

INSPECTION REPORT

NETHERTHORPE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107043

Headteacher: Mr J H Keighley

Reporting inspector: Mr J White
17242

Dates of inspection: 25th – 28th November 2002

Inspection number: 246641

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 and Junior School

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Netherthorpe Street
Sheffield

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Robinson

Date of previous inspection: 27th June 2000

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|------------------|----------------------|--|---|
| 17242 | Jeff White | Registered inspector | Science; art and design; design and technology; equal opportunities | What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 14178 | Patricia Willman | Lay inspector | | 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? |
| 17454 | Brian Aldridge | Team inspector | Information and communication technology; physical education; religious education; special educational needs | How good are curricular and other opportunities? |
| 23453 | Carole Cressey | Team inspector | English; geography; history | English as an additional language |
| 20911 | Judy Dawson | Team inspector | Mathematics; music; Foundation Stage | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is below average size with 176 pupils in the main school. There are 22 full-time equivalent children in the nursery, which provides part-time provision in the mornings and afternoons. Thirteen children are in the reception class. Children are admitted into the reception year either at the beginning of the autumn or spring terms. The school population is a very wide ethnic mix drawn from over 20 different nationalities; at least 10 different languages are spoken. White British pupils form the largest ethnic group with pupils from Somalia being the next largest. The main languages other than English are Somali and Arabic. Attainment in English, on entry to the main school, is well below average. Over 60 per cent of pupils have English as an additional language and some have never attended a school before joining this one. Fifty-two pupils are at an early stage of English acquisition. Pupil mobility is extremely high at over 80 per cent per year. Many refugees are housed in the school's catchment area and children of overseas students at the university also attend the school. Pupils are also admitted from a local temporary housing refuge. Eligibility for free a school meal is well above average. Seventy-three pupils are identified as having special educational needs, a figure also well above average. Three pupils have a statement of special educational need. At the time of the inspection about half of the pupils were fasting each day because of the Muslim festival of Ramadan. The school is involved in a number of local and national initiatives including Excellence in Cities, the raising attainment pilot and links with Beacon schools.

HOW GOOD THE SCHOOL IS

Netherthorpe Primary School is a good school that copes well with the several challenges it faces, not least the considerable pupil mobility. Although pupils rarely reach average standards in English, mathematics and science, they make good progress during their time in the school because much of the teaching is good. Most pupils achieve well overall and in some subjects achievement is very good. The headteacher's leadership is strong and he is well supported by staff, parents and governors. Pupils usually behave well and are interested in their learning. The school gives good value for money.

What the school does well

- Pupils in Years 1 to 6 achieve well because the teaching and learning are good
- The school's commitment to equal opportunities is considerable and as a result the school is a very harmonious community
- Strong leadership and good management have helped the school to improve quickly
- Links with the community are very effective and parents' views of the school are very positive

What could be improved

- Teaching and learning in the nursery and reception year
- Pupils' skills in speaking, listening and writing

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 June 2000 and because of its improvements was taken out of special measures. It has continued to improve well. Achievement is now good overall in Years 1 to 6 and pupils' progress is better over time and in lessons, especially in information and communication technology (ICT). Overall teaching in these year groups was mainly satisfactory at the time of the last inspection and is now good. Notable improvements have also been made in the governors' and headteacher's evaluation of the school's work, curriculum planning and the use of assessment findings to track pupils' progress. Provision for the most able pupils has also improved. Although the curricular co-ordination between the nursery and reception class has improved there are weaknesses in the quality

of education provided. In Years 1 to 6, standards have risen across the curriculum but in speaking, listening and writing they still need to rise more quickly. The school met its statutory targets in 2002.

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 |
| | 2000 | 2001 | 2002 | 2002 |
| English | E* | E* | E | C |
| mathematics | E* | E | E | C |
| science | E* | E* | E* | D |

| Key | |
|--------------------|---|
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| Well below average | E |

The school's average points score in English, mathematics and science has improved since 2000. Most improvement has been made in mathematics and science, although in 2002 the school's performance remained similar to results in the lowest five per cent of schools nationally. The trend in the school's overall performance, since 2000, has been better than the national trend. In many respects, comparison with the performance of other schools has to be treated with great caution because the school faces distinctive challenges. Pupil mobility is very high, nearly a third of pupils are in the early stages of English acquisition and an above average number of pupils have special educational needs. In the current Year 6, standards are well below average in English and mathematics and they are below average in science. However, pupils have made good progress and they achieve well, even though many of them did not enter the school at the usual time of admission.

In the 2002 national tests for pupils in Year 2, the school's overall performance was low but this year group's prior attainment was particularly poor. Standards in the current Year 2 are below average in English, mathematics and science but pupils' achievement is good. Standards in ICT are rising and they are now satisfactory in Year 2; the school's improved provision has not had enough time to significantly affect standards in Year 6 which remain below what is typical for pupils of this age. Nevertheless, Year 6 pupils have made good progress. Standards in religious education, geography and history are broadly satisfactory in Year 2 and Year 6 and pupils have achieved very well in their knowledge and understanding. Standards in art and design are satisfactory and there is some good work. There was not enough evidence to evaluate standards in design and technology, and music. In the work seen in physical education in Year 2, standards were satisfactory; the subject was not observed in Year 6. Overall standards have improved since the previous inspection mainly because of better curriculum provision, improved assessment arrangements and better teaching. There is scope to improve, with more urgency, speaking, listening and writing. Children in the nursery and reception year are not achieving satisfactorily because there are weaknesses in their learning.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Attitudes are good overall. |
| Behaviour, in and out of classrooms | In general, pupils behave well. |
| Personal development and relationships | In Years 1 to 6 relationships are good and are especially harmonious between pupils of different ethnic origin. Personal, social and emotional development is unsatisfactory in the nursery and reception year. |
| Attendance | The attendance rate is below the national average but is improving. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Unsatisfactory | Good | Good |

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

The teaching in Years 1 to 6 is good overall and was very good in about a quarter of lessons. Basic skills in English and mathematics are taught thoroughly and pupils are given regular opportunities to use their literacy and numeracy skills across the curriculum. More rigorous attention is now needed to improving pupils' speaking, listening and writing. Key strengths in the teaching include clear learning objectives, meeting the range of needs well and good subject knowledge. Pupils' learning is good overall and often characterised by enthusiasm and interest. In the best of the teaching pupils are well aware of how much they have learned. Teachers' attitudes to the range of ethnic groups represented in the school are very positive. Teaching in the nursery and reception is sound in creative development but unsatisfactory in other areas of learning because children are making very little progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | The quality and range of learning opportunities are good in Years 1 to 6. |
| Provision for pupils with special educational needs | Provision is good overall and very good in Years 3 to 6. |
| Provision for pupils with English as an additional language | Provision is good and pupils make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision is good. |
| How well the school cares for its pupils | The quality of care is good overall. |

The school works well in partnership with parents and their views of the school are very positive. The newly appointed learning mentor is making a significant contribution to links with parents and the fostering of pupils' personal development. Although the activities in the nursery and reception class are well organised and interesting, the planning does not identify what children of different ages or abilities need to learn. Supervision of children at play in the nursery and reception class is not good enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher gives strong leadership and is supported well by staff. Management is good. |
| How well the governors fulfil their responsibilities | Governors are well involved in helping to shape the school's direction. |
| The school's evaluation of its performance | In general, the school's performance is evaluated well and action is taken as a result. |
| The strategic use of resources | Financial resources are used well to help pupils improve their achievements. |

Staffing, accommodation and resources are adequate overall. Staff cope well with accommodation that has several weaknesses. The headteacher, governors and staff have shown a strong commitment to improving the school. Monitoring of children's learning in the nursery and reception has not been rigorous enough. Governors apply the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> Children like school, are making good progress and behave well Teaching is good and children are expected to work hard The school is well led and parents feel comfortable about approaching the school with questions or a problem | <ul style="list-style-type: none"> Some parents would like more homework Some would like to be better informed about their children's progress |

Parents are particularly pleased with the school's attitudes towards its ethnic and cultural diversity. Inspection evidence supports parents' positive views. Inspectors also agree that the provision the school makes to ensure that parents have good information about their children's progress, and particular strengths and weaknesses in their learning, is an area for development. The provision for homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Pupil mobility is very high and often reaches 80 per cent or more each year. Most pupils, at whatever time they enter the school, have well below average attainment in English. The pupil turnover, in addition to the high proportion of pupils who are learning English as an additional language (EAL), and the above average number of pupils with special education needs (SEN), present the school with considerable challenges. Inevitably these factors have a significant effect on the school's results in national tests. It is also very difficult for the school to decide on its statutory targets with any great confidence. The rise in standards in Year 6 results since 2000 therefore represents good achievement on the school's part, even though standards are well below average overall. A key inspection finding is that in Years 1 to 6 pupils achieve well, irrespective of how long they have been at the school. Progress and achievement are better than at the time of the last inspection because of improvements in teaching, learning, planning and assessment.
- 2 Although the school has developed a good program to help improve pupils' speaking and listening it is not being implemented thoroughly enough and therefore standards are not as high as they could be. Teachers provide lots of opportunities for pupils to listen and talk but pupils are not consistently encouraged to use correct English when responding to questions. As a result pupils are not developing and refining their use of oral English quickly enough. A significant number of pupils who enter the school have little or no English and receive additional support to help them have full access to the curriculum. Although the support is effective and helps the pupils to make progress they also need greater challenge in their spoken English.
- 3 Pupils throughout the school read for a variety of purposes and because of good teaching of basic skills they are achieving well and making good progress. The good teaching is helping standards to rise quickly. Pupils use fiction and non-fiction books well and the improved use of information and communications technology (ICT) has added breadth to their reading.
- 4 Opportunities for pupils to write independently have improved. They now write for a good range of purposes and audiences. Chances to write in subjects other than English are well planned and include science, history, geography and religious education. However, the standard of most pupils' written English is held back because pupils do not use punctuation and grammar as well as they could do. These features of their writing are not sufficiently monitored and corrected, especially when pupils write across the curriculum.
- 5 Good teaching and planning have helped achievement to improve in mathematics. Generally, pupils' work is well matched to their needs. Pupils' achievement is helped considerably by their knowledge of their own learning. Effective marking ensures they know how much progress they have made and what they need to do to improve their performance. Standards in science, although below average, are better than in the national tests. Regular opportunities to undertake scientific enquiry are helping pupils to achieve well. Pupils record their findings from investigations in a range of forms but their below average skills in speaking and writing restrict their ability to explain their thinking.

