

INSPECTION REPORT

HEATHER GARTH PRIMARY SCHOOL

Bolton on Dearne, Rotherham

LEA area: Barnsley

Unique reference number: 106608

Headteacher: Mrs Ann Wise

Reporting inspector: Bogusia Matusiak-Varley
19938

Dates of inspection: 11th – 14th February 2002

Inspection number: 190237

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 category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Billingley View Bolton on Dearne Rotherham South Yorkshire
Postcode:	S63 8ES
Telephone number:	(01709) 894149
Fax number:	(01709) 881514
Appropriate authority:	The governing body
Name of chair of governors:	Mr Alan Bainbridge
Date of previous inspection:	4 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Foundation Stage Equal opportunities English as an additional language English	What sort of school is it? Interpretation of the school's results How well are pupils taught?
19430	Trevor Hall	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	Mike Brammer	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Music Religious education	How well is the school led and managed?
22059	Neil Wales	Team inspector	Science Art and design Geography History Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Heather Garth Primary School is an average sized school with 196 pupils on roll, 105 boys and 91 girls, situated in the village of Bolton on Dearne in South Yorkshire. It draws its pupils from a socially and economically disadvantaged area where unemployment is high. Almost all pupils are of white ethnic origin. Twenty eight per cent of pupils are eligible for free school meals, which is slightly above average, but not a true reflection of actual numbers as many single parent families do not take up their entitlement. Seventeen per cent of pupils are on the special educational needs register, broadly average. Three pupils have statements of special educational need. Levels of attainment on entry to the reception class are well below the average found nationally, particularly in terms of children's language and number skills. There is some movement of pupils into and out of the area each year (eight per cent), so the overall levels of attainment of year groups change constantly as mainly higher-attaining pupils leave. The school has recently become part of the Dearne Education Action Zone, but no initiatives have yet started, as the co-ordinator has only just been appointed. The headteacher has only been in post for one year. All staff are now on permanent contracts but have only worked together as a team for eight months.

HOW GOOD THE SCHOOL IS

This is a developing and improving school, which has found its educational direction with the appointment of the new headteacher. She has moved the school on considerably. A lot still needs to be done in raising pupils' standards of attainment but, at present, the quality of education provided is satisfactory, with marked improvements seen in many areas, although this is not yet confirmed by improvements in National Curriculum tests and assessment results. Standards at the end of Key Stage 1 are well below the level expected in English, mathematics, science and several other subjects. By the end of Key Stage 2 standards are below those expected nationally. Both Year 2 and Year 6 have a high proportion of pupils on the special educational needs register and many pupils who are below average attainers. The school is doing a good job and is taking on board many new initiatives, such as booster classes. Pupils' progress had been disrupted due to the lack of educational development by previous management. Pupils' achievements are broadly satisfactory and the quality of teaching and learning is sound, with several examples of very good practice. The leadership and management are good, and the headteacher, staff and governors are working well to improve the school. In spite of low standards, the school is providing a satisfactory quality of education and is an orderly community, committed to self-development, and improvement, resulting in pupils having very good attitudes to learning. The school provides sound value for money.

What the school does well

- Pupils in Key Stage 2 achieve well in relation to their prior attainment, due to good teaching.
- Throughout the school, pupils have very good attitudes to learning, they behave well and the quality of relationships is very good because teachers manage their pupils very well.
- Support staff make a significant contribution to pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- Parents view the school positively.
- The leadership and management of the headteacher and deputy headteacher are good and the school is moving in the right direction.

What could be improved

- Standards in all subjects at the end of both key stages and pupils' rates of achievement, especially the higher attainers.
- Attendance and punctuality.
- Aspects of teaching throughout the school and further staff training.
- Curriculum planning and opportunities for rigorous development of subject specific skills, ensuring full coverage of all programmes of study.
- Planning in the Foundation Stage.
- Assessment procedures and their use to inform the next steps of pupils' learning.
- The role of subject leaders.

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 November 1996. Up until the appointment of the present headteacher, improvement had been poor, reflected in the low standards pupils attained over the past four years. Staff had not been sufficiently well trained in the teaching of literacy and numeracy and the role of subject leaders had not been well developed. At the last inspection, academic standards were judged to be broadly average, but now they are below the national average in Key Stage 2. Since the appointment of the new headteacher, improvement has been good and, in a very short time, many systems for improvement have been put in place as the headteacher has undertaken good school self-evaluation. All staff are aware of the school's weaknesses and are committed to raising standards. As yet standards are not in line with the national average in the core subjects, but they are poised to rise because the quality of teaching has improved. The quality of the school development plan is satisfactory, pupils' cultural development has improved and curriculum planning is being revised, but there is still a lot to do. The role of subject leaders is being developed, but further training is needed. However, the leadership of information and communication technology has improved considerably, resulting in pupils achieving well. The school now needs to evaluate the effectiveness of the recent systems put in place. The role of the governing body has improved considerably; governors are now more involved in all aspects of school life. The school's capacity for improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2000	2001
English	D	D	D	C
mathematics	C	D	E	E
science	C	D	E	D

