

INSPECTION REPORT

Rawmarsh Thorogate Junior and Infant School
Rotherham

LEA area: Rotherham

Unique Reference Number: 106910

School Inspection Number: 182105

Headteacher: Mrs S Darby

Reporting inspector: Mrs J Deans

Dates of inspection: 29/11/99 – 02/12/99

Under OFSTED contract number: 706848

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

Information about the school

Type of school: Infant and Junior

Type of control: County

Age range of pupils: 5-11

Gender of pupils: Mixed

School address: Thorogate
Rawmarsh
Rotherham
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Telephone number: 01709-710033

Appropriate authority: Governing Body

Name of chair of governors: Mrs S Birkin

Date of the previous inspection: 20/11/1995 - 24/11/1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Deans, Registered Inspector	English	Main Findings
	Geography	Key Issues for Action
	Equal opportunities	Characteristics of the school
		Key indicators
		Attainment and progress
		Teaching
		Leadership and management
		The efficiency of the school
Mrs E Mills, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mr N P Stewart, Team member	Mathematics	The curriculum and assessment
	Art	Staffing, accommodation and learning resources
	History	
	Physical education	
	Provision for under-fives	
Mr G Lewis, Team member	Science	Attitudes, behaviour and personal development
	Information technology	
	Special educational needs	
	Special educational needs unit	
Mr R J Iball, Team member	Religious education	Pupils' spiritual, moral, social and cultural development
	Design and technology	
	Music	

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Standards in the core curriculum in Key Stage 1 are very high.
- Pupils' behaviour is very good; they demonstrate very positive attitudes to learning.
- Overall leadership of the school is very strong; there is good involvement of the governing body.
- Provision for the early years is very good.
- The school has a very positive ethos; relationships are very good.
- Parents are effectively involved in pupils' learning.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The rate of pupils' progress is slower in Key Stage 2 than it is in Key Stage 1.
- II. The role of the subject co-ordinator is still not fully developed.

The weaknesses are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of children at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made generally good progress since the last inspection, significantly so since the appointment of the new headteacher in June 1998.

The new curriculum policy statement has given clear educational direction to the school. There is an improved approach to planning which encourages identification of learning objectives and ensures purposeful activities to support learning.

School development planning is now very good. Action plans identify responsibilities, timescales, resource needs and success criteria. Immediate and longer term priorities are clearly understood by governors and staff.

Curriculum monitoring and evaluation is effective, but is, at present, largely the responsibility of the headteacher. Although some subject co-ordinators monitor planning and samples of work, none has the opportunity to monitor implementation in the classroom. There is a sensible three year plan to extend the monitoring role of the co-ordinator.

Good progress has been made in the use of assessment data in English, mathematics and science. There is now a culture of target-setting to secure improvement, both for individual pupils and for the school as a whole. Both governors and teachers have a sound understanding of data analysis and interpretation, and of the target-setting process. Rigorous assessment procedures have not yet been extended beyond the core curriculum.

There has been satisfactory improvement in the provision for design and technology. All teachers have received training in the subject and the school has sensibly determined to follow the Qualifications and Curriculum Authority (QCA) scheme of work. All aspects of the subject are covered and attainment and progress are satisfactory.

Given the quality of the leadership, the strengths within the teaching and the commitment of all involved with the school, it has a very good capacity to make continued improvement.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	C	C	<i>Well above average</i>	A
Mathematics	D	D	<i>Above average</i>	B
Science	C	D	<i>Average</i>	C
			<i>Below average</i>	D
			<i>Well below average</i>	E

Standards of attainment in English, mathematics and science in Key Stage 1 are very high. Above average standards in Key Stage 2 in reading and in speaking and listening were observed. Observation of lessons and scrutiny of work show that standards in English, mathematics and science are improving in Key Stage 2, and are generally average by the end of the key stage. Standards in the extended core subjects of information technology and religious education are average. Religious education in Key Stage 1 is above expectations for age. Standards in geography and art are above expectations. In all other subjects standards are in line with expectations for age.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	very good	good
Mathematics	very good	very good	good
Science	very good	very good	good
Information Technology	satisfactory	satisfactory	satisfactory
Religious education	satisfactory	satisfactory	satisfactory
Other subjects	very good	good	satisfactory

The quality of teaching throughout the school is generally good. In Key Stage 1 it is often very good. The overall quality of teaching has improved since the last inspection.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	A very orderly community. Behaviour is always very good.
Attendance	Attendance is above average. Procedures to promote attendance are good.
Ethos*	Relationships are very good. Pupils have very positive attitudes to learning. Achievement is valued.
Leadership and management	Very clear educational direction; strong leadership; role of co-ordinator requires further development.
Curriculum	Appropriate breadth and balance; effective implementation of literacy and numeracy strategies; effective assessment procedures in English and mathematics.
Pupils with special educational needs	Good provision, including the SEN unit; full curriculum access; very good progress in Key Stage 1; good progress in Key Stage 2.
Spiritual, moral, social and cultural development	Good provision for spiritual and cultural development; very good provision for moral and social development.
Staffing, resources and accommodation	Appropriate level of staffing; staff effectively deployed; accommodation well used; resources adequate; very good provision for literacy.
Value for money	The school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the School	What some parents are not happy about
III.The school promotes high standards. IV.The school promotes positive attitudes and values. V.Their children like school. VI.The school achieves high standards of behaviour.	VII.No significant number of parents expressed dissatisfaction with any aspect of the school.

· Most questions brought a very positive response from parents. The inspection team supports the parents' view of the school, especially in terms of the promotion of positive attitudes and good behaviour. The school acknowledges the need to ensure that the present high standards seen in Key Stage 1 continue throughout the school. This is already beginning to happen and the school is well placed to raise attainment at the end of Key Stage 2.

Key issues for action

To raise further the standards of work and provision, the governors and senior management should:

q. **Improve the rate of pupils' progress in Key Stage 2 by ensuring:**

- that planning, which already provides for appropriate continuity, is effectively implemented in practice
- that the purpose of the learning within each of the activities is clear, and is communicated to pupils
- a consistently appropriate pace within lessons at the beginning of the key stage.
{paragraphs: 9, 27, 31, 88, 92, 99}

q. **Continue, as planned, to extend the role of the subject co-ordinator by providing:**

- relevant training to develop confidence in subject expertise
- training in the role of middle management
- opportunities to monitor teaching of the subject as appropriate.
{paragraphs: 61, 68}

Introduction

Characteristics of the school

1 Thorogate Infant and Junior School is situated in a small town in a suburban area of Rotherham. The majority of pupils comes from the immediate area, which includes a mix of privately owned and council housing, but some come from further afield. All children have had some nursery or playgroup experience. In September of this year six pupils entered Year 3 following infant education in other schools.

2 The school includes a Local Education Authority (LEA) Special Educational Needs (SEN) unit for pupils with emotional and behaviour difficulties, all of whom have a statement of SEN.

3 There are 197 pupils on roll in the main school; approximately 13% are eligible for free school meals. Three pupils are from a minority ethnic background. There are six pupils at stages 3-5 of the SEN register and one has a statement of special needs. There have been no exclusions from main school during the last three years, but one exclusion from the unit.