- 6 The use of a good scheme of work, more and better computers, teachers' good subject knowledge and targets for individual pupils are all reasons why standards and progress have improved in ICT since the last inspection. Standards have improved particularly in Year 2. In Year 6, pupils have not had enough time to catch up. In general, there are still not enough computers for pupils to practise their skills immediately after they have been taught directly. The school's plans for a computer suite should improve this situation.
- 7 Pupils achieve especially well in geography, history and religious education. They make very good progress in geography and history because of good teaching and an interesting and well-planned curriculum. These features have helped them to develop sound geographical and historical knowledge and understanding. In religious education, the opportunity for pupils to value and share each other's religious customs and practices contributes significantly to their progress and achievement. Although pupils in all three subjects record their work in a range of forms their poor use of punctuation invariably makes written communication less effective than it could be. A good range of work and effective displays of pupils' work help achievement in art and design. In Year 2 and Year 6, there was not enough evidence to evaluate overall standards and achievement in design and technology, music and physical education. In the work seen, standards were typical for pupils' ages. The school records indicate that by the end of Year 6 pupils have made good progress in swimming and many reach the standards expected.
- 8 Pupils with SEN make good progress in meeting the targets in their individual education plans (IEPs) They achieve well because they are well supported by learning support assistants and teachers and learn spelling rules and letter sounds systematically. This helps them with their writing and their reading. At times pupils do not spell words correctly but their attempts are always plausible and are based on the spelling rules they have learned. Their work is planned well and based on carefully structured IEPs that have been drawn up after discussions between teachers, teaching assistants, parents and the pupils themselves. Those pupils who learn at a much slower rate than others are given considerable help.
- 9 Half of the current pupils in Year 6 did not take the national tests for seven-year-olds at this school. Of those that did, the high attainers have made particularly good progress in reading. There are some differences in the standards reached by the major ethnic groups. For example, White British and White British/Black Caribbean pupils tend to attain the highest standards in reading. However, Somali pupils, many of whom had no previous experience of schooling achieve just as well.
- 10 Children in the nursery and reception Year make unsatisfactory progress overall because the teaching does not sufficiently help them to learn. Few have made the progress they should and their achievements in communication, language and literacy, mathematics and personal and social development are well below expectations for their age. Their physical development and their knowledge and understanding of the world are below average. Most children should achieve the early learning goals for some aspects of creative development by the time they join Year 1 but they are not on course to achieve them in other areas of learning,

Pupils' attitudes, values and personal development

- 11 Pupils, including those with SEN and those who are learning English as an additional language, have good attitudes to school. They respond well to the good spiritual, moral, social and cultural values promoted by the school and most develop into

sensible and sociable individuals. Their attitudes and values make a strong contribution, not only to the school's happy and supportive community, but also to their academic progress. The good quality of these aspects of pupils' development has been maintained well since the last inspection.

- 12 Because many of the activities planned for the children in the nursery and the reception class lack clear purpose, the children's attitudes to school are not as positive as those in the rest of the school. They enjoy playing with the toys and games and, with adult help, they learn to share and co-operate. Their behaviour is satisfactory overall. However, because simple routines are not clearly established, the children do not always understand how they are expected to behave and there are times when their behaviour causes concern for their safety. Although the children generally get on well together and have a good relationship with the adults who work with them, their personal development is not as good as it could be. There is insufficient emphasis on encouraging independence, self-reliance and individual choice and, as a result, the children's ability to organise themselves, take responsibility and use their initiative is not well developed.
- 13 Most pupils in Years 1 to 6 take part in all aspects of school life with good levels of enthusiasm and interest. Those parents who expressed an opinion prior to and during the inspection consider that their children like school and the pupils themselves confirmed this view. The majority of pupils try hard in their lessons and are very receptive to new ideas and experiences. Most listen carefully to their teachers and are keen to set to work on their tasks. They particularly enjoy working with the computers, sometimes continuing this work into the mid-day break. They like the practical and creative aspects of their art lessons, responding well when encouraged to experiment with colour and texture. Because pupils with SEN and those with EAL are provided with good support, they take a full part in school life. This promotes understanding and tolerance and enhances the life of the school community. For example, in a Year 4 mathematics lesson the excellent support provided by the classroom assistant enabled pupils to make significant progress in their understanding of the language of time. In assembly, a group of Year 6 Muslim boys and girls gave a presentation on aspects of their faith and pupils learned about the significance of Ramadan. Those pupils who attend the Breakfast Club arrive very promptly and thoroughly enjoy the breakfast, the games and the calm and sociable atmosphere. The planned expansion of this club is eagerly awaited.
- 14 Pupils' behaviour in lessons, around the school and in the playground is good overall and this confirms the view expressed by parents before and during the inspection. There have been no exclusions in recent years. Most pupils respond positively to the school's expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. They comment that the rewards for good behaviour are valued and that they try hard to achieve this recognition. They move about the school sensibly and take care of the environment, resources and each other's belongings. Litterbins in the playground are used for the fruit peelings and cores and pupils tidy up the playground skipping ropes and balls quickly at the end of playtimes. They are friendly and sociable individuals, treating adults and each other with a good level of respect and courtesy because this is the way they themselves are treated by most of the adults who work in the school. In the great majority of lessons, pupils with SEN behave well and take a full part. They co-operate effectively with other pupils. They are helped very well by the well-focused support they receive from teaching assistants and their teachers. Some pupils have targets to improve their behaviour towards others and make good progress acquiring a sense of appropriate behaviour in different circumstances.

- 15 Because of the strong and supportive relationships in the school, pupils' personal development is good. The school is a happy and well-ordered community in which pupils feel safe and valued. Many pupils join the school at different ages and stages in their personal development and from a variety of cultural backgrounds and experiences. Because of the good values promoted and the well-established ethos differences are celebrated and pupils show compassion for the difficulties some of their friends have encountered in their lives. Several pupils volunteered comments about the lack of racial intolerance in the school and the very positive effect this has on their lives and on their ability to learn. In a Year 4 literacy lesson, when pupils were watching a video about a family's existence during a time of plague, pupils empathised with how they must have felt and offered sensible solutions to the moral dilemmas faced by the children. Because teachers value all contributions to class discussions, most pupils develop good levels of self-confidence. There are some, however, who do not always listen carefully and, as a result, do not clearly understand what is going on and are less involved in the learning. Although playtimes are very active and boisterous, no deliberate unkindness was observed. Pupils talk about bullying, but they understand the need to tell someone if they are unhappy and are confident that their teachers will help them. The upper junior pupils who act as "Playground Friends" take their responsibilities very seriously. They are proud to have been chosen and younger pupils comment that their active presence on the playground and around the school makes them feel happy and safe. Many of the older pupils clearly understand the importance of education and are prepared to work hard to achieve success.
- 16 Although attendance over the last full year was better than previous years, it is still below the average for primary schools nationally. Unauthorised absence for last year was very high. Much of this absence relates to a small number of pupils who did not attend at all, together with a significant number of pupils who left the school during the year but who were kept on the school roll until registered in another school. Whilst many pupils attend regularly and on time, there are still a significant number who are missing in excess of ten percent of their lessons. This has an adverse impact on the standards they achieve. The school is committed to improving attendance and has introduced excellent systems to achieve this. Early evidence indicates that that are beginning to have a positive effect. Whilst most pupils arrive in good time, several are regularly late and are missing the important introduction to lessons. Registration is quick and efficient and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 17 The overall quality of teaching is good in Years 1 to 6 and in about a quarter of lessons it was very good. The teaching was satisfactory at the time of the last inspection. English and mathematics continue to be well planned and planning in other subjects has improved. In the majority of lessons the range of pupils' needs is catered for well.
- 18 The national literacy and numeracy strategies have been implemented successfully. Lessons in English and mathematics are well structured and clear objectives for learning are shared with pupils at the beginning of lessons. In the most effective lessons teachers return to the objectives at the end of lessons to check how much pupils have learnt. In the best teaching, expectations are high, explanations are very clear and teachers have good subject knowledge. In a very good lesson in Year 6, the teacher's exposition helped pupils to quickly gain confidence in explaining and giving examples of complex sentences. The very good teaching meant that pupils achieved

very well despite their well below average attainment. Effective use of time was a feature of the very good teaching in a mathematics lesson in Year 5. As a result, pupils improved their written methods of multiplication. In general, teachers provide good opportunities for pupils to apply their literacy and numeracy skills in several subjects, for instance, in science and geography. Work in English and mathematics is marked regularly and marking is often very effective, for example, in suggesting how pupils' could improve their performance. Marking of written English is less effective across the curriculum and pupils' writing is not corrected often enough.

- 19 Teaching is largely good in other subjects and is helping pupils to achieve well and make good gains in their knowledge, and understanding. Distinctive features of the good teaching in science are the use of accurate scientific terminology and well-focused questioning. Teachers' subject knowledge in ICT is better than at the time of the last inspection and ICT is used well in other subjects, especially for research and independent learning in history, geography and religious education. A good feature of the teaching in religious education is the opportunity provided for pupils to share the customs and practices of their own faiths. In the vast majority of lessons pupils are well managed. In lessons where the teaching was satisfactory, good pace in pupils' learning was not always sustained and there was scope for more challenge in the work.
- 20 The quality of teaching for pupils with SEN is very good. It has a very good impact on pupils' progress because they are kept busy in a purposeful way so that they are well motivated. Pupils' work is based on accurate assessment of their needs which leads to an appropriate programme of study. The teaching of the specialist teaching assistant, who teaches pupils in small groups, is highly effective. Good subject knowledge of how letter sounds make up words and the carefully structured programmes are instrumental in improving the rates of pupils' progress. There are very good relationships in these groups and pupils are taught basic skills in speaking, listening, reading, writing and number, systematically and thoroughly. At times, in classrooms, assistants supervise work that is too difficult for pupils with SEN and consequently pupils' confidence and learning are not as good in these sessions. However, in almost all the lessons observed, the quality of teaching and support was good and pupils learned well.
- 21 The quality of teaching for pupils with EAL is good and often very good. Teachers and support staff and bilingual assistants are used well to explain vocabulary and ideas to those pupils whose level of English language limits their knowledge and understanding. Emphasis is rightly placed on supporting pupils' development in literacy and numeracy skills but support is also available to extend their thinking and understanding in other subjects such as science, history and geography. The support has a positive effective on pupils' progress in these subjects. A good balance of whole class teaching and small withdrawal groups provide opportunities for pupils to develop their reading and writing skills. However, there are missed opportunities to encourage pupils to speak in lessons or to provide good role models of spoken English to further improve pupils' speaking skills. Teachers' planning does not always provide information about how tasks are to be matched to the individual needs of pupils with EAL. As a result, there are some occasions when tasks do not help pupils to move forward in their learning and they become confused and inattentive.
- 22 The planning in the nursery and reception class covers the appropriate curriculum and activities are well organised and interesting. However, because the learning needs of children of different ages or abilities are not identified, the teaching lacks rigour and children consequently do not make enough progress in all the areas of

learning except creative development. The teaching and learning are therefore unsatisfactory overall. Creative development is taught soundly and as a result children are on course to achieve some of the expected goals for learning when they enter Year 1. Satisfactory help is given to children who have little or no English. In general, not enough help is given to children to develop their personal responsibilities for their own behaviour or their consideration of others.