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

The 2001 test results show that, by the end of Year 6, standards in English, in comparison with all schools, were below the national average; in mathematics and science, standards were well below. In comparison with similar schools standards in English were in line with averages, in mathematics,

standards were well below average and in science, standards were below average. The school achieved its targets in English but not in mathematics. In 2001, by the end of Year 2, pupils' standards in reading, in comparison with all schools and similar schools, were very low and in the bottom five per cent nationally. In writing and mathematics, in comparison with all schools, standards were well below average in writing, and in comparison with similar schools, standards were well below. Teacher assessments indicate that, in science, pupils attained standards that were below the national average. Inspection findings show that, by the end of the reception class, pupils do not attain the early learning goals in all areas of learning, but their achievements are satisfactory in relation to their well below attainment on entry. At the end of Key Stage 1, standards are well below the national average in reading, writing, mathematics and science, and below the national average in information and communication technology and the majority of foundation subjects, with the exception of physical education, design and technology and history, where standards are broadly in line and pupils achieve well in relation to their prior attainment. In both key stages, pupils do not attain the expectations of the locally agreed syllabus in religious education. By the end of Key Stage 2, pupils achieve below average standards in English, mathematics, science and information and communication technology but their achievements are good. In music and geography, pupils' attainment is below national expectations because insufficient emphasis has been placed on listening, appraising and composition and the progressive development of geographical skills. In all other subjects, standards are broadly average. Overall pupils' achievements are just satisfactory in Key Stage 1 and good in Key Stage 2. Achievements of pupils with special educational needs are satisfactory, but higher-attaining pupils do not make sufficient progress and their achievements are unsatisfactory overall. Throughout the school pupils' skills of research and independent learning are not sufficiently well developed and are unsatisfactory overall. The main barriers to pupils achieving higher standards are their weak skills of literacy and numeracy.

Overall, taking into consideration the recent good progress that the school has made in raising pupils' levels of attainment, pupils' achievements are satisfactory, but there is room for further improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good. They are eager to come to school, enthusiastic and keen to work.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. There are no exclusions.
Personal development and relationships	The pupils' personal development is very good and relationships within the school community are very good.
Attendance	Levels of attendance are poor. Many pupils arrive late and this is having a negative effect on standards.

Pupils' attitudes and the quality of relationships throughout the school are very good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 quality of teaching and learning is satisfactory overall, with the best examples seen in Years 1, 3, 5 and 6. In these classes pupils make the best progress. Teachers manage their pupils very well and have very positive relationships with them and, as a result, the climate for learning is very effective. Skills of literacy and numeracy are now being effectively taught, but this has not historically been the case. The teaching of children in the Foundation Stage, and for those who have special educational needs, is satisfactory overall, but, in the Foundation Stage, further improvements need to be made to improve the quality of planning so that children have better opportunities to consolidate their learning. Above average attainers are not sufficiently challenged and their learning could be better. Of the lessons observed throughout the school, one excellent lesson was seen in Year 5 in literacy. Nearly half the lessons were satisfactory, with just under half being good and one-third being very good. However, scrutiny of work revealed weakness in marking, unsatisfactory use of assessment to plan the next steps of learning, individual education plans of pupils with special educational needs not being consistently used in planning and lack of challenge of above average attainers. These are all areas, which the headteacher has identified for improvement in her monitoring of teaching and learning. Staff are competent, hard working, dedicated, and are committed to improving on previous best performance and raising standards. With the present complement of staff, pupils' learning is poised to improve. There is no unsatisfactory teaching throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and generally balanced curriculum, although there are some weaknesses in the coverage of the programmes of study for music, art, geography and religious education.
Provision for pupils with special educational needs	Satisfactory. Pupils are well supported by non-teaching staff, but their individual education plans are not consistently used in planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils are well supported by non-teaching staff, but their individual education plans are not consistently used in planning.
How well the school cares for its pupils	The school cares well for its pupils, but the assessment and recording of progress made by pupils is insufficiently developed in most subjects.