4 The recently-appointed headteacher has worked with governors and staff to establish clear aims which promote positive relationships, an effective learning environment and all aspects of pupil development. Present priorities have been determined largely by the key issues raised by the previous inspection and by the national agenda for literacy, numeracy and information technology (IT).

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of
Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage at NC Level 2 or above	School	100 (99)	100 (96)	100 (89)
	National	82 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	14	14	14
	Total	26	26	26
Percentage at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of

Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	20	12	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	10	15
	Girls	12	11	11
	Total	24	21	26
Percentage at NC Level 4 or above	School	75 (71)	66 (60)	81 (72)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	11	13
	Girls	12	10	11
	Total	24	21	24
Percentage at NC Level 4 or above	School	75 (79)	72 (76)	72 (79)
	National	67 (64)	69 (64)	75 (70)

²

Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed
Through absence for the latest complete
Reporting year :

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0.5
	National comparative data	0.5

- **Exclusions**

Number of exclusions of pupils (of statutory school age)
During the previous year :

	Number
Fixed period	0
Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	21.3
Satisfactory or better	97.9
Less than satisfactory	2.1

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

5 Attainment in the school by the end of Key Stage 2 is average, especially in the core curriculum subjects of English, mathematics and science. End of key stage results for seven year olds in 1999 showed the performance of the pupils in reading, writing and mathematics to be very high in comparison with the national average and with the average for similar schools. In the 1999 national tests for eleven year olds attainment was not significantly different from the national average in English and science. In mathematics attainment was below the national average. In mathematics and science results were below those attained by similar schools. However, a significant number of pupils attained the higher level 5 in the three core subjects.

6 Figures for the previous three years, 1996 to 1998, indicate that, by the end of Key Stage 2, taking all the core subjects together, the performance of pupils is slightly above the national average and generally similar to that of pupils from similar schools.

7 The abilities of children entering Reception are slightly above expectations for age. Observation of lessons, scrutiny of work and discussion with pupils during the week of the inspection confirm that by the end of Key Stage 1 standards in English, mathematics and science are well above average.

8 A significant number of pupils enter the school in Year 3, following infant education in other schools. This results in standards which are only slightly above average at the beginning of Key Stage 2.

9 Children achieve the desirable learning outcomes by the end of their first term in Reception. There is consistently good progress through the early years and through Key Stage 1. At the beginning of Key Stage 2 progress is slower, although it is satisfactory through the key stage. The most able make good progress throughout and attain high standards.

10 Standards of attainment in English are well above average in Key Stage 1 and broadly average in Key Stage 2. Attainment in speaking and listening and in reading is better than attainment in writing for the older pupils. By the end of Key Stage 2 pupils speak confidently and articulately in a range of situations. Their understanding and use of technical vocabulary in all subjects of the curriculum is good. Reading is fluent and often expressive and pupils show awareness of a range of books and authors. Handwriting, spelling and punctuation are sound and pupils are given appropriate opportunities to write for different purposes.

11 Standards of attainment in mathematics are average throughout Key Stage 2 but well above average in Key Stage 1. By the age of seven pupils calculate with increasing accuracy, using good mental skills, and most recognise two and three-dimensional shapes. In Key Stage 2 pupils across the age range show appropriate levels of skill in responding to problems. Some pupils offer detailed explanations about how they have carried out their work.

12 Standards of attainment in science are very high in Key Stage 1 and average by the end of

Key Stage 2. Pupils develop a good approach to investigation and are able to record their findings in a variety of ways.

13 Mathematics and science make positive contributions to pupils' progress in literacy through the emphasis on use of appropriate and precise language when explaining and interpreting work.

14 In information technology overall standards are average. Pupils are making satisfactory progress in the application of information technology, including data-handling and word-processing. They use hardware and software confidently to access information. However, some aspects of the subject, for example, control and modelling are limited. Attainment in religious education is in line with the expectations of the Agreed Syllabus at Key Stage 2 and above expectations in Key Stage 1. Pupils are gaining an appropriate knowledge of different faiths and religious celebrations.

15 Standards in the non-core subjects are generally in line with what is expected for age at the end of Key Stage 1 and at the end of Key Stage 2. Standards in geography and in art are above expectations for age. Pupils make good progress in the development of geographical skills and in understanding of places. In art younger pupils are making good progress in their drawing skills, whilst older pupils record observations and feelings effectively, using a range of media.

16 The progress of pupils with SEN is always good; in Key Stage 1 it is very good. They have full curriculum access through very effectively structured learning programmes, and often benefit from individual attention from teachers and classroom assistants. Standards of attainment are often beyond expectations.

17 The attainment of pupils who attend the SEN unit is not at the level that would be expected for pupils of their age and ability under normal circumstances. However, when judged against their attainment on entry, and considering the previous disruption to their education, attainment is satisfactory and often good. Whilst attending the unit pupils make good progress, making significant improvements in both behaviour and learning.

Attitudes, behaviour and personal development

18 Pupils' attitudes to learning are very good. They show a good level of interest in all areas of the curriculum and make a careful, confident and enthusiastic response to their learning tasks. This shows that the good attitudes and behaviour reported in the last inspection have continued.

19 Pupils behave very well when moving around the school, at break times, and in class. During lessons they listen to their teachers and follow instructions, sharing ideas and materials and helping each other. They show respect for each other and co-operate to get things done. In the playground older pupils organise games to play together and demonstrate that they can keep to the rules with a minimum of supervision. Lunch times are orderly.

20 Relationships are very good. Older and younger pupils get on well together, and with adults. Good relationships are formed with pupils in the SEN unit. Older pupils are keen to take responsibility for tasks around school and support younger pupils. The way that all participate in assemblies, valuing the successes of other children, illustrates the spirit of respect and belonging which is characteristic of the school. The pupils in the SEN unit are appropriately involved in assemblies and other aspects of school life.

21 Pupils show a good understanding of the community outside school. They participate enthusiastically in fund raising events for those less fortunate than themselves, often at the instigation of older pupils. They are also interested in the environment in which they live, for example, demonstrating a knowledge of pollution, and steps to avoid it, in their study of the Don river as part of their geography work.

Attendance

22 Attendance at the school is good. The main school has high levels of attendance, with little unauthorised absence. Some long term absence of pupils attending the SEN unit has had the effect of depressing overall rates, but they remain around those achieved nationally.

23 Pupils are punctual and school sessions begin promptly. The good attendance of pupils has a positive effect on their learning.

Quality of education provided

Teaching

24 The quality of teaching, including that in the SEN unit, is generally good. For children under five and in Key Stage 1 it is often very good. Teachers throughout the school form very positive relationships with pupils and organise their classrooms effectively. They plan coverage of the National Curriculum thoroughly and demonstrate sound knowledge and expertise in most subject areas. They give clear explanations and use a good range of questions to provide opportunities for all to respond and to be appropriately challenged. Teachers offer a good model of language use which enhances the pupils' oracy skills. They ensure equal access to the curriculum for all pupils. There is good provision for pupils with SEN, both in the main school and in the SEN unit.