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

- 23 The school's curriculum provision has improved since the last inspection and is now good in Years 1 to 6. Key improvements have been made in the provision for ICT and the teaching of ICT skills across the curriculum. Provision is now satisfactory and progress in Years 1 and 2 is rapid as pupils acquire the basic skills they need to work in other subjects. The planning of speaking and listening has also improved and these aspects are clearly identified in termly plans. However, speaking and listening skills are often not developed thoroughly enough in lessons. Improvements have been made in pupils' writing but the use of punctuation remains a particular weakness. The curriculum for children in the nursery and reception Year is satisfactorily planned and has improved since the last inspection. Plans give enough detail for each area of learning. However, learning opportunities overall are unsatisfactory because the plans, which are not matched to the children's needs, ages or abilities do not extend their learning.
- 24 All National Curriculum subjects and religious education are well planned and good use is made of nationally approved schemes of work and the locally agreed syllabus for religious education. The curriculum is now broad and balanced and is enriched with a good variety of activities, such as a specific programme for personal, social and health education (PSHE) in each year group. The PSHE programme is closely linked to the scheme of work for religious education and reflects the ethos of care and consideration that is so much a part of the life of the school. Extra-curricular activities and links with other schools also enhance the curriculum. Subject policies and long term plans of work are well devised to promote progressive learning from year to year. Pupils are given good opportunities to extend their learning and become active members of the school and local community.
- 25 Provision for equal opportunities is very good in Years 1 to 6. The school carefully differentiates between those pupils who have SEN and those who are learning English as an additional language. Those pupils who have succeeded in learning English and who can read at the expected levels for their age leave their special groups and rejoin their classes. In most subjects, curriculum plans have been carefully adapted to meet the specific needs of pupils including those with SEN, those at an early stage of English acquisition and the most able. Teachers plan appropriate work for pupils with SEN and they are given very good support in the classroom. They are included fully in all aspects of the curriculum. Through very good assessments, activities are planned to match precisely the stages of learning. Learning support assistants model their practice on that of the teachers and this ensures that the curriculum is taught consistently and that all pupils receive their full subject entitlement. The requirements of the Code of Practice for SEN are met in full. There are no major differences between the performance of boys and girls in the work seen and they relate well to one another. The curriculum for pupils with EAL is good. Emphasis is placed on developing and improving pupils' communication skills and the acquisition of appropriate language to help them gain access to all the subjects of the curriculum. Where necessary pupils are given additional help and support to enable

them to make progress in all subjects. For example, the additional literacy strategy and the programmes to help spelling and reading are particularly effective in enabling pupils to make good progress and achieve well in literacy.

- 26 The national literacy and numeracy strategies have been implemented effectively, although the exception is the teaching of punctuation. Generally, the planning for literacy and numeracy is good and lessons follow the national guidelines. A notable strength is the use of programmes, which teach pupils letter sounds, word recognition and reading skills in Years 3 to 6. These programmes have a very positive effect on pupils' achievement and their use adds considerably to the SEN provision in these classes. To help pupils learn in other subjects they are taught basic computer skills. This develops their writing skills as they use computers to draft their work and present their final versions using word processing.
- 27 The range of extra-curricular activities is good. Pupils have lots of opportunities to be involved in activities such as the gardening club, in which pupils learn about the healthy properties of fruit and vegetables. A good number of pupils run cross-country races and train regularly. The school's football team is well supported. The regular visits to places of interest are chosen appropriately to enhance work in geography and history and help develop a sense of place and time. Links with the local community are especially strong. The school receives support in a variety of forms including financial help to appoint a home/school liaison worker, time from business volunteers to hear pupils read and regular visits from police officers, as well as help in the school based activities such as those organised for 10 days during the summer holidays. All of these activities, alongside the good links with local secondary schools, help to provide pupils with learning opportunities that are rich and varied.
- 28 Provision for pupils' spiritual, moral, social and cultural education has been maintained and remains good overall. The provision for multicultural development is very good. There are weaknesses in the provision for the children's social development in the Foundation Stage.
- 29 The rich diversity of beliefs amongst the pupils and staff is respected, valued and celebrated. Teachers are careful to identify symbols that are important to everyone as well as specific to one faith. Seven-year-olds, for example, making Christingles, discussed the importance of light. The teacher generated moments of reflection as pupils gazed at the flickering lights and considered not only the importance of the sun to all but also the symbolic importance of light in religious faith. Year 6 pupils produced an assembly representing Ramadan and pupils listened with respect and interest. Pupils are encouraged to discuss their feelings and to listen to those of others. In an excellent lesson in Year 2, the teacher guided her pupils towards picturing their dream bedrooms. It was obvious that these pupils were describing exactly what they "saw" behind their closed eyelids. The teacher showed great respect for a pupil with SEN who described his actual bedroom and promoted his self-esteem by delighting in the fact that he was very happy with the things he has.
- 30 The respect that the teachers show for their pupils [one of the school aims] encourages the pupils to respect each other. The value placed on artwork, for example, and the expectations of good presentation in books enable the pupils to value their own personal efforts. The learning mentor has had a significant influence on pupils' understanding of their own value and of what they can achieve. Pupils are encouraged to take care of themselves through the "keeping healthy" programme that generates personal responsibility. Although within most classes pupils' spiritual

development is promoted very well this is not always echoed in the infant and junior assemblies. These sometimes have insufficient opportunities for personal reflection.

- 31 Clear codes of conduct are displayed in the classes in Years 1 to 6 and many have a list of everyone's rights and responsibilities. The school rules are very clear to all and all adults consistently encourage their implementation. The very strong emphasis on equal opportunities gives pupils a strong sense of the rights of all. They are encouraged to take care of their personal belongings and to present their work well. This responsibility is extended to promoting good social skills. Years 5 and 6, for example, apply formally to be "playground friends" and take their responsibilities very seriously. Paired and group activities are regular parts of the lessons and the expectation is that pupils will work co-operatively. Discussion groups in the classroom are timetabled and pupils can air and discuss issues that are important to them. Moral and social issues are discussed in history and geography lessons and the school values the diversity of the pupils' backgrounds and their contribution to the debates. The exception is in the nursery and the reception class where the children are not given enough guidance about the way they should behave and the expectations of the way the children socialise with each other are too low.
- 32 Pupils' cultural development is fostered well overall but the promotion of pupils' appreciation of diverse cultures is especially strong. Scripts, art, artefacts and books about pupils' countries of origin, languages and cultures are displayed around the school and the diverse curriculum provides pupils with an understanding about the life and environment of others. Pupils are encouraged to share their cultural traditions as they learn about the traditions of their locality. They study local industry and the environment and participate in a range of extra-curricular activities including sports clubs, French and gardening help in the understanding of European culture as well as promoting social skills. A range of visitors to school, for example, a steel band and local authors and artists, work with the pupils and pupils visit local museums. Opportunities for pupils to learn about different composers and to experience live or recorded music are too limited. There are plans for some gifted and talented pupils to begin to learn to play musical instruments but there is no choir and pupils do not participate in local festivals. An "enrichment" fortnight is planned for the end of term, which will provide a good contribution to the pupils' cultural and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 All pupils in Years 1 to 6 including those with SEN and those with EAL are well cared for. The welfare of each pupil is the first priority for all who work in the school and this has created a warm and caring community in which the pupils feel secure and valued. The procedures for monitoring pupils' academic performance and personal development are satisfactory overall. Because of the strong commitment of staff to the wellbeing of each pupil, the quality of the educational and personal support and guidance is good. The overall quality of care provided in Years 1 to 6 has been maintained well since the last inspection.
- 34 Procedures and established practices to ensure the health, safety and protection of pupils are good. This is a basic, fundamental priority for the governors and all who work in the school. Regular risk assessments are carried out and staff have a good awareness of the importance of safe practice in their work. The provision for first aid is good and emergency evacuation is practised regularly. Two members of staff are trained in child protection procedures and the dedication and commitment of staff ensures that there is a high awareness of this duty of care. A member of staff has attended a course for looked after children and the welfare of these pupils is

monitored closely. Teachers ensure that pupils understand how to use resources safely and they receive appropriate information about sex, drugs and importance of good hygiene and diet through the PSHE programme and their science lessons. A range of visitors comes to school to talk to pupils about issues of personal safety. The supervision at playtimes and the mid-day break is generally good and the caretaker works hard to maintain the cleanliness and safety of the school environment.

- 35 Because of the good relationships between teachers and pupils the formal and informal procedures for monitoring personal development are good. The school has recognised that attendance is not good enough and has introduced rigorous systems to improve it. The learning mentor (appointed under the Excellence in Cities initiative) monitors absence every day and makes early contact with parents who have not advised the school about their child's absence. Letters are sent to parents of pupils who do not attend regularly enough and parents are regularly reminded about the importance of punctuality. Very effective support is received from the education welfare officer in the efforts to achieve an improvement. Weekly class attendance is collated and the class with the highest attendance level is recognised. Pupils say that this encourages a team effort to achieve this award. Individual awards are made to those with 100 per cent attendance. Early evidence indicates that attendance is slowly beginning to improve this term. Registration in the morning and afternoon fully complies with requirements.
- 36 The formal and informal procedures for recording and monitoring any persistent instances of poor behaviour are effective and, in such cases, parents are always involved at an early stage. Any serious incidents of persistent poor behaviour, bullying or racism are reported to the governors, although this reporting procedure is rarely used because of the harmonious relationships. Staff are usually consistent in handling any instances of unacceptable behaviour. All staff, including the mid-day supervisors, follow the school's procedures for managing behaviour and pupils know, and mostly abide by, the simple and sensible rules. The rewards for kind and caring behaviour are sought after and valued, and pupils enjoy the whole school recognition of their achievement. A particular strength in monitoring and promoting pupils' personal development is in the work of the learning mentor. Several pupils comment that they trust her to respect their confidences and know that she would help them if they needed advice. The work that she does with individual pupils is designed to promote their self-esteem, modify their behaviour and, at times, to simply help them through difficult periods in their home life.
- 37 Procedures for assessment are good and a very clear and comprehensive policy guides practice. Pupils' progress in the statutory and non-statutory tests, in addition to any other standardised assessments, is tracked well and the results in reading, writing and mathematics are used to set targets for the school, Year groups and individual pupils. Suitable assessments are also made in science and ICT. Class record sheets also indicate assessment results in several other subjects and only in a very few subjects is recording of assessments still to be developed. The results of tests are analysed well to identify what aspects of learning pupils might need to improve. If speaking and listening skills are to improve more quickly the school needs to consider setting targets for these important aspects. Systems for assessing SEN and for monitoring pupils' progress are good. As soon as a problem is identified an individual programme is written and progress towards the targets is assessed. The assessments to test pupils' reading skills are very thorough. The regular reviews, based on the opinions of teachers, teaching assistants, parents and pupils are a real strength of the care the school takes to ensure pupils with SEN make appropriate

progress. New well-focussed targets are set as a result of the reviews. The provisions specified in statements of SEN are met in full.