There is sound partnership with parents. Parents value the school highly. The use of data from assessment to plan the next steps of pupils' learning is not sufficiently well developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear educational direction. She is well supported by the deputy.
How well the governors fulfil their responsibilities	Satisfactory. The governors work very hard and undertake their responsibilities well. They are committed to the continuing development of the school and are now generally well informed about its needs.
The school's evaluation of its performance	Good. In the short time that the headteacher has been in post, she has effectively carried out school self-evaluation and governors and staff are effectively involved.

The strategic use of resources	Satisfactory. All resources are used effectively for the benefit of pupils.
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The school is appropriately staffed and teachers are well supported by other adults. Accommodation is unsatisfactory. Classrooms are cramped, noise carries, the hall is too small and the library has no quiet area for study. Resources are broadly satisfactory, but more software is needed for all subjects, especially for teaching basic skills in the Foundation Stage. There is a lack of multicultural resources in the Foundation Stage and there is a shortage of non-fiction and group readers throughout the school. The school applies the principles of best value satisfactorily in the development of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. Staff expect their children to work hard. • The school is very well managed and led. • The school helps their children to mature and be responsible. Consequently, behaviour is good and relationships between pupils and between pupils and adults are very good. • The great majority of parents feel they are well informed about their children's progress and about what they are taught. • Staff are approachable. 	<ul style="list-style-type: none"> • Concerns about levels of homework. • An insufficient range of activities outside lessons.

Inspectors agree with parents' positive views, but disagree about the insufficient range of activities outside school, as provision for extra-curricular activities is satisfactory. Inspectors agree with parents' concerns about inconsistencies in homework. This is an area being addressed by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2001 test results show that, at the end of both key stages, there were weaknesses in standards. In Key Stage 1 in reading pupils attained standards that were in the lowest five per cent nationally, both in comparison with all schools and similar schools. In writing and mathematics, in comparison with all schools, standards were well below the national average and below the national average in comparison with similar schools. In science, teacher assessments indicate that standards were below the national average. By the end of Year 6, in comparison with all schools, standards were below the national average in English and well below the national average in mathematics and science. In comparison with similar schools, standards were in line with the average in English, below the average for science, and well below the average for mathematics.
2. In Key Stage 1 too few pupils attained the higher levels and, in Key Stage 2, the percentage of pupils attaining the higher levels in English was in line with the national average. However, in science and mathematics, too few pupils attained the higher levels. Overall there were no significant differences in attainment by gender. Over time, the trend in the school's average National Curriculum points for all core subjects was below the national trend.
3. There are many reasons for this. Pupils enter the school with many barriers to learning, they lack nursery school experiences, they have poor communication skills, limited mathematics awareness and underdeveloped social skills. Attendance rates are poor, many do not arrive in school on time and some parents do not place a high enough value on continuity of learning. Many pupils display attention-seeking behaviour and have poor motivational skills, they have difficulty in staying on task and maintaining enthusiasm for learning. These are just some of the problems the school faces in encouraging pupils to learn. Furthermore:
 - the school experienced many staffing problems and pupils did not have continuity in learning;
 - previous management had not placed a sufficiently high emphasis on keeping up with the national trends of implementing the literacy and numeracy strategies, resulting in the majority of staff not being appropriately trained;
 - insufficient development had taken place to ensure that assessments clearly picked up pupils with special educational needs and, as a result, more pupils are now identified on the special educational needs register;
 - staff training had been poor in the majority of subjects;
 - insufficient emphasis had been put upon developing teachers' skills of teaching groups of different abilities, and too much emphasis had been placed on whole class teaching, which resulted in above average attaining pupils not being sufficiently challenged;
 - assessment procedures for all subjects had not been implemented and teachers' knowledge of skills underpinning level descriptors had been weak;
 - the new guidelines for the Foundation Stage of learning had not been sufficiently well developed;
 - several teachers had been employed on temporary contracts and staff had not been operating as a cohesive team;
 - teaching had not been sufficiently well monitored to improve teachers' practice;
 - subject co-ordinators had not been sufficiently well trained to undertake their duties effectively and guide staff in the best delivery of their subjects;
 - schemes of work had not been updated, in light of new guidance, and there were weaknesses in the implementation of both literacy and numeracy strategies, particularly numeracy, where a commercial scheme took precedence over the strategy.
4. All of these factors contributed to the historical underachievement of pupils. However, since the recent appointment of the new headteacher, many new systems and procedures have been put in

place, but it will take time for these to embed in practice. Inspection findings show that, whilst standards are still low, pupils' achievements are satisfactory overall and standards are poised to rise in the very near future. Whilst pupils' achievements are broadly satisfactory, but there is nevertheless underachievement of higher attaining pupils and they make unsatisfactory progress. **This is a Key Issue for action.** Pupils with special educational needs make inconsistent progress, although it is satisfactory overall because of the good help they receive from the support staff in lessons. Individual education plans are not sufficiently well used in planning and this restricts their rates of progress. **This is a Key Issue for action.** Support staff are well used, contributing positively to pupils' learning and executing their duties well. They particularly contribute well to pupils' learning in the implementation of the Additional Early Literacy Strategies.