25 Teachers and other adults working in the early years provide a strong foundation for children's education. The Reception/Year 1 class is very well organised and activities very well managed. Use of early assessment procedures is effective and teachers have a detailed knowledge of the abilities of individual children so that activities are always well matched to learning needs.

26 The headteacher and other adults encourage a learning culture in which individual achievement is recognised and valued. Expectations are high and pupils are constantly encouraged to improve their work and to take pride in it. Lessons are well structured, with appropriate pace and variety. This is especially so of the literacy hour and the daily mathematics lesson which have been successfully introduced throughout the school.

27 Occasionally teaching is weaker in Year 3. Planning is not always fully implemented and the purpose of the learning is not made clear. Explanations can be overlong and stray from the focus of the lesson. This results in a slower rate of progress at the beginning of Key Stage 2.

28 In both key stages teachers plan a good range of curriculum-related visits which provide quality first-hand experiences to stimulate learning. They also make effective use of the local environment and of the skills and knowledge of visitors. Adults sharing their experiences of the Second World War with Year 3 pupils made a significant contribution to the quality of learning.

29 The overall quality of teaching, particularly in Key Stage 1, has improved since the last inspection.

The curriculum and assessment

30 The school's curriculum meets statutory requirements. Provision for the early years leads effectively into the National Curriculum. Children in the reception class have access to a range of very well-planned provision across all areas of learning. The curriculum in Key Stages 1 and 2 is broad and balanced. There is an appropriate emphasis on English and mathematics and a strong concern to promote literacy and numeracy across the curriculum. Criticisms about curriculum coverage and depth raised in the previous inspection have been dealt with. In particular, the revised approach to curriculum planning has led to a much better focus on specific subject content within the planned themes.

31 Curriculum planning has featured as a major priority following the appointment of the present headteacher. There is now a clear long term overview of coverage. Medium and short term planning effectively includes appropriate links between learning intentions, planned activities and teacher assessment of pupils' progress. The school must ensure that this planning is implemented consistently. The new curriculum policy statement has a clear set of aims and is supported by a good commentary on planning, monitoring, and strategies for effective teaching and learning.

32 Although some curriculum policies are out of date and do not reflect present practice in the school, there is a clearly planned programme of policy revision in place. This is designed to take account of proposed changes to the National Curriculum in 2000.

33 Visits locally and further afield, including residential experiences for pupils in Years 5 and 6, are well planned and support the aim of providing quality first hand and familiar starting points for pupils' learning. Additional adults who offer regular support in the early years and Key Stage 1 classes make a significant contribution to the curriculum. Visitors to the school, for example, those supporting the history topic in Years 3 and 4 during the week of the inspection, also enhance curriculum provision.

34 Equality of access and opportunity is evident in all subjects. Provision for SEN pupils, both within the school and the separate SEN unit, is good. There are very good examples of links between the curriculum in the unit and that of the main school.

35 A satisfactory programme of health, sex and drugs education is planned for the older pupils. Many pupils benefit from the good range of extra-curricular activities offered by the school.

36 There are more detailed and rigorous assessment procedures in place since the last inspection. This area has also been a focus for improvement following the arrival of the present headteacher. There is now an effective, revised policy for assessment which was introduced earlier this year.

37 Assessment in the early years is thorough, with detailed information and understanding of children's abilities and progress. This is used effectively to inform planning. Assessment in the three core subjects of English, mathematics and science is good throughout the school. Useful individual pupil and subject portfolios of work have been produced by staff. Co-ordinators in these subjects, together with the newly-designated assessment co-ordinator, have clear roles and responsibilities and work closely with the headteacher to monitor work. Assessment in other areas of the curriculum is much more limited in its scope.

38 Analysis of national and other standardised test results is carried out efficiently to identify strengths and weaknesses and focus on areas for improvement. Targets have been agreed and recorded for all year groups.

39 Teacher planning includes some identification of assessment opportunities. Work is appropriately matched to the needs of pupils. Assessment of pupils with SEN is good, both in school and in the SEN unit; all adults are aware of pupils' needs set out in their individual education plans (IEPs).

Pupils' spiritual, moral, social and cultural development

40 Provision for moral and social education is very good. Provision for spiritual and cultural development is good. The school stresses the importance of moral and social behaviour in its aims and policies but does not emphasise spiritual and cultural development sufficiently. Although there is neither policy nor plan for the development of spiritual, moral, social and cultural education, all are visible in the school's curriculum. Sound progress has been made since the previous inspection.

41 Provision for spiritual education is good. In some subjects pupils are given time to sense beauty, reflect and wonder. Religious education makes a particular contribution, as pupils consider the importance of spiritual matters and the big questions of life. Spiritual insights prompt them to draw moral and social conclusions. Well-planned assemblies meet statutory requirements. They are highly valued, stimulating occasions, in which pupils explore values and beliefs. Where used, 'Circle Time' significantly develops pupils' self-knowledge, attitudes and understanding of others. Teachers welcome and use the ideas and work of all pupils. Good quality displays make an important contribution to this.

42 Clear moral messages are taught. Positive behaviour management requires pupils to reason, internalise moral values and regulate their behaviour accordingly. The school fosters honesty, a respect for truth and integrity. Moral values are emphasised in the curriculum, especially in geography, history, English and religious education. Assemblies celebrate successes. Parents appreciate the school's contribution to these matters.

43 Provision for social development is very good. Pupils respect all adults and each other. In lessons they co-operate and collaborate in their learning. They play games fairly. Extra-curricular activities encourage social development and residential visits are beneficial experiences. Pupils are actively involved in supporting a number of charities. They learn from working with those in the

SEN unit. Responsibilities in school are carried out efficiently and reliably. Year 6 pupils spend time helping younger ones with practical matters. Others help run a book club, prepare for assemblies and organise physical education apparatus. All relationships are very good.

44 Pupils are introduced to a variety of cultural traditions. Visitors to school are well chosen and include the vicar, a member of the Salvation Army, a Rabbi, and musicians, including a group who play African instruments. Visits are varied and include museums, theatres and places of historic and environmental significance. Music and art introduce pupils to culture from their own country and time and to contrasting times and cultures. Appropriate provision is made for multi-cultural education.

Support, guidance and pupils' welfare

45 The school provides very effective personal guidance for pupils. There is a strong ethos throughout the school which promotes positive relationships, and all adults in the school community help to create a safe, caring environment where children are confident and secure.

46 Class teachers provide very good day-to-day guidance. They know pupils well and offer consistently good personal support. There has been an improvement in the monitoring of pupils' academic progress since the last inspection. Systems for assessing pupils' work in English and mathematics have recently been established which provide teachers with information which is used well to support pupils' learning. Targets are set in mathematics, reading and writing. These systems for assessing pupils' work are being developed to include other subjects in the curriculum. Assessment of children's ability on entering school is particularly good.