- 38 The school's tracking procedure shows that pupils with EAL are making good and sometimes very good progress in relation to their prior attainment. Where possible, bilingual assessments identify pupils' needs on entry to the school and these are used well to ascertain the level of additional support needed. However, although all staff know the pupils well, assessments are not used as effectively as they could be to plan individual programmes and set targets to monitor pupils' progress in becoming fluent users of English. The school does not analyse the progress of different ethnic groups in order to highlight any differences in attainment and to refine support.
- 39 The day-to-day care of the children in the nursery and reception classes is not as good as in the rest of the school. The simple rules and routines of the classroom are not instilled into the planning and, as a result, many of the children do not know how they are expected to behave. This is a particular problem during the periods of outdoor play when the lack of pro-active and firm supervision results in potentially unsafe play. Monitoring of children's progress is unsatisfactory and this inhibits the progression of their learning and the quality of the educational support provided.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 40 Parents have very positive views about the work of the school. Most strongly support the values promoted by the school and are very pleased with the care taken of their children and the range of educational and personal opportunities provided. They are particularly pleased with the way in which the school promotes racial tolerance. The school has effective informal links with parents and provides many opportunities for parents to become involved in school life and in the learning of their children. However, the impact of parental support at this time is inevitably limited by the poor English language skills of some parents who have recently come from other countries. The school has a strong commitment to helping parents to integrate into and contribute to school life, and the learning mentor is introducing many new initiatives designed to achieve this objective. Home visits are arranged for parents of pupils who are new to English and wherever practical, bilingual staff are on hand to help parents and staff with translations.
- 41 The published information provided for parents about the school and the progress of their children is of satisfactory quality overall. Prior to the inspection, a few parents expressed some concern about lack of information about the progress of their children. Inspection evidence supports this view. The school offers one yearly opportunity, in the summer term, for formal individual consultation with staff about children's progress. The annual reports, although satisfactory overall, are of variable quality. The Reception reports do not cover the early years' curriculum and are therefore unsatisfactory. The reports for Years 1 to 6 do not always give parents a sufficiently clear picture of their children's attainment, and there is insufficient emphasis on targets for improvement. Although teachers seek out parents during the year to talk to them about their children informally, the provision the school makes to ensure that parents have good information about their children's progress, and particular strengths and weaknesses in their learning, is an area for development. Parents are kept up-to-date with activities taking place in school through regular letters and newsletters. Details of what their children will be learning are available in classrooms and notice boards in the entrance provide information about attendance, activities taking place and useful contacts within the community. Parents are advised that translations are available and interpreters are provided if required.

- 42 The school recognises the positive impact of parental involvement on raising attainment. Parents comment that teachers are easy to talk to and are confident that they will be told if their child is causing concern. The headteacher and the learning mentor are always on hand to listen to parents and to help them whenever possible and this regular contact enables the school to monitor parental views and concerns. Funding has been obtained for a range of new opportunities for parents to gain skills to help their children and to become more involved in school life. Several parents are already taking part and others have expressed interest in attending these courses. A few parents help regularly in classes and there are many volunteers to accompany visits. Whilst many parents help their children at home with their homework, others lack the skills and confidence and, while encouraging their children, are not always able to help in a practical manner. Very few parents attend the formal consultation evening in the summer term.
- 43 Parents have lots of opportunities to be involved in all aspects of the SEN process and reviews. In conjunction with their child's class teacher a good proportion are active in helping their children with work at home. They, and their children, contribute to the targets in the individual education programmes. This has a good impact on their children's self esteem and progress. There are a few instances of parents not taking full advantage of the opportunities to help their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 The headteacher provides strong leadership and continues to be well respected by parents, staff and pupil. Governors and staff share with him a commitment to improving the school and this has been successful, especially in improving pupils' achievement and progress. New governors have joined the school and governors are more actively involved in the school's strategic planning than they were at the time of the last inspection. The governing body is more aware of its responsibilities and is more proactive in matters pertaining to finance, personnel, the curriculum and accommodation. The headteacher, staff and governors have very positive attitudes towards the school's multi-ethnic community and the high pupil mobility is handled well.
- 45 The school development plan is a useful tool for guiding the school's future direction and includes clear costs and success criteria. The quality of management is good overall. Procedures for monitoring and evaluating curriculum planning, standards, achievement, teaching and learning are thorough in Years 1 to 6. They have been less effective in the nursery and reception class. The senior management team has a clear role and usefully reflects the school's age range. The deputy headteacher carries a heavy load and undertakes her responsibilities well; these include science, SEN and assessment. Results in national tests have been analysed well and action taken, for example, in improving pupils' reading comprehension. Subject co-ordinators work hard and, in general, lead their subjects well. The staff work well as a team. During the inspection, a temporary teacher taught Year 6 and she was well supported by the school. The newly qualified teacher is also supported well. Performance management and teachers' professional development are closely linked.
- 46 Governors fulfil most of their responsibilities. They must ensure that the right of parents to withdraw their children from acts of worship and/or religious education is stated in the school prospectus. It is also unacceptable for the governor who oversees SEN to be a member of the school's staff. Expenditure is efficient and very

closely linked to the school's educational priorities. Grant funding is utilised well. The provision for extra funded support for pupils with EAL is managed effectively. The school has a very clear educational direction to ensure good provision for pupils with EAL and resources are carefully directed towards those pupils in greatest need. The special needs co-ordinator provides good leadership. There is close liaison with other staff to ensure good provision for all pupils who have educational and other needs. The commitment to the educational inclusion of all pupils is very strong and funding for SEN is used efficiently. Teachers and support staff are well informed and are well deployed to have a positive effect on pupils' learning.

- 47 The governors' decision to commit expenditure to ensuring every class has a class assistant has been successful. The assistants give valuable help to pupils' learning. The headteacher has been successful in acquiring funds from a range of sources including local business and the lottery fund. Governors support him well in these endeavours. Governors are careful when making new appointments. The recent appointment of a learning mentor is proving to be very good value for money. The accommodation has been improved in recent years and staff work hard to provide pupils with a stimulating environment for learning. Provision for ICT has improved considerably since the last inspection. However, there are weaknesses. A key disadvantage is the inadequate hall, which is too small and restricts the provision of a broad curriculum in physical education, especially for pupils in Years 3 to 6. The surface of the outside play area is uneven and the school has no field. Teachers and pupils largely cope well with the disadvantages. The building of the nearby sports centre should prove to a very valuable resource.
- 48 The management of the Foundation Stage is under review and the unit leader has a clear understanding of the limitations of the present provision. There will be an additional experienced teacher next term and there are already plans to improve the planning and organisation of the early years' area in order to support the needs of individuals, different groups of children and the management of children's behaviour and social skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 The governors and headteacher should

- (1) Improve teaching and learning in the nursery and reception Year by:
 - ensuring that children's work is well matched to their different ages and abilities;
 - raising expectations of children's personal development;
 - monitoring and evaluating teaching and learning more thoroughly. Paragraphs 10, 12, 22-23, 28, 31, 39, 45, 48, 50-65.
- (2) Improve pupils' speaking, listening and writing in Years 1 to 6 by:
 - providing more structured opportunities for pupils to improve their listening skills and to develop confidence and fluency in their spoken English;
 - giving pupils more thorough help in their use of punctuation and grammar, whenever they write. Paragraphs 2, 4, 18, 21, 23, 37, 69, 73, 77, 79, 120.

Other issues which should be considered by the governors for inclusion in the action plan

- Ensure pupils' annual reports give a clear evaluation of attainment and set clear targets for improvement. Paragraph 41
- Make better use of assessment to plan work for pupils receiving support for EAL. Paragraph 38
- Ensure the formal monitoring of pupils' progress includes explicit reference to their ethnicity. Paragraphs 38, 69.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 45 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 11 | 17 | 14 | 1 | 1 | 0 |
| Percentage | 2 | 25 | 38 | 31 | 2 | 2 | 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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | Y[R- Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 22 | 176 |
| Number of full-time pupils known to be eligible for free school meals | - | 112 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR - Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | - | 3 |
| Number of pupils on the school's special educational needs register | 3 | 73 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 74 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 113 |
| Pupils who left the school other than at the usual time of leaving | 70 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 7.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.6 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2002 | 10 | 18 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 3 | 1 | 3 |
| | Girls | 12 | 9 | 14 |
| | Total | 15 | 10 | 17 |
| Percentage of pupils at NC level 2 or above | School | 54 (64) | 36 (61) | 61 (82) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 3 | 4 | 3 |
| | Girls | 12 | 14 | 10 |
| | Total | 15 | 18 | 13 |
| Percentage of pupils at NC level 2 or above | School | 54 (64) | 64 (82) | 46 (79) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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 |
|--|------|------|-------|-------|
| | | 2002 | 13 | 14 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 6 | 8 |
| | Girls | 8 | 9 | 9 |
| | Total | 14 | 15 | 17 |
| Percentage of pupils at NC level 4 or above | School | 52 (42) | 56 (46) | 63 (54) |
| | National | 75 (75) | 73 (71) | 86 (76) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 0 | 3 | 4 |
| | Girls | 7 | 7 | 7 |
| | Total | 7 | 10 | 11 |
| Percentage of pupils at NC level 4 or above | School | 26 (38) | 37 (46) | 41 (38) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils**Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 64 | - | - |
| White – Irish | 3 | - | - |
| White – any other White background | 4 | - | - |
| Mixed – White and Black Caribbean | 19 | - | - |
| Mixed – White and Black African | 2 | - | - |
| Mixed – White and Asian | 1 | - | - |
| Mixed – any other mixed background | 1 | - | - |
| Asian or Asian British - Indian | 1 | - | - |
| Asian or Asian British - Pakistani | 2 | - | - |
| Asian or Asian British – Bangladeshi | 1 | - | - |
| Asian or Asian British – any other Asian background | 7 | - | - |
| Black or Black British – Caribbean | 9 | - | - |
| Black or Black British – African | 8 | - | - |
| Black or Black British – any other Black background | - | - | - |
| Chinese | 1 | - | - |
| Any other ethnic group | 53 | - | - |
| No ethnic group recorded | - | - | - |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 6.4 |
| Number of pupils per qualified teacher | 30 |
| Average class size | 28 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 130 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |
| 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 | 2 |
| Number of teachers appointed to the school during the last two years | 1 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 2002 |
|----------------|------|