5. Inspection findings show that pupils' attainment on entry to the reception class is well below that expected of children of this age nationally, especially in communication, language and literacy and mathematical development. Furthermore, attainment on entry to Year 1 is well below that expected nationally because many children only spend one term in the reception class before they move into Year 1. Many have not attended nursery and, as a result, their personal and social skills are underdeveloped. Higher attaining pupils in the reception class are under challenged and make unsatisfactory gains in learning. **This is a Key Issue for action.** By the end of the Foundation Stage, many children will not have attained the early learning goals in all areas of learning, but their achievements are broadly satisfactory in relation to their capabilities. During their time in the reception class, children make satisfactory gains in the various areas of learning and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teacher, but their skills of reading, writing and number formation are not sufficiently strong to enable them to attain the early learning goals in all areas of learning. Higher attaining pupils will attain the early learning goals, as the majority of them are now ready to work on the lower levels of the National Curriculum in English and mathematics.
6. Inspection findings show that pupils have poor literacy and numeracy skills in Key Stage 1 and, as a result, they cannot write and record their knowledge. Consequently, there was not much written evidence to be seen in the scrutiny of pupils' work. Standards of speaking and listening are poor at the end of Year 2 and are below the national average at the end of Year 6. Pupils in both key stages have difficulty in expressing their ideas and using tenses correctly. Pupils' attainment in reading and writing is well below average at the end of Year 2, and it is below the national average at the end of Year 6. Pupils' achievements are broadly satisfactory in Key Stage 1, but they are good in Key Stage 2. This is because the quality of teaching is better in Key Stage 2 and more opportunities are provided for pupils to record their work and use a fuller range of writing experiences.
7. In mathematics pupils' attainment is well below the national average in Key Stage 1 and below the national average at the end of Key Stage 2. Pupils' achievements are satisfactory overall in Key Stage 1 and are good in Key Stage 2. Throughout both key stages pupils struggle with problem solving because many of them find reading and interpreting questions difficult. Whilst pupils can use the four number operations with ease and facility in both key stages, they experience difficulty in verbalising their responses. Pupils are struggling with mental mathematics, their short-term memory skills are poor and many of them quickly forget the learning they have previously acquired. By the end of Year 2 in science, standards are well below national average and, by the end of Year 6 standards are below the national average. Overall pupils' achievements are satisfactory in Key Stage 1 and good in Key Stage 2. Once again pupils' lack of literacy and numeracy skills prevents them from recording their work in a variety of ways and, whilst the school is placing appropriate emphasis on developing pupils' skills of investigative and experimental science, at present, due to lack of monitoring of standards of teaching and learning and unsatisfactory assessment procedures (because most of the emphasis has been on literacy and numeracy), progression of skills cannot be assured and there is a weakness in pupils' understanding of setting up of experiments and fair testing (AT1), especially in Key Stage 1. **This is a Key Issue for action.** This is because skills of AT1 are not progressively developed from the reception class to Year 2.

