend their range of vocabulary with about half the class able to explain, for example, what a lectern is used for. Lower-achieving pupils were all able to remember what a font was used for, with many having been to a christening ceremony. Throughout the session, the pupils participated well. There was also a sense of hush and respectfulness, because the teacher had set the scene well. Her careful tone of voice as she recapped about the visit led to one pupil commenting in an awed voice "it was massive, it was right right big".
147. By Year 6, pupils understand that there are many different faiths on the world. They know that, though each faith has its own belief, many are similar to those found in Christianity. When looking at 'Worship and the Community', the lesson is extremely well planned to involve all pupils. They all participate fully and establish a very good understanding of exploring an initiation ceremony as a means to testing their readiness to be treated as an adult in the community. The teacher skilfully links their thoughts back to religious communities and the promises of commitment to God as well as to the community, following the rules and traditions of that community. This very good teaching made the pupils think deeply and consider their responsibilities carefully. This lesson made a very good contribution to the pupils' spiritual, moral, social and cultural education. The teacher, through her involvement with individual pupils, built up their self-confidence and indeed their maturity. Although pupils make satisfactory overall progress, the quality of the teaching varies from class to class and this results in unevenness in achievement.

148. Teachers sometimes combine the two year group classes to teach religious education. In the Year 1 lesson observed this happened and was a good experience for the pupils. Their behaviour was very good. They listened and made very good contributions to the teacher's questions, showing very good recall of the visit to church the previous week. They listened carefully to one another's responses, adding to them when they felt that it was necessary. This was a particularly good session. When discussing the relevance of candles in church, because the teacher asked questions skilfully, about half the pupils were able to associate the light from the candle with the light surrounding Jesus.
149. The subject is well managed. The curriculum planning is effective and incorporates the locally agreed syllabus and a national scheme of work. There are good links with other subjects, an example being art. Pupils practise their use of line and tone when sketching from a selection of crosses and crucifixes. The teacher takes the opportunity to link the crucifixion to Easter and the origin of the Easter egg, the symbol of new life. Subject resources are good, but there is little evidence of the use of information technology, other than to assist teachers with resources. Priorities for development are clearly identified in the school development plan.