47 Teachers have high expectations of pupils' conduct and, although systems are in place to deal effectively with poor behaviour, these are rarely required. The monitoring of behaviour in the SEN unit is very good. Bullying is not tolerated in the school and pupils are aware of the procedures for reporting instances of aggressive behaviour.

48 Class teachers, along with the headteacher and secretary, are rigorous in ensuring that absence is authorised and attendance is carefully monitored.

49 Child protection procedures are in order with appropriate contact with outside agencies when necessary. The school has due regard for the health, safety and wellbeing of pupils, and there are effective measures to deal with accidents. Regular checks of the building are carried out and safe practices were observed during the inspection.

50 Overall the school takes good care of its pupils, and provides a suitable environment for them, which has a positive effect on their learning.

Partnership with parents and the community

51 The school has established an effective partnership with parents, which contributes well to pupils' learning. Clear communication is promoted by the school. Parents are encouraged to contact school if there is a problem and the school involves parents quickly if the need arises.

52 Parents' involvement with the work of their children at home is very strong. Pupils take reading books home and reading records are seen by parents. In mathematics, a 'task of the week' is

supplied, with specific guidelines to parents for helping at home. The school provides adequate opportunities, both formal and informal, for parents to discuss pupils' progress. Meetings about initiatives such as literacy and numeracy are well attended.

53 Parental expertise is very well used by the school and makes a positive contribution to learning. Some examples of very good support were seen during the inspection; these included help in music, reading and baking. Parents take part in reading workshops and help with the production of resources. Parental support is having a positive effect, especially on literacy and numeracy. The school runs an accredited course in conjunction with Rotherham College of Arts and Technology in Family Learning.

54 Although the school does not have a Parent Teacher Association, substantial funds are raised with the support of parents.

55 Annual written reports have been improved since the last inspection, but most are still lacking in targets and would be of more benefit to parents if they contained more information on pupils' standards. At present design and technology and information technology are not reported separately and in this respect the reports do not meet requirements.

56 The school's involvement with the local community is good. Rawmarsh is well used in topic work and pupils have been involved in tree planting and a 'clean-up campaign'. Regular visitors to the school include the local vicar and an officer from the Salvation Army. Pupils have made visits to local firms, including Asda, for topic work. This aspect of community involvement is limited, but useful where it occurs.

The management and efficiency of the school

Leadership and management

57 The school has a very positive ethos which fully reflects its aims and values. The recently-appointed headteacher demonstrates a high level of professional expertise and very good leadership qualities. Within a remarkably short time she has successfully established a very clear educational direction for the work of the school and an effective team. She has been helped by the impressive way in which the acting deputy headteacher and other staff have responded to necessary developments within the curriculum.

58 The governing body plays an active role in the management of the school and is well informed about all aspects of development planning. There are appropriate sub-committees, making a significant contribution to decision-making, and monitoring of spending and developments. Governors are knowledgeable about the curriculum and standards of attainment, especially in English and mathematics.

59 The governors' understanding of SEN provision, both in the main school and in the SEN unit, contributes to the quality of management of this area. The relationship established between the headteacher and the teacher in charge of the unit ensures effective management of this provision.

60 The school development plan is a very useful working document with clearly identified priorities, supported by appropriate action plans. The implementation of the National Literacy Strategy has been very well planned and efficiently resourced. The same is so of the more recent

introduction of the National Numeracy Strategy. Provision for the under fives, which is a priority of the development plan, is very well managed and implemented by the teacher of the youngest children.

61 The role of subject co-ordinator has been given a higher profile and been more clearly defined since the previous inspection. However, the requirements of the key issue have not, as yet, been fully met. Although some co-ordinators monitor planning and samples of work, and are involved in action planning and the provision of support and guidance to colleagues, others lack the confidence and expertise to manage their subject appropriately. The head has a three-year plan for the continued development of the role of the co-ordinator; in the meantime she herself has responsibility for many curriculum management tasks. She monitors planning, delivery and pupils' work very closely, including provision for those with SEN.

62 Detailed analysis of assessment data supports the setting of realistic yet challenging targets for individual pupils in all year groups. This effectively leads to the setting of whole-school targets for the end of the key stages. Targets are supported by purposeful intervention to support identified pupils, especially during the literacy hour. Governors have received training in target-setting and are appropriately involved in the process.

63 All statutory requirements are met. All pupils have full and equal access to all aspects of school life. Day-to-day organisation and administration of the school are very good.

Staffing, accommodation and learning resources

64 The number, qualifications and experience of teachers and other classroom staff match the demands of the National Curriculum and the age groups they support. Staff work well together as a team, particularly in the reception class where a good decision has been made to provide additional, qualified support for the youngest children in school. Parents and other helpers also make a significant contribution to pupils' learning. Good systems are in place to support induction, appraisal and professional development. The headteacher has introduced useful job descriptions which are used effectively to review roles and responsibilities. All subject co-ordinators have up-to-date information about training opportunities, both within school and from outside providers. Professional development is appropriately linked to the school development priorities and, to a lesser extent, particular individual needs. Staff in the SEN unit offer good support to the pupils in their care.

65 The accommodation provided allows the National Curriculum to be taught effectively. There are two library areas which are well used. The hall is adequate in size and is used safely during physical education lessons. The separate dining area is well organised and used efficiently, particularly by parents, during the school day. Although parts of the outside of the building would benefit from repainting, a sensible rolling programme of maintenance and improvement has been planned within the limitations of funding available. Internally the school is well cared for. Display is good and promotes the provision of a quality learning environment, which is part of the school's overall ethos. The small entrance area presents a very positive image of the school to visitors, as does the 'Thorogate Art Gallery' in the school hall. Staff in the SEN unit provide their pupils with a stimulating internal learning environment.

66 The school is adequately resourced in all areas of the curriculum. Geography and history are well resourced. Provision in the early years has improved since the arrival of the new headteacher. Resourcing issues raised during the previous inspection have been satisfactorily dealt with. Additional funding for the National Literacy Strategy has been well spent. All co-ordinators have carried out an appropriate audit of their areas, identified needs and established priorities. One or two minor areas for attention have been recommended in the subject paragraphs, for example, the quality and storage of mats for physical education and some additional resources to support the teaching of Christianity. Storage and care of most resources in central areas and classrooms are good. The local environment is well used as a resource for learning.

The efficiency of the school

67 The financial management of the school is now very good, an improvement since the last inspection. The budget position, which is very tight for the next two years, will, after that, become sound. The governing body is well informed about budget issues and is able to fulfil its financial responsibilities efficiently. The finance sub-committee regularly monitors income, expenditure and developments.

68 The financial implications of long-term and short-term action plans are clearly identified in the development plan. Although governors are appropriately involved in this process, as yet, subject co-ordinators have little awareness of budgeting for their subject and do not evaluate the effect of resourcing on pupils' progress and attainment. The cost-effectiveness of financial decisions is, however, closely monitored by the headteacher and governors. They identify clearly how spending on a classroom assistant has improved provision for the youngest children, and how extra resourcing of the National Literacy Strategy has supported pupils' reading abilities.