8. In information and communication technology, pupils' achievements in both key stages are good, even though standards are below national expectations. The good co-ordination of the subject is making a significant impact on standards and teachers are becoming more confident in using computers; as a result, standards are rising. In religious education, standards are below the expectations of the locally agreed syllabus, but pupils' achievements are broadly satisfactory. There are nevertheless weaknesses in curriculum planning that need to be addressed in relation to identifying which faiths will be studied because, at present, this aspect of curriculum provision lacks depth, and insufficient opportunities are provided for pupils to record their work. However, pupils make sound gains in learning about Christianity and the festivals celebrated in other religions.
9. In art and design, standards are below national expectations at the end of Year 2, but are broadly in line at the end of Year 6. Overall, pupils' achievement is satisfactory and, in design and technology, pupils achieve well in relation to their prior attainment and standards are in line with the national average. A contributory factor to the good rates of achievement is the use the school makes of puppeteers and visitors, who kindle pupils' interest in the designing and making process. In history, pupils achieve average standards and their achievements are good; this is largely due to the good emphasis the school places on visits to museums and the good teaching of historical skills in Key Stage 2, especially in Year 5. In music, pupils' attainment at the end of Year 2 and Year 6 is below that expected nationally, because pupils' skills of composition, listening and appraising are underdeveloped. However, the new national guidelines have been put in place, and pupils' achievements are satisfactory overall in view of the fact that the scheme of work has only just been implemented. In physical education, pupils attain average standards and their achievements are satisfactory; all groups of pupils make satisfactory progress in spite of the limitations of the small hall.
10. In geography, standards are below those expected nationally at the end of both key stages, and pupils' achievements are unsatisfactory. This is because there is very limited evidence of coverage around the school, in pupils' books and teachers' planning. Pupils interviewed were unable to describe the usefulness of maps and did not know mapping symbols, older pupils could not explain how co-ordinates were used and were unable to name several capitals of countries, such as France, Germany and the United States of America. In art, at the end of Key Stage 1, pupils' achievements are unsatisfactory and standards are below national expectations due to the lack of emphasis on rigorous development of skills. By the end of Key Stage 2, standards are broadly in line and pupils' achievements are satisfactory. However, in both key stages insufficient attention is paid to studying great artists. Overall pupils with special educational needs make satisfactory progress, but higher attaining pupils are under-challenged and their achievements are unsatisfactory. **This is a Key Issue for action.**
11. It could be said that, since the previous inspection, standards have regressed, because previously, in the majority of subjects, pupils attained average standards. National data shows that, over the years, there has been considerable underachievement by all groups of pupils due to the fact that the school stood still after the previous inspection and, up until the appointment of the new headteacher, progress had been poor because it had not kept pace with the latest government initiatives. Overall, with the exception of the above average attainers, pupils are learning to the limits of their capacity, when taking into consideration that many new initiatives have only been put in place in the last 12 months. The school is now promoting a culture of achievement because staff have received training, the quality of teaching has been monitored, resources have improved and there is a whole school approach to raising standards. Since the appointment of the new deputy headteacher and permanent members of staff, there is now a common format for planning, schemes of work have been introduced and, co-ordinators are aware of their responsibilities. Although they have not yet all monitored standards in their subjects, literacy and numeracy lessons have been monitored by the headteacher and staff training on whole school issues has been introduced. Governors are now more appropriately informed of standards and are receiving further training. Support staff are effectively deployed. Booster, Additional Literacy Strategy and Early Literacy Strategy classes are now starting to have a positive effect on standards and staff are working well as a team. Pupils' progress is now being tracked effectively and the headteacher has clear educational direction and has the respect of her staff, pupils, parents and governors.

12. To raise standards further, the school now needs to ensure that:
- the newly implemented schemes of work are evaluated and checked, that the full programmes of study are effectively covered and time allocated is sufficient;
 - assessments are developed for all subjects and that data from assessments is used to plan the next steps of pupils' learning;
 - basic skills of reading, writing and number are effectively taught throughout the school;
 - above average attainers are effectively challenged;
 - attendance rates and punctuality are addressed;
 - pupils' individual education plans are rigorously used in planning;
 - teachers improve the learning opportunities offered during shared and guided reading;
 - pupils' work is effectively marked and pupils' mistakes are used as teaching points;
 - further opportunities are provided for speaking and listening across the school and a rigorous scheme is implemented for the teaching of handwriting;
 - more opportunities are provided for pupils to record their work, especially in Key Stage 1;
 - individual targets are set for pupils, so that they know how to improve their work;
 - further training is given to staff on how to identify skills of literacy, numeracy and information and communication technology in curriculum planning;
 - further opportunities are provided for pupils to use their skills of literacy, numeracy and information and communication technology across the curriculum.
13. Pupils with special educational needs make satisfactory progress. The register of pupils with special educational needs is reviewed appropriately.
14. The school reached its targets in 2001 in English, but not in mathematics. Targets for 2002 are realistic and with continued good teaching the school is well placed to achieve them.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school are very good. This is a continuing strength of the school since the last inspection. The school is an orderly place where pupils are keen to learn. Pupils are purposeful about their work and most approach their lessons with enthusiasm. They show good interest in the wide range of activities the school provides. This is a direct result of good teaching and interesting lessons. Parents wholeheartedly agree with this. They know their children enjoy school and believe they make good progress. Pupils are willing to talk about what they are doing and how they arrive at their answers. They collaborate well in pairs or in groups when encouraged to do so. Independent learning is not quite as well developed, because there is a lack of space within the school for pupils to carry it out. They settle down quickly after breaks, ready to start their next lesson. Pupils listen courteously to their teachers and to others' comments. A very few occasionally interrupt instead of waiting their turn. Pupils maintain concentration very well to the end of the day.
16. Behaviour is good. This has the strong support of parents. There is no unruliness in class or during breaks and very few pupils have personal behavioural problems, which can interrupt the flow of lessons. However, this is largely stemmed due to the very good behaviour management of teachers, who know pupils' individual needs very well. Pupils are aware that their individual self-discipline is paramount. They know what is expected of them and share in the development of the codes of conduct. They enjoy the systems of rewards and feel sanctions, on the few occasions they are required, are fair. Where there are rare instances of aggression, occasional name-calling or a tendency towards bullying, all know how very seriously these situations are viewed. Exclusion is not part of the ethos of this school.
17. Children in the Foundation Stage acquire satisfactory attitudes to learning because they are secure in their routines and have very good relationships with the class teacher, but their skills of personal independence are only satisfactory because too few opportunities are provided for them to choose their own resources for learning and to carry out jobs. **This is a Key Issue for action.**