| | £ |
|--|---------|
| Total income | 613,314 |
| Total expenditure | 657,453 |
| Expenditure per pupil | 2,970 |
| Balance brought forward from previous year | 88,922 |
| Balance carried forward to next year | 44,783 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 198 |
| Number of questionnaires returned | 64 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 82 | 16 | 2 | 0 | 0 |
| My child is making good progress in school. | 68 | 30 | 0 | 0 | 2 |
| Behaviour in the school is good. | 65 | 29 | 2 | 2 | 2 |
| My child gets the right amount of work to do at home. | 40 | 27 | 11 | 13 | 9 |
| The teaching is good. | 66 | 31 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 49 | 34 | 13 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 77 | 16 | 2 | 3 | 2 |
| The school expects my child to work hard and achieve his or her best. | 65 | 33 | 0 | 0 | 2 |
| The school works closely with parents. | 54 | 36 | 3 | 2 | 5 |
| The school is well led and managed. | 71 | 23 | 3 | 0 | 3 |
| The school is helping my child become mature and responsible. | 56 | 34 | 5 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 38 | 34 | 9 | 6 | 13 |

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

- 50 There have been considerable changes in the Foundation Stage since the last inspection when the provision was satisfactory in the nursery and good in the reception class. A weakness in the consistency between the nursery and the reception class has been addressed and the children from both classes engage in the same activities for much of the day. However, the lack of structure identified in the nursery has not been addressed and this weakness now includes the reception class. The planning covers the curriculum for children in the Foundation Stage and the teacher and nursery nurses plan a wide range of activities to support the curriculum. These activities are well organised and interesting. The planning does not, however, identify what children of different ages or abilities need to learn and is not yet rigorous enough to enable them to make appropriate progress during their time in the nursery and the reception class. The teacher and nursery nurses record when children develop new skills and give individual children good support when they choose to work alongside an adult but the assessments are not used to focus on the needs of individuals or groups of children. The teaching in the lessons observed during the inspection was sound overall, but ranged from poor to good. Overall teaching is unsatisfactory because children are not provided with enough learning opportunities to enable them to make the progress they should. The Foundation Stage leader has recognised these weaknesses and is already making plans to address them.
- 51 Many children begin nursery with poorly developed skills in English communication, language and literacy, and in mathematical, personal and social development. Physical skills, knowledge and understanding of the world and creative development are below average. Children with little or no English make sound progress in their understanding and use of oral English overall because they are fully included in all aspects of the school day. They have plenty of opportunities to socialise with their peers and the adults encourage them to improve their vocabulary and understanding. Additional support for children with EAL is effective in consolidating their learning.
- 52 Few children have made the progress they should and their achievements in communication, language and literacy, mathematics and personal and social development are well below what is expected for their age. Their physical development and their knowledge and understanding of the world are below average. Most children should achieve the early learning goals for some aspects of creative development. Although three children have been identified as having SEN, there is no specific support to meet their needs and their progress is therefore slower than it could be.

Personal, social and emotional development

- 53 When children join the nursery many of them have had little experience of belonging to social groups outside their families. All adults work very hard to provide an interesting environment with plenty of opportunities for the children to play alongside each other. Large group activities such as dance and story time encourage children to feel part of the class. They are encouraged to empathise with characters in the stories they hear and to express their own views. From the time they start school children are encouraged to experience a range of activities. In the presence of adults, children in the nursery and the reception class generally engage in their activities

amicably. For example, when playing with the sand children talk happily to the nursery nurse and respect each other's space.

- 54 Although children are expected to select their own activities for much of the day, there is not enough emphasis on promoting their personal responsibilities for their own behaviour or the consideration of others. As a result there were incidences of poor behaviour observed during the inspection. Children do not use the outside area as sensibly as they should. Antisocial behaviour such as pushing and fighting is rarely stopped quickly in spite of constant adult supervision. These sessions do little to support personal, social and emotional development or physical development because equipment and space are misused. Children are unable to sustain concentration when working independently. The adults do not train children to finish their tasks and there is the expectation that the children will decide when they have had enough and abandon their activity. This makes focused teaching sessions very difficult to maintain and the teaching is unsatisfactory overall. Children are rarely expected to pack things away. The adults treat each other and the children with respect. They now need to help children to respect others.

Communication, language and literacy

- 55 In both the nursery and the reception class children enjoy listening to stories. They are grouped by age for story-time so the adults are able to match the stories to their age and interests. Children respond very well to questions from the adults and almost all are eager to answer and volunteer comments, although few use complete sentences. In a good story session the nursery nurse appreciated one boy's guess about the content of a birthday parcel, even though each guess was a dinosaur! Children with EAL are encouraged to participate and the adults value their contributions, often helping them with pronunciation or vocabulary. Children generally listen to their teachers but when other children are speaking, they call out and interrupt. Where the teacher insists that they listen to each other, as in one good lesson observed during the inspection, the children respond well and are receptive to each other's ideas. Their achievements are, however, well below what one would expect for their age in the reception class and they have little skill in negotiation or discussion with each other.
- 56 In the reception class children are beginning to identify words that begin with the same sounds and some recognise the sounds that some letters make. Most read their own names and some other simple words but only one child is reading simple books. Most reception children are willing to have a go at writing and some achieve recognisable letters and words. They enjoy making greetings cards as part of their topic on "Celebrations". Paper, writing materials and books are readily available and children in both classes can choose to "read" and "write" during the day. The teacher in the reception class uses elements of the literacy lessons such as sharing a big book, developing awareness of the sounds letters make and extending vocabulary such as "title" and "spine". The teaching is unsatisfactory because there is not enough structure to the teaching of reading and writing in the reception class and little provision for individual children to have access to the learning they need. Often children only write when they choose to. The lack of a clear understanding of what each child can achieve, and of rigorous planning for the next stage in the child's learning, means that children do not learn as much as they should.

Mathematical development

- 57 All the adults in the Foundation Stage are conscientious about promoting mathematical language and skills within the range of activities provided. Children are encouraged to match cups and saucers in the home corner and to count the candles they have put on the “buns” they have made. There is not enough use made of the sand to develop mathematical concepts such as “full” and “empty” or to compare size and shape. In the reception class the adults encourage children to count each other and to count as they line up. Children are beginning to sort objects by colour or size as they play with plastic toys although few explain what they are doing. In a good mathematics lesson the reception teacher discussed common flat shapes with her children. By the end of the discussion most could name circles, triangles, rectangles and squares. Children then worked in two ability groups with the more able children drawing and naming five shapes and the others matching shape pictures with sets of shapes. She insisted that the children finished their tasks and the children made good progress.
- 58 However, much of the children’s mathematical development is dependent on very general teaching that is not matched to individual needs, or on the random support given to individuals as they choose to work at a table with an adult. A lack of regard for what children already know means that some of the teaching is inappropriate and the overall quality of the teaching is unsatisfactory. For example, a child who had already identified numerals to five and counted objects to five accurately was then asked to count the same numbers with the nursery nurse. No larger numbers were available. The adults do not expect enough of the children and the lack of challenge results in a loss of interest and a reluctance to continue with activities.

Knowledge and understanding of the world

- 59 Children enter the nursery with a wide range of experiences. For some, the nursery is their first experience of life in England outside their family. The opportunities for children to experience different materials, play within familiar situations such as family activities and have access to a range of pictures and books helps them to extend their understanding of the world. The teacher and nursery nurses plan interesting themes that permeate through all areas of learning. The “Celebrations” topic, for example, embraces the celebrations of the rich range of cultures in the school and is very successful in ensuring that all children are included and understand that their own celebrations are valued. Activities such as shopping for a party and making cakes and greeting cards reinforce the concept of celebration. Most reception children accurately name the food they have bought. Although the activities support the topic, the teaching does little to extend the learning. In one lesson about the passing of time, for example, the teacher did not emphasise the appropriate vocabulary and the tasks were not challenging enough. As a result the children behaved badly, abandoned their tasks and learnt little.
- 60 All children have access to computers and have some understanding of how to control the outcomes of simple games using the keyboard. Children have great difficulty in controlling the mouse and have little understanding of its properties and function. There is a lack of understanding of the sensitivity of the equipment. For example, one computer had sand applied during the inspection. The children use a range of tools such as paintbrushes, scissors and rolling pins. They build using commercial equipment and use glue or sticky tape to stick surfaces together. There is little opportunity for children to experiment as basic materials are set out for them. The children’s knowledge and understanding of the world are not developing to the

expected levels and they do not achieve the early learning goals by the end of the reception class. In spite of the interesting curriculum, the lack of focus in the teaching makes it unsatisfactory overall.

Physical development

- 61 When the children join the nursery, few of them have had access to open spaces and large apparatus such as wheeled vehicles and climbing apparatus. They have daily access to outside activities, weather permitting, although there is a limited range of equipment and some is not in good condition. Most children enjoy this, but a lack of understanding of appropriate social skills and safety rules prevent any refinement of physical skills such as awareness of space, steering, balancing, and controlling small equipment such as balls. There is no planning to support different aspects of physical development for this area and the sessions are little more than boisterous play sessions.
- 62 There is a generous amount of time allocated for physical education and dance sessions in the hall and the small class groups give ample opportunities for the children to develop their skills. Although one lesson did little to promote refinement of movement, the adults amended the planning for the next lesson to accommodate practice in balance, bending and stretching and changing speed as well as making sure that the children used space effectively.
- 63 Children are encouraged to cut out, colour and paint and use writing tools. These are activities that are available throughout the day. There is a range of equipment to develop fine movements such as jigsaws and threading materials. As with other areas of the curriculum there is no structured teaching to help individual children improve their skills although children who need help are supported well. As a result, children are not on course to achieve the early learning goals for physical development by the end of the Foundation Stage. In the lessons observed, the teaching in the use of the outside area and the indoor activities lacked clarity about what was to be learnt and was therefore unsatisfactory.