69 Day-to-day administration of the budget is very good, including that element identified to resource the SEN unit and to resource SEN within the school. The unit represents a considerable investment which should be an asset to the school and to the community as a whole. The resource does not, as yet, operate to its full potential in terms of adding value to the school.

70 Additional funds raised by the school and by parents are used to enhance educational provision. Staff are efficiently deployed and accommodation and resources are used effectively. Resourcing of the National Literacy Strategy is particularly good.

71 In spite of the fact that attainment at Key Stage 2 is not presently as high as that at Key Stage 1, given the significant developments since the appointment of the new headteacher, the quality of education now provided, pupil progress at Key Stage 1 and personal development throughout, the school is judged to provide good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

72 Children under five follow a course of study guided by the desirable learning outcomes for children at five. A range of activities is provided which allows for exploration and investigation leading to the early stages of the National Curriculum. The term under five, in this context, refers to the autumn intake of nine reception children; most of these had, however, already reached their fifth birthday by the time of the inspection.

73 Children under five enter the reception class with slightly above average levels of ability. They make good progress in all the areas of learning, achieving standards above those expected for their age and stage of development. Provision and planning for children's learning is very good. Early years education is a strength of the school.

Personal and Social Development

74 Very thorough records are made of the children's personal and social development on entry. These are used very effectively to develop individual needs. Children quickly become used to routines. They are secure in their relationships with the range of adults who support their learning. They can work independently and as part of a group, taking turns and sharing. They show confidence in a range of situations, inside and outside the classroom and in the school hall. Indeed, during the inspection, the youngest children were actually involved in a class assembly, happily performing the story of 'Little Red Riding Hood' in front of the whole school.

Language and Literacy

75 The youngest children listen carefully to stories and instructions. They can talk about their experiences with increasing degrees of confidence. They respond well to questions asked by a range of adults in the classroom. They enjoy books and understand how they are organised. They can relate the text to pictures and are developing early skills in predicting what might happen next. Almost all of them can recognise and write their own names. They are given good opportunities for writing in practical, play situations. Most use familiar words and phrases in rewriting parts of stories, for example, with the literacy hour text about the duck who was afraid of the water. Here, they were making good use of speech bubbles, recalling, suggesting and recording what the duck might have said in different situations. Some children worked very well with a parent helper, using the concept keyboard to identify simple words and produce a printed version of particular story lines.

Mathematics

76 The youngest children handle mathematical equipment confidently when engaged in tasks designed to develop an early understanding of measurement. They use language appropriately to compare weight and capacity. They have good opportunities to handle money in their farm shop, playing the part of shopkeeper and customer. They are familiar with numbers, recognising and writing numbers to ten. They can count and order numbers, and are gaining confidence in using correct mathematical language, for example, odd and even, before and after. They know some common two-dimensional shapes and have used these in patterning work to produce sequences of

shape and colour. In a very good maths session observed, the number of additional adults supporting the planned activities enabled children to make good progress across a range of well-organised and managed mathematical experiences.

Knowledge and Understanding of the World

77 Well-planned and resourced activities are developing children's knowledge and understanding of the world. The theme on Autumn has provided good opportunities for children to observe and discuss aspects of the world around them. They can talk about leaves and vegetables, giving examples of similarities and differences. They know appropriate words for describing the weather and understand some of the ways it affects our lives, for example, with the kinds of clothes we wear in summer and winter. They know about special celebrations like harvest festival and the period of advent leading up to Christmas. They have the opportunity to handle and sort materials when making their own scarecrows. They enjoy using the concept keyboard and computer and show a good ability to work independently and in small groups. Work is also clearly planned for them to experience aspects of life in the past and present and relate this to themselves.

Creative Development

78 The reception class provides good opportunities for the youngest children to work with a range of media, including paint and pencil. They make careful pencil sketches of the inside of fruits, produce bold pictures with autumn colours and select different materials for their scarecrow collages. They handle musical instruments confidently and clearly enjoy making music. Appropriate role play situations with the home and the shop allow the children to use their imagination and to explore familiar experiences with growing confidence.

Physical Development

79 Children are familiar with routines. They move to and from the hall sensibly. They are gaining confidence in using space and responding to instructions about direction and speed. They showed good control and safe practice when performing on their own and when working with a partner. They have good opportunities to use small and large apparatus in the hall. They handle tools safely and with increasing confidence and control.

Core subjects

English

80 Standards of attainment throughout the school are above average; in Key Stage 1 they are well above average. Attainment in the 1999 national tests for seven year olds was very high, both in comparison with national results and with similar schools. A significant number of pupils attained at the higher level three.

81 The 1999 national test results for eleven year olds show attainment at the end of Key Stage 2 to be average and not significantly different from the standards in similar schools. For the previous three years attainment in national tests has been above average, with standards rising more sharply than the national average. Standards, in comparison with national standards, have improved since the last inspection.

82 In Key Stage 1 pupils make good progress in speaking and listening, reading and writing. They speak confidently, using a range of vocabulary, and contribute enthusiastically to discussion of texts during the literacy hour. The younger children are acquiring an understanding of phonics and word patterns and already demonstrate a love of story. Reception and Year 1 pupils enacting and discussing the story of Red Riding Hood showed very good understanding of character and of the conventions of fairy stories. By the end of the key stage most pupils read fluently; some read with good expression. They talk about a range of stories and books, including poetry and playscripts, and many are avid readers. They use simple dictionaries and other reference material independently.

83 Pupils are learning to use a good cursive script and to spell accurately. They write for different purposes and introduce interesting vocabulary. By the end of the key stage pupils write in sentences, using simple punctuation accurately. Many write at length and effectively introduce direct speech into their narratives.

84 Progress is slower at the beginning of Key Stage 2, but overall through the key stage it is satisfactory. Pupils have a sound knowledge of a range of books and authors and information finding skills are well developed. Handwriting, spelling and punctuation are sound. Many pupils are able to write at some length and for different audiences, matching style to purpose. They demonstrate that they can redraft their work effectively. Some good examples of writing were seen in Year 5 and Year 6 following from a study of the Don river. This writing included poetry and letters, as well as accounts.

85 Most pupils are confident and articulate in describing ideas, feelings and opinions. Throughout the school they apply their oracy and literacy skills effectively in other areas of the curriculum.

86 There is good provision for pupils with SEN which enables them to make good progress. They have full access to shared text work and understanding is checked by the teacher. They are often given additional support by other adults in the classroom, which enables them to learn at a good pace alongside the rest of the class.

87 Response in lessons is very good in Key Stage 1 and in some classes in Key Stage 2. Pupils generally listen well and offer information eagerly, only becoming restless when the teaching lacks focus. They show an ability to organise themselves independently from a very early age and have approached the organisational changes required during the literacy hour very sensibly. Relationships in classrooms are constructive, with pupils co-operating effectively with each other and responding positively to teacher comments on their work. Collaborative pair and group work is often impressive, particularly so in Year 5 and Year 6.