18. The pupils' personal development is very good. All pupils enjoy sharing in the daily routines preparing for class or sharing in assemblies. They are tidy, respectful of property, know where things belong and happily accept responsibility. Pupils are very orderly when moving around the school. They smilingly give way to others. Pupils are very courteous to adults and to one another, for example, cheerfully allowing space for one another in their cramped classrooms. Pupils enjoy celebrating one another's successes, such as, good work, endeavour and behaviour, exemplified at the end of lessons or at assemblies. They understand how this contributes to their learning. This is very evident throughout the school day. For example, lunch is an extremely well organised social event, with a happy atmosphere. Older pupils courteously serve lunch to the mixed age groups on their table. Pupils readily co-operate with lunchtime supervisors, who stimulate play with the younger pupils very well. Play is very good-natured, with a broad mix of small and large groups absorbed in lively activities. Older pupils enjoy looking after younger ones. However, the school is in the very early stages of setting personal targets for pupils, and this is an area that needs to be addressed to develop pupils' skills of independence further. **This is a Key Issue for action.** The good provision made for pupils' spiritual, moral, social and cultural development contributes to the very good attitudes, personal development and good behaviour of the pupils.
19. Relationships are very good throughout the school. The pupils are content. They are lively, smile readily and often speak first on meeting. They confidently share their thoughts with staff. Consequently a very good rapport is evident between pupils and between pupils and adults in school.
20. Attendance at 92.6 per cent is well below average. **This is a Key Issue for action.** Levels, below average at the last inspection, have shown only sporadic improvements over the years and have not reflected increases nationally. Consequently, they are now well below average. The school constantly promotes regular attendance and punctuality as good habits to be fostered for the future, for example, during registration, through assemblies, by awards for attendance and by letters to parents. Despite this, days off and holidays during term time are still too common. This has a direct effect on standards in learning. The highest standards are a prime aim of the school, as clearly stated in the school prospectus. Nonetheless, the majority of pupils arrive early. They are eager to enter school and begin lessons. Registration is prompt and effective. Lateness is improving but still too common for many pupils. Weaknesses in both attendance and pupils' punctuality are having a negative effect on standards, especially at the end of Key Stage 1, an area which needs to be addressed. **This is a Key Issue for action.**
21. Pupils with special educational needs show a good level of interest in their work and respond well to planned activities that match their needs.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory overall. It is better in Key Stage 2 than it is in Key Stage 1 and in the Foundation Stage. The best teaching is seen in Year 1, Year 3, Year 5 and Year 6 and, in these year groups, pupils learn well and make good gains. The quality of teaching is satisfactory in the Foundation Stage and Key Stage 1 and good in Key Stage 2. During the week of inspection no unsatisfactory teaching was seen; this is an improvement on previous inspection findings. The quality of teaching of support staff is generally good, especially in early and additional literacy sessions. One excellent lesson was seen in literacy in Year 5, one lesson in six was very good in literacy in Year 3 and Year 6, science in Year 6, information and communication technology in Year 6, history and mathematics in Year 5. A third of lessons throughout Key Stage 1 and Key Stage 2 were good, including the Foundation Stage, as were nearly half satisfactory lessons. Consistently good teaching was seen in Year 1 in all subjects. In Year 2 good teaching was seen in religious education and music.
23. All teachers are very hard working and have only been working together as a team for just over six months. Should this team stay together, as they are now on permanent contracts, standards will continue to rise. The standard of teaching in information and communication technology is good, in all other subjects the quality of teaching is satisfactory overall, with some examples of very effective practice. The teachers throughout the Foundation Stage and Key Stage 1 have sound

subject knowledge. In Key Stage 2, teachers' subject knowledge is good and teachers teach basic skills well, but, unfortunately, they have to play "catch up", teaching pupils skills that previously should have been acquired in Key Stage 1, for example, correct letter and number formation, simple spellings, correct layout of work, comprehension and word attack skills in reading. **This is a Key Issue for action.**