Creative development

- 64 The teacher and nursery nurses plan art activities that use a range of materials and encourage the children to draw and paint specific objects. The teaching is sound overall. Colour is used effectively to generate different effects and adults are aware of the need to develop skills in aspects such as joining shapes to form pictures. The planning for the children's creative development is closely linked to the topic for the term. Their work shows an awareness of shape in activities such as making shapes from clay or pictures from scrap materials. The adults value the children's artwork. The work is mounted and displayed for all to see and little picture gifts are pinned on the wall. The children take a pride in their artwork and some achieve the early learning goals for this aspect of the curriculum. Many enjoy imaginative role-play, acting out situations as different family members, mothering soft toys and driving toy vehicles. Their underdeveloped social skills inhibit their progress in participating in co-operative imaginative play. All enjoy stories and do their best to guess what might happen.
- 65 Nursery children sing simple dance songs and, when concentrating, achieve appropriate actions. The reception children join the infants when they have singing practice and some make a valiant attempt to join in, with little understanding of the words. They interpret musical prompts when moving, tiptoeing when the bells play

and striding with the tambour. Musical instruments are available for the children to use, but these are not treated well and are used to create noise, doing little to develop either musical understanding or listening skills.

ENGLISH

- 66 Since the last inspection there have been further improvements in the provision for English and this is beginning to help pupils' progress and to raise standards. Although standards in Year 6 remain well below those expected nationally, pupils are achieving well and the majority are making good progress. Standards in Year 2 are moving closer to those expected nationally and are just below the national average. In some very good lessons pupils make rapid gains in their literacy skills and are working competently within the expected level for their ages. Improvements have been brought about as a result of improved teaching, better assessment procedures and effective management of the subject.
- 67 The latest standardised test results for 2002 indicate a similarly improving pattern and although standards in Year 6 remain well below the national average they have improved since 2000 at a better rate than that found nationally. Considering the high level of mobility, the increasing number of pupils with SEN, and the high proportion of pupils in the early stages of English language acquisition, this represents at least good progress.
- 68 There are no significant differences between the attainment of boys and girls. Pupils with SEN are given good support from class teachers and support staff. This enables them to take a full part in English lessons and to make good progress towards the targets set in their IEPs. Effective support for pupils with EAL enables the majority to make good, and often very good, progress and achieve standards similar to their peers.
- 69 Since the last inspection the school has developed a good programme to develop pupils' speaking and listening skills. However, this is not being implemented consistently across the school and as a result standards are not as high as they could be and are generally well below average. There is a lack of rigour in monitoring the speaking and listening skills of all pupils and especially those with EAL. In lessons, teachers do not always ensure pupils listen attentively and respond accurately to questions and comments. Teachers too readily accept one-word answers or simplistic responses without encouraging more complex thought provoking responses. On those occasions when speaking and listening skills are very effectively developed pupils make good progress and achieve well. For example, in Year 2, excellent teaching encouraged pupils to listen very carefully to the teacher describe her own 'magic' room and in turn pupils described their special room using rich appropriate vocabulary. In Year 5, confident and challenging teaching provides pupils with very good examples of spoken English and pupils respond well with well-structured language.
- 70 A range of strategies to improve standards in reading and writing has been implemented effectively. As a result pupils make good progress and over half the pupils are on target to reach the expected level for their ages by the age of eleven. The national literacy strategy and a range of other initiatives and programmes provide additional support for those pupils needing extra help and they have a very positive effect on pupils' progress. For example, adults from a local business give up part of their lunchtime to hear pupils read, and this is helping to improve pupils' confidence, fluency and accuracy in reading.

- 71 Throughout the school pupils are encouraged to read for a variety of purposes including information and pleasure. Books are particularly well matched to pupils' attainment and interest levels and pupils are enthusiastic readers of a range of texts. Effective strategies are used to develop an understanding of phonics, word families and spellings. These give pupils confidence in tackling unfamiliar words and have a positive effect on the progress they make in becoming fluent and confident readers. High attaining pupils in Year 2 read with considerable expression and are able to use simple inference and deduction. Low attaining pupils have a good sight vocabulary and use their knowledge of sounds to read unfamiliar words. Most pupils are secure in their understanding of fiction and non-fiction and can locate information about a given topic such as finding out about dinosaurs.
- 72 In Years 3 to 6 pupils continue to improve their reading skills. Year 6 pupils express a preference for favourite authors and choose books because of particular interests. They enjoy reading their favourite rap poem aloud or discussing the differences between Romeo and Juliet and Macbeth. High attaining and average attaining pupils use punctuation well to help them read with expression. They understand plot, setting and characterisation and are able to make deductions and inferences from their reading. Pupils are developing independent research skills as they use dictionaries, thesaurus, encyclopaedias and CD-ROMs. Well-planned guided reading groups enable teachers to identify individual needs and provide good support for all attainment levels.
- 73 In some aspects of their writing pupils achieve very well and the quality of their independent writing has improved since the last inspection. Pupils have very good opportunities to write for a range of purposes and audiences through very well planned links with other subjects. However, there is a lack of consistency and rigour in ensuring pupils use correct punctuation and grammar. As a result, their communication is not as effective as it could be and consequently standards are, more often than not, well below average. In Years 1 and 2, pupils are encouraged to write for a variety of purposes, such as addressing a letter in geography or writing about their favourite character in a book they have read. In Years 3 to 6, pupils learn to write in a variety of styles, such as reports, imaginative stories, letters and poetry. High attaining pupils use paragraphs, complex grammatical structures and rich appropriate vocabulary to enliven their writing and catch the imagination of the reader. For example, a Year 6 pupil used personification well in the opening line of a poem, *The volcanic beast was an angry creature.*
- 74 By Year 6, pupils progressively develop their ability to write for different purposes using a wide range of styles. Work shows an awareness of the need for different presentation skills, vocabulary and style. Pupils produce diagrams and posters to support their work well in other subjects, such as producing posters on healthy eating. Poems, letters, scientific, geographical and historical accounts all feature as part of a drive to raise pupils standards in literacy.
- 75 ICT is used effectively to improve pupils' literacy skills. Word processing skills are particularly effective in helping pupils to redraft their work and to add interest and quality to the presentation of a finished piece of work. Handwriting is mostly neat and work is well presented. In formal handwriting lessons pupils are taught to join their letters together. However, they are not always encouraged to do so in independent writing, which would raise standards further.

- 76 Pupils enjoy English lessons, behave well and respond very well to the structure of the literacy hour. Pupils are usually eager to learn, concentrate well and show good levels of independence. Opportunities to work collaboratively and to develop personal skills are well used.
- 77 Teaching is good overall. In eight out of ten lessons the teaching was good or better. No unsatisfactory teaching was seen. The good teaching across the school ensures that all pupils make good progress. All teachers are confidently implementing the National Literacy Strategy. Teaching is carefully structured and well planned to meet the needs of pupils of all attainment levels. Learning objectives are shared with pupils at the beginning and end of lessons, and this ensures they are well involved in their own learning. In the drive to develop pupil's independent writing, especially in other subjects apart from English, not enough attention is given to ensuring that punctuation and grammar are used correctly. Teachers use praise, comments and questions effectively to check understanding but they do not always extend thinking further. In Year 5 and Year 6, high expectations, the teachers' enthusiasm, clear explanations and secure subject knowledge have a positive effect on attainment and progress. Learning is seen as a shared experience with teachers and pupils being actively involved in the process. Teachers provide pupils with very good strategies, structures and guidance to help them build confidence in using new skills and ideas. As a result pupils succeed at difficult tasks.
- 78 Provision for pupils with SEN and for those with EAL is good. Support staff and specialist teachers are used effectively to give additional help to designated individuals and groups of pupils. Their contribution greatly enhances pupils' learning opportunities. However, the introduction of planned programmes to meet the needs of those pupils at the early stages of English would improve progress further.
- 79 Assessment and record keeping are good overall. Assessment is used effectively to track individual pupils' progress in order to raise standards and to identify areas for school development. Teachers mark work in English on a regular basis and most provide pupils with helpful suggestions on how they can improve their work. Marking of the use of English in other subjects is much less thorough. Homework is given to extend work done in lessons and to check that pupils have fully understood new learning.
- 80 The subject is well managed and the co-ordinator is effective in the push to improve standards and achievement.

MATHEMATICS

- 81 There has been an improvement in the provision for mathematics since the last inspection although standards remain at least below average in Year 2 and Year 6. Pupils now make good progress and are achieving well. Few have been in school long enough for the predominantly good teaching and careful planning to have had a significant impact on the standards in the national tests. Nevertheless, in the Year 6 tests the trend in performance since 2000 has been better than that found nationally. Prior attainment in the current Year 6 is lower than in the year group last year because the majority of pupils have SEN. The school has set challenging but realistic targets for them.
- 82 There is no marked difference in the achievements of boys and girls. Pupils with EAL make good progress. Pupils with SEN make good progress in Years 1 and 2 and very good progress in Years 3 to 6. The improved progress overall is a result of work

being well matched to pupils' needs and some very effective adult support for pupils with the greatest need.

- 83 The standards in the 2002 national tests for Year 2 were lower than the year before because that group, now in Year 3, included a higher than usual proportion of pupils with SEN. When children leave the Foundation Stage in the September after their fifth birthday, their mathematical skills are poor. The present Year 2 pupils are attaining higher standards than last year's group although their attainment is still below average for their age. They achieve well and are making good progress.
- 84 Pupils in Year 2 are familiar with addition and subtraction facts within 20 and most are using their knowledge of the 2, 5 and 10 times tables to calculate. In one lesson, for example, they doubled numbers. Overall, however, their knowledge and understanding of number are below average. They have an appropriate understanding of measures and shape and use different methods for recording their results. Skilful planning ensures that new learning is backed up with practical use, and the application of skills is a strength in the planning throughout the school.
- 85 Although pupils in Year 6 are working within the appropriate stage of the national numeracy programme, their mental arithmetic skills and their understanding of mathematical processes are well below average overall. Less than half are achieving the average Level 4 of the National Curriculum. However, skilful teaching ensures that the more able pupils, as well as those who need extra support, are achieving as well as they can. In a very good lesson in Year 6, the teacher made sure that each group knew what was expected of them. More able pupils, calculating the perimeter of rectangles, achieved enough to create a formula that could be applied to all rectangles. The other pupils, when completing a chart of their results, learnt from their mistakes and subsequently understood that the perimeter was twice the length plus twice the width. Most had just added the length and width when recording their results.
- 86 Teaching and learning seen during the inspection ranged from satisfactory to very good and were good overall. A significant strength of the teaching is the quality of the marking of much of pupils' work. Most pupils are given clear indications of how well they have achieved their work and what they need to do to improve. Questions like; "What about a formula?" motivate the pupils to extend their learning. Teachers expect a lot of their pupils and this includes the amount they produce and the quality of the presentation. As a result, pupils build on their previous learning, take a pride in their written work and strive to achieve as well as they can. This very good marking, combined with pupils' own targets, ensures that pupils have responsibility for their own learning and make good progress. In the very good lessons pupils work especially hard as the teachers maintain a good pace throughout. New learning is backed up almost at once with problems that use the newly acquired skills. The teachers' planning accommodates the different needs within the class and pupils are set work that challenges them at their own levels. In some lessons, very good support for pupils with EAL or with SEN ensures that they are fully included in all aspects of the lesson. The teachers and the learning support staff work together closely and there is seamless support within the classrooms. In a very good lesson the teacher insisted on high levels of concentration so that pupils who have behavioural difficulties were actively engaged in learning throughout.
- 87 The planning for learning is satisfactory in Year 1. A lesson to introduce coins would have been more effective if all the pupils had used the plastic coins rather than cutting out pictures of money. However, overall the pupils made good progress in spite of

immature attitudes and by the end of the lesson most gained a knowledge and understanding of coins.