88 Teaching is very good in Key Stage 1. Teachers have good subject knowledge and provide a very appropriate range of activities. Explanations are clear and interesting and teachers' questioning effectively enables pupils of all abilities to have opportunities to respond. Expectations of all pupils are appropriately high and in all classrooms teachers encourage a culture within which achievement is recognised and valued. Teaching in Key Stage 2 is generally sound and examples of good and very good teaching were seen at the upper end of the key stage. Where teaching is less satisfactory, planning is not effectively implemented and the focus of the learning is not made clear. This results in significantly slower progress.

89 The introduction of the National Literacy Strategy is being very effectively managed and teachers have made a good beginning in implementing the literacy hour. The co-ordinator recognises that individuals still require further training in some aspects so that progress through the school becomes more consistent. The strategy is very well resourced and this is having a very positive effect on pupils' enjoyment of the daily literacy hour.

Mathematics

90 Standards of attainment in mathematics are well above average at Key Stage 1 and average by the end of Key Stage 2. In the 1999 national tests, seven year olds attained standards which were very high; at the higher level three their performance was also well above both national averages and that of pupils in similar schools. In the 1999 tests for eleven year olds, pupils' performance was below the national average and that of similar schools; at the higher level five, however, pupils attained above average standards. Since the previous inspection trends show that standards have improved, particularly in Key Stage 1. There has been a noted increase throughout the school in the numbers of more able pupils attaining at higher levels.

91 In Key Stage 1 evidence from samples of work, discussions with pupils and classroom observations show that standards are well above average. Most pupils count and order numbers accurately. The youngest pupils can read and write numbers. They recognise sequences such as odd and even. They handle money with growing confidence, can compare the weight of two objects using correct mathematical vocabulary and tell the time, using both analogue and digital clocks. By seven they can count in 2's, 5's and 10's. They calculate with increasing accuracy, using good mental skills. Many can explain sensibly the strategies they have used to solve problems. Most can name some common two and three-dimensional shapes, together with some of their properties.

92 In Key Stage 2 books and folders show a good coverage of work, particularly with number and with shape, space and measures. Mental calculations are well covered at the beginning of lessons and pupils across the age range show appropriate levels of skill in responding to the problems they are set, for example, with the work on square numbers in Year 5. Some pupils can offer a reasonably detailed response to challenges about how they have carried out their calculations. This was particularly the case in Year 6, where the more able pupils described logically the different stages of working out fractions and percentages of whole numbers. Pupils' understanding of the properties of two and three-dimensional shape, including reflective symmetry, is developing at a level appropriate for their age. Pupils make good progress through Key Stage 1; this slows noticeably, however, at the beginning of Key Stage 2 where planning is not consistently implemented in practice and the focus of the learning is not always made clear to the pupils. Pupils with SEN make consistently good progress.

93 Pupils have good attitudes to their work across the school. Younger pupils in particular are aware of routines and expectations and concentrate well for long periods of time. All lessons start promptly with pupils attentive and keen to contribute. There were many good examples seen of younger and older pupils working conscientiously on their own and in small groups. In the main, they present their work well. Relationships are good and have a positive impact on pupils' learning.

94 The quality of teaching is never less than sound and it is sometimes good; it is mostly very good in Key Stage 1. Teachers are familiar with the framework of the National Numeracy Strategy and plan their lessons well. Questioning both revises and reinforces earlier learning and seeks to

challenge the more able. In many lessons the key purpose is clearly shared with pupils and is referred to appropriately in the plenary session; there were good examples of this in Years 5 and 6. Pupils are given sufficient opportunity to apply skills to practical situations, a clear improvement on judgements in the previous inspection. Teachers organise resources well and give the subject a high profile in classrooms with good displays of work, mathematical vocabulary, number lines and squares and even a 'Maths task of the week' set out for parents of younger children. Homework is rightly seen as an integral part of learning across the school. In Key Stage 1, where expectations of pupils are particularly high, the additional adults in all classes make a significant contribution to pupils' learning.

95 There has been effective preparation for, and introduction of, the National Numeracy Strategy. The school has moved away from the over-reliance on a single mathematics scheme observed in the previous inspection. Mathematics also makes a good contribution to other curriculum areas, for example, science and geography.

Science

96 The 1999 national tests show that pupils achieve average levels of attainment at the end of Key Stage 2. Observation of pupils at work shows that many are currently reaching good levels, when compared with national standards, in their knowledge and understanding of materials and aspects of the study of living things. By the end of Key Stage 1, most pupils have achieved a very high level of attainment. They use their knowledge and understanding to describe, explain and find out about plants, animals and the way things around them work. They are very good at collecting information fairly and reaching conclusions. By the end of Key Stage 2 they have developed a good approach to investigation. Although they do not all have the scientific vocabulary to describe what they know and understand, pupils are able to present findings in a variety of ways and extract information from a range of charts and diagrams to support their arguments.

97 Pupils make very good progress in Key Stage 1. In Key Stage 2 the rate of progress is slower, but never less than satisfactory. There are examples of good progress in planning investigations and in applying previous knowledge.

98 Pupils behave well in science. They show enthusiasm for the subject and talk with confidence about their work and what they have found out. In the infant years they are keen to participate and make good use of the adults who provide well-organised and valuable support, especially to those who are less able. Older pupils take responsibility for the organisation of their work, exchange ideas and share tasks well. In class discussions they make useful and thoughtful comments and become thoroughly involved in the work.

99 Teaching is never less than satisfactory; it is very good in Key Stage 1. Teachers in Key Stage 1 plan well. The objectives for each activity are evident in short term plans so that the learning targets in science are clearly pursued. In Key Stage 2 the day-to-day short term planning is not as consistent, and sometimes does not distinguish the scientific objectives clearly. This results in slower progress. However, good examples of planned activities were seen, for example, when the question being investigated was written on the board at the beginning of the lesson and used to guide the pupils' work. Less able pupils usually share the same task as others, and teachers take care to work with them and offer support. Teachers ask challenging questions of more able pupils, but rarely extend their learning beyond the main activity. Field trips and visits are well planned to extend the learning outside the classroom.

100 The newly-established assessment and recording procedures will improve the level and quality of information available about pupils' learning in science.

Information Technology

101 Standards of attainment in information technology (IT) are average in both key stages. The rapid change, since the last inspection, in the technology and demands of the curriculum account for the apparent shift from above average to average standards. New equipment, recently obtained by the school, is contributing to pupils' knowledge and understanding of the impact IT is having on the wider world. In Key Stage 1 the youngest pupils are able to use simple word-processing techniques to arrange text and use input devices, such as the concept keyboard, to do their work. By the end of the key stage most are able to access applications by using menus to retrieve, complete and store work.

102 Towards the end of Key Stage 2 pupils are proficient in managing word-processing software, and, although their keyboard skills are sometimes hesitant, they are able to re-arrange and present work for different purposes. They are familiar with the use of a digital camera and other sources to capture and store pictures which they can manipulate and print. They are also beginning to concentrate on different ways of presenting information, including the use of spreadsheets and charts to model change. Pupils across both key stages understand that they can find information from databases available on the computer. Older pupils understand the use of commercially-produced information sources, although the school does not yet have an internet link for pupils to use regularly. The progress of older pupils is improved by the good arrangements the school has made with the local secondary school to make use of their equipment and teacher expertise.