24. Further training is required for staff to raise their confidence in the teaching of shared and guided reading and writing, music, geography and religious education. **This is a Key Issue for action.** There are indications that the booster groups held in mathematics and English are having a positive effect on teaching and learning. As a staff team, the teachers throughout the school share much enthusiasm, subject expertise and a balance of experience and recent training. All bring particular strengths to their work, for example the newly appointed teacher in Year 4 is already ensuring that a multicultural curriculum is followed by others. Across the school, the teachers demonstrate an enthusiastic approach and they plan conscientiously. However, there are not always clear intentions for learning identified in the planning, especially in the Foundation Stage and in planning for pupils with special educational needs. **This is a Key Issue for action.** Planning often does not take into account the range of capabilities in each class, to ensure that pupils of all levels of attainment, including those with special educational needs and the higher attaining pupils, are challenged appropriately by the work provided. **This is a Key Issue for action.** Assessment is at an early stage of development within the school and, although some teachers are using good strategies individually for assessing the pupils' learning, this is not consistent and often unsatisfactory, especially in foundation subjects. **This is a Key Issue for action.** Expectations for pupils vary from teacher to teacher and from subject to subject. Some teachers have very high expectations, but this often varies, even within a lesson. For instance, when the pupils are taught as a class, expectations are high, when they are taught in groups, expectations vary because some teachers still struggle with group teaching. Teaching of literacy and numeracy is satisfactory overall; it is better in Key Stage 2 than Key Stage 1, although good examples were seen in Year 1. Many basic skills are taught appropriately, using effective teaching methods, but some elements of science (such as AT1) and of English, shared and guided reading and writing, are not always consistently well taught across the key stages.
25. All teachers provide clear explanations of the tasks required of the pupils and work well at developing the necessary vocabulary. There is an effective pace throughout most lessons, achieved because of the clear identification of learning objectives from both the literacy and numeracy strategies. However, sometimes too long is spent on the introduction to a lesson, or, even when a lively pace is set initially, it is not sustained and learning deteriorates. The time spent on group work is sometimes not used effectively. This is largely to do with the rate at which teachers intervene in pupils' learning. The best strategies of intervention were seen in Year 1, Year 3, Year 5 and Year 6. In most lessons, teaching is confident and enjoyable and motivates the pupils. The teachers use a range of perceptive questioning skills and reinforce learning when they review work with the pupils. They know and generally manage their pupils very well and this is a strength. In the very best lessons in all stages of the school, all pupils are actively involved in their learning and are challenged fully. The teachers know when to ask the right questions to develop their understanding and knowledge and to check and clarify their learning. In these lessons, the teachers' high expectations and enthusiasm ensure complete attention, the teaching is often inspirational and this is reflected in the quality of the pupils' response. This was seen in literacy in Years 1, 3, 5 and 6.
26. Throughout the school, a range of approaches to classroom organisation is employed and class, group and individual working are used satisfactorily to suit different tasks. The broad spread of ability in most classes in both key stages makes the organisation of learning more difficult. This sometimes leads to teaching of group work that is insufficiently focused, a loss of pace in lessons and, consequently, a lack of maximum progress by the pupils. Since procedures for the use of assessment to identify accurately where the pupils have reached in their learning are insufficiently developed, it is difficult to ensure that the pupils always make the progress expected. **This is a Key Issue for action.** However, recently staff have been moving away from whole class teaching and pupils are becoming more effectively challenged.

27. The pupils generally work well with each other and with adults, but insufficient opportunities are provided for them at present to develop independent learning skills. This is largely due to lack of resources and space in the library and insufficient individual target setting. **This is a Key Issue for action.** All teachers communicate well with the other adults in the classroom, who make a valuable contribution to learning for all pupils, but there is still a need to challenge above average attainers consistently, use individual education plans in planning and improve teachers' marking to ensure that pupils' mistakes are used as teaching points. **This is a Key Issue for action.**
28. Homework is set, but the expectations of teachers about its frequency and completion vary, so it is not always effective in reinforcing the learning of all pupils. **This is a Key Issue for action.** All pupils take home reading books on a regular basis and have spellings and mathematical tables to learn. Some pupils are also given further tasks to complete, linked with their work. Where parents support the work their children do at school by working with them at home, it has a positive impact. A significant proportion of parents are not satisfied with the consistency of provision for homework and their concerns were substantiated by the inspection team. Furthermore, the school does not have a system of using a home school link book for reading so parents can express their views and concerns to teachers.
29. Overall pupils' learning is satisfactory in Key Stage 1 and good in Key Stage 2. This reflects the findings of the previous inspection. The quality of teaching in the Foundation Stage is satisfactory overall. The school has only recently implemented the curriculum in the Foundation Stage and the teacher is still 'finding her feet'. Whilst all the areas of learning are appropriately covered insufficient emphasis is placed upon correct letter and number formation and further opportunities for pupils to develop their independence. Furthermore, at times, lesson objectives are too broad and are not sufficiently clear and, as a result, children are not sure what is expected of them. At times they make inconsistent gains in learning. **This is a Key Issue for action.**
30. The teaching of pupils with special educational needs is satisfactory overall but, on occasions, individual education plans are not rigorously used in planning. The teachers and learning support assistants have a clear understanding of the needs of the pupils; they work closely together and generally arrange a suitable range of activities and work for them. Positive relationships are established and help and support are provided, but insufficient rigour is placed on using pupils' individual education plans in planning. Where teaching for pupils with special educational needs is good, then support is provided to enhance their learning. In a Year 5 mathematics lesson, pupils are able to access the curriculum because of the help given by a learning support assistant. Relationships with outside agencies have been strengthened to the benefit of the pupils and this is having a positive effect on enhancing teachers' skills.