- 88 There is good provision for mathematics throughout the school. The National Numeracy Strategy is the foundation for the planning and teachers use other commercial materials to support lessons. Careful tracking of pupils' progress and the analysis of the results from national and internal tests identify any weaknesses in the planning and this is adjusted accordingly. The subject leader is new to his post but has a clear understanding of the maintenance and development of the subject. ICT is used appropriately within mathematics, particularly when pupils access and store data. Mathematics is also used to support other subjects such as geography and science. Pupils generally work very hard, particularly as they get older, and they take pride in their work.

SCIENCE

- 89 At the time of the last inspection standards were below average in Year 2 and Year 6. Although standards continue to be broadly below average pupils achieve well and make better progress than they did previously. Standards in the work seen are better than the results in national tests. Since 2000, Year 6 pupils' performance has been low and similar to that found in the lowest five per cent of schools nationally. Nevertheless, the trend in performance has been better than the national trend. In the work seen there was no major difference between the standards achieved by girls and boys. Pupils with SEN are achieving well. The highest attainers tend to be pupils whose first language is English. However, pupils with EAL make good progress and achieve well especially in their scientific knowledge. The considerable pupil mobility, and the high proportions of pupils with SEN and in the early stages of English language acquisition are key reasons why attainment is below average.
- 90 Pupils in Years 1 and 2 achieve well in their knowledge of physical processes and materials and their properties. They have good opportunities to develop their skills of scientific enquiry. Pupils in Year 2 describe with reasonable accuracy differences between materials and whether they bend, stretch or can be squashed. They have also observed how materials change. For example, they noticed how ice cubes become smaller as they began to melt. Pupils are growing in confidence in their recording of investigations. They record observations in writing, pictures and tables. However, because of below average skills in oral English and writing they find it difficult to explain their work or interpret results.
- 91 Pupils make good progress and achieve well in Years 3 to 6 but the amount of work covered varies considerably, for example, there is only a small amount in Year 3. Pupils in Year 4 have made good progress in their recording of the results of scientific enquiry. They have progressed from the use of simple diagrams with mainly one-word responses to lengthier written responses. They also make predictions and give reasonable explanations, for example, about what happens to a bulb in an electric circuit if an extra battery is added. Pupils in Year 5 have tested the effects of exercise on their bodies and recorded and explained their results reasonably well. Their descriptions of the functions of the heart and lungs are accurate. Investigations of whether microbes survive in different conditions include fairly carefully drawn diagrams but written explanations are below average. Pupils in Year 6 have undertaken a good range of work in scientific enquiry and scientific knowledge. Their understanding is developing well. They have undertaken comprehensive work on electricity and much of the high attainers' recording of the results of experiments, and the quality of their diagrams, are good. For example, a pupil wrote; *"A fuse does not*

store electricity it only lets electricity pass through". Although Year 6 pupils' books include work on solids and liquids they found difficulty in explaining the differences, when they were observed in the classroom. Year 6 pupils of average and below average ability in English struggle to write at length.

- 92 The quality of teaching is good overall. Lessons have clear objectives and, in general, teachers' explanations are suitably clear. Teachers make good use of scientific vocabulary and questions are well focused. Subject knowledge is at least sound. In a good lesson in Year 5 the teacher made good use of his subject knowledge when he used a globe and lamp effectively to help improve pupils' knowledge of the relationship between the sun and the Earth. In Year 4 pupils responded enthusiastically to the teacher's question; "*How do we make a test fair?*" They had difficulty articulating their understanding clearly but with the teacher's help, they improved their understanding. Similarly in Year 2, the patient help of the teacher and class assistant encouraged pupils to talk about their work in understanding forces and movement. In all the lessons pupils' achievements were restricted by weak skills in writing. Too often, they were expected to write freely without any assistance. Pupils' work is marked regularly but the marking is most effective, for example, in Year 6, when pupils are told how they can improve.
- 93 The subject is well led by the co-ordinator who is also the deputy headteacher. She has a good overview of standards of teaching and learning. Plans to identify targets for individual pupils' progress throughout the school should help the co-ordinator to track pupils' progress more thoroughly. Little use of ICT was seen during the inspection but there is evidence that it is used, for example, in conjunction with work in mathematics.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

- 94 No lessons were seen in design and technology and there was insufficient evidence of pupils' work to evaluate standards. In Year 2 and Year 6, standards in art and design are typical for pupils' ages and there is some good work. Collections of pupils' artwork, photographic evidence and work displayed around the school indicate that achievement is good. The quality of display is good and encourages pupils to be proud of their work.
- 95 The work scrutinised in Year 1 and Year 2 included examples taken from last year's cohorts. Work in Year 1 has included colourful representations of sunsets and silhouettes of winter trees. Year 1 pupils selected materials carefully for their green collage pictures. Work in Year 2 has included good use of stippling and good colour mixing. Pictures of winter sun over a frosty city are vibrant. A good range of work includes printing, drawing, painting, collage and the use of wax resist. The latter has been used effectively to produce pictures of sunflowers in the style of Van Gogh. Year 2 pupils are learning to mix colours successfully, for example, in their "green" pictures. Their recent work on creating different textures includes some good examples.
- 96 Pupils in Years 3 to 6 undertake a good range of work. Pupils in Year 3 have shown good skills in adding white and black to a base colour to produce different shades. They have also mixed shades of green thoroughly and painted in the style of Mondrian. In Year 4, paintings of landscapes in the style of Van Gogh are well executed and show that pupils looked carefully at his work. There are some examples in Year 5 of closely observed still life. The scrutiny of pupils' work in Year 6 included examples from their work in Year 5. Year 6 pupils' skills in figure drawing are

satisfactory overall. The best two-dimensional work includes good perspective in paintings of tree-lined roads, fine brushes used carefully to record observations of twigs and good watercolour representations of pansies. In the school's current "green" theme pupils have drawn figures, in the style of Matisse, with reasonable care. Sketchbooks observed in Years 5 and 6, despite some examples of pupils trying out their ideas, have not been used as a progressive record of pupils' skills and ideas. For example, there is little indication of pupils evaluating their work.

- 97 Very few lessons were observed in art and design and none in Year 6. The teaching seen was satisfactory overall. Good support from a class assistant helped pupils in Year 3 to use a good range of media carefully as they produced textured pictures. The scrutinised samples of work including those taken from the school's "themes" suggest that much of the teaching is good. Little three-dimensional work was seen during the inspection but the planning for art and design indicates that it is undertaken. The co-ordinator for art and design is part-time and also carries another responsibility. Nevertheless, art and design is given quite a high profile and the co-ordinator has a good overview of developments in pupils' work. Opportunities are taken where possible to bring artists into the school to work with pupils. There is no co-ordinator for design and technology but the subject is planned satisfactorily.

GEOGRAPHY AND HISTORY

- 98 Due to the schools timetabling arrangements and the timing of the inspection it was not possible to observe any history lessons in Years 1 and 2 and only one lesson was seen in Years 3 to 6. Geography was observed in three lessons but not in Year 2 or Year 6. Judgements on attainment in Year 2 and Year 6 are based on a scrutiny of pupils' work, teachers' planning, discussions with teachers and pupils, and the history lesson seen in Year 6.
- 99 In Year 2 and Year 6 the majority of pupils achieve standards that are broadly in line with those expected for their ages in both subjects. Most pupils make very good progress and achieve well. This is due to good teaching and an interesting and well-planned curriculum, which engages pupils' interests in people, places, events and happenings through the ages and across the world. Pupils with SEN and those learning English as an additional language receive good support to enable them to take a full part in the lessons and they achieve well.
- 100 In both subjects pupils have good opportunities to build up a good knowledge base and to develop sound geographical and historical skills. As pupils move through the school they are encouraged to think of themselves as historians as they consider the authenticity of evidence and use a range of books, video material, artefacts, photographs, the Internet and visits and visitors to gain knowledge and understanding of past times and characters. The pupils' factual knowledge and ability to recall dates, places, people, events and periods of history in chronological order are good. Pupils in Years 1-2 study the contribution of significant people, such as Guy Fawkes, Florence Nightingale, Thomas a Beckett and St. Nicholas. Their understanding of time and change is developed well as they study toys from the past, comparing them to their own modern toys. In Years 3 to 6, pupils study the Anglo Saxons, Vikings, Egyptians, Tudors and Victorians and develop satisfactory understanding of the more distant past and its impact on the present. Pupils in Year 6, use evidence well to make deductions and form opinions. They have a secure understanding of the politics of the Tudor dynasty and discuss the significance of events, such as the impact of Henry the Eighth's need for a male heir. Moral development is supported well as pupils discuss the working conditions of children in the Victorian era.