103 Pupils were not seen developing and using sequences of instructions to control devices nor to monitor external events such as temperature change. However, planning and some recorded work shows that pupils have experience of these processes and they are able to explain how they use the 'floor turtle' and the 'logo screen turtle' to develop simple programs. Overall this was satisfactory, but is the weakest area of achievement in IT.

104 Behaviour is always very good. Pupils generally work in pairs with confidence, concentration and co-operation. Where some pupils have more advanced skills, they help and support others and bring their knowledge and experience as a contribution to class discussions. Older pupils frequently ask to complete their work using the computer and also use their skills to provide material for the younger classes and for the school as a whole. They are proud of the work they complete.

105 The teaching of IT is satisfactory. Planning is sound although teachers do not use a consistent way of recording the knowledge, skills and experience which pupils gain. The scheme of work is in need of review to take account of recent changes in the computers and resources available. The school is aware of this and has plans in place to improve the scheme and the teachers' familiarity with different applications so that teaching can be improved. The school has plans to gain access to the internet and to increase the CD-ROM materials to extend pupils' learning.

Religious Education

106 Standards of attainment are above expectations in Key Stage 1 and at expectations for age

in Key Stage 2. Attainment meets the requirements of the Agreed Syllabus. Pupils know about the variety of religions in this country and that the main tradition is Christian. By Year 2 pupils know about Christmas, some other bible stories and have an knowledge of Judaism. They understand that all religions have festivals. By Year 6 they know about Hinduism, aspects of Islam and have considered ultimate questions such as creation, purpose, suffering and death. They know about Easter, have learned moral lessons from bible stories and recount the stories of many Old Testament heroes.

107 Progress throughout is satisfactory. In some lessons, progress is very good. Pupils increasingly learn about life and morality. Religious vocabulary is developed, enabling pupils to think in religious terms. They add to their knowledge of religions and make informed decisions. Progress made enables Year 6 pupils to write thoughtfully about light, relating this to experiences, Jesus the Light of the World, Advent and the light of education.

108 Pupils' attitudes are good. They behave well, concentrate and show real interest in their work. They are respectful of teachers and each other and freely share their opinions and ideas, valuing everyone's beliefs.

109 Teaching is satisfactory and often better. The best teaching demonstrates confidence in the subject, sets high expectations and requires thoughtful responses. Teachers value the subject and teach pupils sensitively. Planning is good and includes learning objectives, moral values, concepts and attitudes. Statutory requirements are met. Teaching time is limited, but used well. Very good displays, featuring pupils' work and good quality artefacts, help learning, and teaching benefits from well-selected visitors. Only informal pupil assessments are made.

110 Religious education contributes very well to pupils' spiritual, moral, social and cultural development. Religious education should be a school development priority as the new Agreed Syllabus is introduced. The school has a good stock of religious artefacts but needs more items for the teaching of Christianity.

Other subjects

Art

111 Attainment in art is above what is expected of the age group at the end of both key stages. There is a good range of evidence from samples of work, including sketchbooks, displays around the school and from classroom observations. Pupils are learning to use a range of art materials and techniques, which they apply both to their work in art and to support other subjects. In Key Stage 1 younger pupils are learning to mix colours and they apply this skill well with their work on Autumn.

They are making good progress in their drawing skills, using simple shading to depict light and dark in their observational drawing. They experiment with different materials, including clay, to produce interesting models and collages of animals and scarecrows as part of their class topic. In Key Stage 2 the range of media is extended. Pupils use pastels to reproduce work in the style of famous artists, for example, LS Lowry. They record observations and feelings well through their work, as with their paintings of rivers, which show increasing skill in their attention to line and shape. Older pupils use tools appropriately to emphasise texture, for instance with their work on otters and fish as part of their geography theme.

112 Pupils throughout the school have very good attitudes to the subject. They take time and

care with their work and are rightly proud of their achievements. They share resources well and handle tools sensibly.

113 The teaching of art is good throughout the school. Planning is thorough. There is a clear concern to teach skills and techniques, treating art as an important subject in its own right. Equally, good links are made with other parts of the curriculum to give purpose and direction to pupils' work. Teachers provide clear explanations of tasks, demonstrating appropriate use of materials and tools. They have high expectations of the quality of pupils' finished work. Appropriate opportunities are provided for pupils to appreciate the richness of art from their own and other cultures.

114 Guidance for teachers is sound. Display is used very well to celebrate achievement and promote good practice. The 'Thorogate Art Gallery' in the hall is a very good example of this, recording progress across the age range. The accompanying catalogue produced by Year 6 pupils is an excellent idea, explaining starting points, ideas and feelings.

Design and Technology

115 Only one design and technology lesson took place during the inspection. Judgements were made after discussions with teachers, considering subject planning and scrutinising displays, pupils' present work and photographs of past work.

116 Overall attainment in the skills of designing and making is average. In one Key Stage 2 class pupils used labelled drawings to design torches and chose suitable materials, using reflective and waterproof ones appropriately. There is evidence of pupils planning their work and of items being assessed by fitness for purpose. In another class, pupils' designs were being made into model air raid shelters and ideas were modified as work proceeded. Pupils learn about mechanisms and structures and how products work. Progress is satisfactory throughout the school; skills levels and understanding increase as pupils get older.

117 Pupils behave well and co-operate on ideas and methodology. They show enthusiasm and a good level of concentration. Materials are respected and tools used safely.

118 Teaching is satisfactory. Planning is good with learning objectives and expected outcomes stated. Most teachers have sufficient subject knowledge and all have received recent training. The school's new curriculum provides just sufficient coverage of the subject. The school needs to establish a formal system for recording pupils' progress.

119 Satisfactory progress has been made since the previous inspection, with more consistency in provision including time allocation. There is evidence of sound progression through the school.

Geography

120 Standards of attainment are above expectations for age throughout the school. Key Stage 1 pupils are developing a good understanding of simple plans and directions and learning appropriate geographical language through their role play and reading. They make simple maps depicting stories. Year 1 pupils used a map they had drawn for display to describe the route taken by Katie Morag to her grandmother's house and accurately explained the difference between an island and the mainland. Infant pupils know about the local area and can compare it with other places they have visited or read about.

121 In Key Stage 2 the skills of map-reading and recording information are appropriately developed. Pupils also show understanding of how environmental features influence places and inhabitants. Year 5 and Year 6 pupils spoke confidently about their study of the Don river, identifying distinctive landscape features from source to mouth. By the end of the key stage use of geographical vocabulary is good.

122 Pupils demonstrate good attitudes to geography. They listen well and approach tasks with a good level of concentration and care. They use resources independently and sensibly, showing appropriate information-finding skills.

123 Teaching is good. Teachers have a secure subject knowledge, plan in detail and give very clear explanations. They provide excellent opportunities for fieldwork, both in the locality and further afield. This is having a very positive effect on the quality of learning and on standards achieved.

History

124 No lessons were seen in Key Stage 1, but there is sufficient evidence in the long-term planning to show that the subject is taught regularly and pupils make satisfactory progress. They learn about the lives of famous men and women, notable events and celebrations. They have good opportunities to compare aspects of life in the past with their own, for example, with toys and everyday objects in the home. In Key Stage 2 pupils are attaining standards in line with what would be expected for their age. They follow appropriate programmes of study over a two-year cycle. At the time of the inspection there was only actual evidence of work in Years 3 and 4, where the pupils were engaged in an in-depth study of life in Britain during the Second World War. They had visited Eden Camp as a starting point for gaining a practical understanding and knowledge of the period. Good displays of work, with appropriate timelines, and an impressive collection of artefacts, photographs and books are bringing the subject to life. Pupils show sound skills in organising and communicating information that they have collected. They are developing a simple understanding of the idea of cause and effect, for example, with their work on rationing.

125 Pupils' attitudes are good. They show interest in, and enthusiasm for, the subject. They listen attentively, for example, to the memories of life in Sheffield, and as an evacuee in Oxford, shared with them by two visitors to the school. They ask sensible questions and are keen to show what they have learned.

126 The only teaching observed was in Years 3 and 4; this was sound with some good features. Teachers use resources well to highlight the importance of evidence. They show a good knowledge of the period of study. Planning is sound. There is good cross-reference to other

subject areas, for example, design and technology, where Year 4 pupils' work on Anderson shelters had a clear purpose and drew on knowledge gained from the school visit and from appropriate resources in the classroom. Teachers also make good use of the theme to develop literacy skills, for instance with the Remembrance Day poems.

127 The subject is well resourced. School policy needs updating to reflect current practice.

Music

128 Attainment is above expectations for age in Key Stage 1 and in line with expectations in Key Stage 2. The youngest children listen carefully, show good awareness of dynamics and begin to produce music to support dramatised stories. They repeat rhythms and sing simple songs in rounds. By the end of Key Stage 1 pupils recognise individual instruments from recorded music, start to associate families of instruments and contrast music from different ages. Key Stage 2 singing is good; it shows a sense of pitch, rhythm and phrasing. Pupils learn to use symbols and percussion to produce musical pictures.

129 Progress is good in Key Stage 1 and satisfactory in Key Stage 2. Instrumental groups make good progress. All pupils develop knowledge and skills as they grow older. Pupils with SEN make satisfactory progress.

130 Pupils respond well, enjoying all aspects of music, including concerts in which all participate. They listen to teachers and respect others' performances and ideas. They treat instruments with care and work well in groups. Year 6 pupils responded to a variety of music with expressive movements.

131 Teaching is always satisfactory and usually good although some teachers lack subject background and confidence. Links with other subjects, for example, physical education and history, are effectively exploited. Teachers expect good behaviour. The policy is in need of review and a system is required to record pupils' progress.

132 Music contributes well to pupils' spiritual, social and cultural development.

Physical Education

133 Throughout the school pupils achieve standards at least in line with what is expected for their age, and occasionally above this. There is an appropriate balance of work planned throughout the year. Lessons in gymnastic activities, dance, games and swimming took place during the week of the inspection. In Key Stage 1 pupils use apparatus safely. They show satisfactory balance and control in their movements on the floor and along the apparatus. This is an improvement since the last inspection. They are developing appropriate skills in sending and receiving balls, and Year 1 pupils performed well when working with partners. Pupils in Key Stage 2 are given good opportunities to practise games skills in pairs and in small teams, gaining an understanding of the importance of movement, attack and defence. Year 6 pupils show good skills in composing and controlling movements to music, and expressing their feelings in response to mood and rhythm.

134 Pupils have generally good attitudes to the subject. They are aware of the importance of safe practice. They work well together in groups. Although occasionally over-exuberant, they clearly enjoy the good range of opportunities provided to engage in physical education activities.

135 Teachers' planning is sound. Lesson objectives are clear. All lessons include appropriate time for warming up, with some teachers highlighting the importance of preparing bodies for exercise. Teachers offer a good role model by dressing appropriately. They give clear instructions and constantly reinforce rules for safe practice. In some lessons demonstration by pupils was used well to influence the quality of performance. However, there was insufficient use made of evaluation by pupils of themselves and their peers.

136 The hall and outdoor play areas offer good accommodation for the subject. Resource provision is satisfactory, although some of the larger mats are showing signs of wear and tear. The school still lacks an adequate scheme of work to support clear planning for progression across the programmes of study.

PART C: INSPECTION DATA

Summary of inspection evidence

137 The team consisted of five inspectors, two of whom were in school for the full four days of the inspection. The lay inspector was in school for one and a half days. During the inspection 51 lessons were seen with a particular emphasis on English and mathematics. All teachers were observed teaching on a number of occasions and were interviewed about their responsibilities. The headteacher met all members of the team to discuss different aspects of her management. The chair and vice-chair of the governors and the governor with responsibility for SEN were interviewed. There were informal discussions with administrative and classroom support staff, visiting teachers and lunchtime supervisory staff. Inspectors attended registration periods and assemblies.

138 The written work of all pupils was looked at during lesson time. Representative samples of work from all year groups were scrutinised in depth. Pupils from across the age and ability range were heard reading, both during literacy sessions and separately. There were numerous discussions with pupils during lessons, at lunchtimes and breaktimes. Teachers' planning, assessment records, attendance records and reports to parents were considered in detail.

Data and indicators

• Pupil Data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
R – Y6	197	1	20	25

Teachers and Classes

Qualified teachers (R – Y6)

Total number of qualified teachers (full-time equivalent)	10
Number of pupils per qualified teacher	20

Education support staff (R – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	60

Average class size:

25

FINANCIAL DATA

Financial year:

1998-9

	£
Total Income	372,962.00
Total Expenditure	369,696.00
Expenditure per pupil	1,915.52
Balance brought forward from previous year	4,882.00
Balance carried forward to next year	8,148.00

PARENTAL SURVEY

Number of questionnaire sent out:	197
Number of questionnaires returned:	43
Percentage return rate:	21.83

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	64.3	28.6	2.4	4.8	---
I would find it easy to approach the school with questions or problems to do with my child(ren)	59.5	33.3	2.4	2.4	2.4
The school handles complaints from parents well	34.1	48.8	9.8	4.9	2.4
The school gives me a clear understanding of what is taught	50.0	45.2	2.4	2.4	---
The school keeps me well informed about my child(ren)'s progress	40.5	47.6	7.1	4.8	---
The school enables my child(ren) to achieve a good standard of work	52.4	45.2	---	2.4	---
The school encourages children to get involved in more than just their daily lessons	42.9	42.9	9.5	2.4	2.4
I am satisfied with the work that my child(ren) is/are expected to do at home	42.9	42.9	7.1	7.1	---
The school's values and attitudes have a positive effect on my child(ren)	54.8	40.5	4.8	---	---
The school achieves high standards of good behaviour	50.0	40.5	7.1	2.4	---
My child(ren) like(s) school	63.4	29.3	4.9	2.4	---