- 101 In geography, pupils in Year 2 know that maps and plans represent a locality. 'Barnaby Bear' provides all pupils in Years 1 and 2 with knowledge of different destinations as they plot his journeys on a world map. Pupils in Year 6 are acquiring good geographical knowledge about their own locality and that of distant ones. They can name significant countries of the world, and identify mountain ranges, rivers and capital cities. Through an in-depth study of India, pupils develop an understanding of how the lives of people in other countries are different from their own. In a Year 5 lesson, very enthusiastic and challenging teaching ensured pupils used a wide range of geographical skills, knowledge and understanding as they studied rivers. They identified the effects of water on the landscape and people's lives and improved their understanding of specific vocabulary such as 'source', 'meander', 'confluence' and 'erosion'. Pupils were engrossed in their tasks and worked extremely well together as they used accurate geographical terminology and created diagrams to explain the how and why of erosion. Year 6 pupils study coastlines and develop their ideas of sustainable development and their responsibility to the environment.
- 102 Teaching of history and geography is good. Pupils have good opportunities to organise their own work and record their findings in their own words using a range of styles such as posters, newspaper reports, diaries and letters. Although these techniques add interest to pupils' work and reinforce the skills they are learning in literacy, opportunities are rarely taken to improve the accuracy of their writing. Historical and geographical tasks are particularly well planned and matched to the differing levels of attainment. In the very best lessons high attaining pupils are expected to add detail to their work and provide explanations and reasons for events and happenings. Teaching is enthusiastic and staff have secure subject knowledge and a very good understanding of the subject. They use a variety of artefacts, maps, photographs, the Internet, CD-ROMs, field trips, visits, visitors and quality books to bring the subject alive for the pupils. A wide range of independent activities challenge pupils' thinking and this has a positive effect on the quality of learning.
- 103 Both subjects are well managed and make an important contribution to the aims of the school. Schemes of work effectively ensure there is progress and continuity across the school, taking into account the needs of the different attainment levels within each class. This helps teachers to provide pupils with good opportunities to extend their knowledge, understanding and skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 104 In Year 2, standards are close to the expected levels but pupils in Year 6 do not reach the expected standards for their age. Pupils in Years 3 to 6 have achieved well over the past two years but there are still gaps in their knowledge. Good progress has been made since the last inspection to improve the number and quality of computers and programs, but there are not enough computers for pupils to practise the skills immediately after teaching sessions. In Years 1 and 2 where six computers have been grouped together, pupils make progress because as soon as they have been taught new skills they practise their new learning. Learning in lessons seen was good and reflected the quality of teaching. However, because of the previous lack of ICT opportunities Year 6 pupils have not made enough progress to reach the expected standard.
- 105 Pupils in Years 1 and 2 know how to use a simple word processing program. They change the size and style of the words they have typed. They highlight words and change the colour of the letters and then print the results. Pupils in Year 2 use a

simple data-handling program to record the results of their surveys into their favourite lesson, food and drink. They produce colour graphs of their records. The improvement in standards is due to the good quality scheme of work adopted since the last inspection, the rise in teachers' subject knowledge and the targets set for each pupil.

- 106 In Years 3 to 6, teachers provide good learning opportunities. They have suitable levels of subject knowledge and provide lots of opportunities to use computers in English and subjects such as geography when charting the course of a river. Pupils use digital cameras to make photographic records of their visits and their work in school. They design a system of instructions to control pieces of equipment and use the Internet for research. Pupils have not used the Internet to send emails. Pupils know how to conduct a search using the Internet and talk about search engines and web sites knowledgeably. They consider this to be a normal part of their information gathering processes alongside using reference material from the school library. They use databases to search for pieces of information which match a line of enquiry. However, because there is a great deal of catching up to do for the upper juniors, pupils in Years 3 and 5 are working at approximately the same sort of level in their current work on databases.
- 107 The quality of teaching is generally good. The levels of subject knowledge have been improved since the last inspection and this has raised the confidence of teachers to be able to teach all of the strands of the curriculum. Plans are well formed to assist learning in other subjects. Teachers give pupils opportunities to write instructions, for example, for making a model of a pyramid in mathematics. Management of pupils, in the lessons seen, was good; pupils were reminded to focus their attention on what the teachers said so that they could learn effectively. Planning often goes beyond the immediate lesson and has further challenges for pupils. This is good practice and presents pupils with challenging activities.
- 108 The school has a greater number of good quality computers than it did at the last inspection. The subject co-ordinator leads the subject well. There is now a good quality policy and a scheme of work that sets out the work each year group should complete. The school's plans to develop a suite of computers should ensure that pupils will be able to practise skills and ideas immediately after the teaching.

MUSIC

- 109 Very little music was observed during the inspection and there are no recorded examples of pupils' performance so no judgement about standards in the subject can be made.
- 110 In the singing practices for pupils in Years 1 and 2 and in Years 3 and 4, both groups of pupils sang a range of songs enthusiastically and rhythmically although many had little understanding of some of the lyrics. There was little direct teaching to help the pupils improve their performance.
- 111 Pupils in Year 5 have some understanding of different music of the twentieth century and identify "Rock and Roll" and "Country and Western" music. A pupil maintained the rhythm of the tune "Rock around the Clock" on the steel pans but had no understanding of the intervals between the notes and there was no opportunity for her to experiment. The class sang the song enthusiastically but did not maintain the pitch and the teacher missed the opportunity to introduce the relevant vocabulary.

Teaching and learning in this lesson were satisfactory but the pupils' performance and knowledge were below what is typical for their age.

- 112 The subject leader teaches the oldest two classes for music and teachers use the Sheffield scheme to support music throughout the school. The policy is being updated. The music co-ordinator does not observe teaching through the school but she looks at teachers' planning. She does not have a clear overview of the quality of the provision or the standards throughout the school. There are no assessments of pupils' achievements or records of the work they have covered. The oldest pupils have recently taken part in a project run by a teacher from another school and the sixth form brass ensemble from the same school plays for the Netherthorpe pupils. There is no instrumental tuition at present but there are plans to select 12 pupils to learn brass or keyboard instruments as part of the Sheffield gifted and talented initiative. There is an appropriate range of percussion instruments in school that is enhanced by the steel pans. However, pupils rarely listen to music or sing in assemblies.

PHYSICAL EDUCATION

- 113 Only one lesson was observed in Year 2 and none in Year 6. Standards in dance, in Year 2, are typical for this age group. Swimming was not observed in Year 6 but the school's records indicate that most pupils can swim at least 25 metres and many do much more in the relatively few sessions available. The school's facilities are unsatisfactory and affect the provision for learning in gymnastics, games and athletics. The hall is too small, especially for the upper juniors, and means that only a small number of pupils can engage in activities at any one time while others wait and watch. The school has done all it can to work around this situation and teachers are very aware of the need to conduct lesson safely. The very cramped conditions means that teachers are correct to limit the number of pupils who are active at any one time. The playground is also too small, and slopes too much, to contain large groups of pupils safely. The school does not have access to a safe, grassed area. A Lottery Grant has been awarded to the school, to build a sports hall, not far from the school building. Work has begun on clearing the site for this additional resource, which should be completed by the end of the current school year.
- 114 Throughout the school pupils are enthusiastic in lessons and older pupils talk with animation about the after-school clubs such as cross-country and football. Pupils in Year 1 have a good understanding about why they should exercise and make their hearts beat faster. They know that the heart beats faster and pumps blood around the body quicker when they work hard during their warm up exercises. Boys and girls show average skills when controlling large and small balls with their hands and feet, and in a small number of cases exceptionally high levels of foot control. In Year 2 pupils developed a sequence of dance movements to accompany a taped story. Learning was good in this lesson because the teacher encouraged pupils to move gracefully. The paired work improved as the teacher made suggestions and coached pupils well on how to work together.
- 115 The quality of teaching is at least satisfactory and good at times. In Year 3, six pupils worked on two benches surrounded by mats. They produced sequences of average quality, combining jumps and balances. In a well-structured lesson Year 5 pupils improved their basketball skills. The teacher gave learning points to individual pupils and groups and this resulted in pupils improving during the lesson. However, because only half the class worked at any one time, half were not learning and therefore pupils did not make enough progress. In both the Year 3 and Year 5

lessons, teachers asked pupils to observe their peers to evaluate how well each was doing and to see if improvements could be suggested. Although this is an important part of the physical education curriculum it is no substitute for active physical involvement.

- 116 Pupils have ten sessions of swimming in Years 5 and 6. Very few pupils swim before beginning these sessions. The physical education curriculum is planned in line with national advice. The co-ordinator is new to the post but is working hard to continue the school's tradition of cross-country and participation in the football league.

RELIGIOUS EDUCATION

- 117 Pupils in Years 2 and 6 achieve standards in line with the levels set out in the locally agreed syllabus. They have sound levels of knowledge and understanding about the world's major religions. Pupils enjoy learning about each other's faiths and a strength of the school is the way in which each pupil's background, culture and religious practices are valued and shared. Pupils are achieving very well. The curriculum is based on a combination of local and national advice.
- 118 Pupils in Year 2 know about Moses and how he was found in the bulrushes. Teachers carefully draw out the messages from the lives of saints. For example, the story of Thomas Beckett was used to teach the value of telling the truth and listening to mums and dads. In a good lesson seen in this year group pupils listened to the story of Saint Lucia, the patron saint of light. Although pupils' listening skills are not well developed, the practical session of making Christingles, allowed the teacher to reinforce the teaching and learning points. Pupils talked about the four seasons, how light is important at certain times of the year and how Christingles symbolise light, love and food.
- 119 Pupils in Year 6 have a sound understanding about the similarities and differences of the world's major religions. They know about places of worship, holy books and scriptures and festivals. In an assembly focussing on Islam, Muslim pupils were proud of their religion as they talked about and demonstrated their prayers and fasting during the holy month of Ramadan. Other pupils watching the assembly showed high levels of interest and understanding as pupils described the five pillars of Islam. Pupils in the same year group made good copies of Islamic calligraphy and understood the development of this form of art and its historical importance to Muslims. In the only lesson seen in Years 3 to 6, pupils in Year 5 were presented with the challenging task of classifying aspects of the Christmas story as having a basis in fact or in faith. Pupils tackled this difficult work with maturity and perseverance. They discussed issues such as; *'If astronomers today know that bright light could have been above Bethlehem, does this mean that the Magi followed the star to the stable?'* and; *'If we know historically that the Romans conducted a census 2000 years ago, would that mean that Joseph, Mary and the baby would be in the lists of people present in Bethlehem?'* This was a very good lesson and encouraged pupils to consider issues of truth, faith and historical record.
- 120 The teaching in the two lessons seen was at least good. Teachers use a good range of methods to encourage pupils to think carefully about the importance of religions in their lives. Pupils learn by considering the experiences of others and how their lives are affected and directed by their religions. They show consideration for the faiths of others and teachers use pupils' personal experiences to good effect. Pupils grow in respect for the religious practices of others and their cultural traditions because teachers are open about their own beliefs and experiences and develop in pupils a

care and consideration for others. Teachers' subject knowledge is good and leads to interesting lessons. Work in books shows that punctuation is not used well to help pupils communicate more effectively. Handwriting is average and pupils use their knowledge of letter sounds to make good attempts at difficult spellings. Pupils use the Internet and CD-ROMs to carry out research in religious education.

- 121 The subject leader is new to the post; resources are of good quality and plentiful and the school uses the local resources well. There is a sound policy and scheme for the subject.