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

31. The school provides satisfactory learning opportunities for its pupils. The key issue in the last inspection report, to review existing curriculum planning and organisation, has only partly been achieved. Inspection evidence indicates that improvement since the last inspection was initially poor and has only recently been given renewed impetus since the appointment of a new headteacher. Overall the improvement since the last inspection in improving the quality of planning is sound, with the best improvement seen in the last year. Throughout the school the curriculum is broadly based and includes all subjects of the National Curriculum and religious education, but the coverage of programmes of study is slightly imbalanced in some subjects, such as art, geography, music and information and communication technology, due to the amount of time that is allocated to them, the confidence and subject knowledge of teachers, the speed of implementation of new National Curriculum guidelines and, in the case of information and communication technology, the lack of control and modelling equipment. There are nevertheless weaknesses in curriculum planning for religious education that need to be addressed, in relation to identifying which faiths will be studied because, at present, this aspect lacks depth and insufficient opportunities are provided for pupils to record their work. **This is a Key Issue for action.**

32. Staff development and training had been poor since the previous inspection and teachers are only just beginning to become familiar with the national guidelines. Emphasis has correctly been given to the implementation of the literacy and numeracy strategies, but this has been at the expense of time allocated to foundation subjects such as geography, art, information and communication technology and music. Whilst teachers are skilled practitioners, they have not received sufficient training to feel confident about teaching all aspects of the National Curriculum. They are doing their very best but it will take several more months for the presently effective systems, such as the introduction of the national guidelines, to have a full impact on standards. A very good computer suite has recently been established in the school but, currently is not fully operational to provide support for the majority of subjects of the National Curriculum; plans are in place to develop its usage.
33. Though there is evidence that individual teachers are aware of the need to consider literacy, numeracy and information and communication technology across the curriculum, no formal school policy exists to support this and whether it happens depends on the preferences and confidence of individual teachers. There is a need for the school to consider this and to develop a whole school approach linked to schemes of work. **This is a Key Issue for action.** The school only began to use the Qualification and Curriculum Authority curriculum documentation last September so the teachers are only starting to become familiar with it. The school has rightly identified the need to review and evaluate schemes of work so that they are more appropriate to its needs, in particular, to ensure that teaching methods take note of the needs of higher attaining pupils and are sufficiently challenged. Although there has been good progress in the last year in developing schemes of work, the school has not ensured that it covers all the subject specific skills of the National Curriculum fully, including the use of English, mathematics and information and communication technology skills in other subjects, by helping all pupils to build on what they know, understand and can do. These were all part of the key issue of the previous inspection and it is only in the past year that sufficient emphasis has been placed on developing the curriculum appropriately. **This is a Key Issue for action.**
34. The headteacher and staff are committed to the success of the school and are capable of taking it forward in the future. The headteacher has rightly identified that there is an urgent need to develop the pupils' literacy and numeracy skills as early as possible in Key Stage 1. At the present time many of the pupils have great difficulty reading and writing by the time they end the infant stage of education and this has a negative effect on their attainment in other subjects.
35. Implementation of the literacy and numeracy strategies has been satisfactory, although there are some weaknesses. These relate to the teachers' planning of group work. Often the work set bears little relationship to the original focus of the lesson. In light of the many barriers to learning that these pupils have, opportunities for consolidation need to underpin all learning opportunities. In addition the learning opportunities provided, particularly for higher attaining pupils, do not always sufficiently challenge them at their own level of ability and, as a result, pupils are not always sufficiently challenged. **This is a Key Issue for action.**
36. The provision for extra-curricular activities is satisfactory and includes soccer and matball both for boys and girls, choir, recorders and computer club. The school has recently received a grant for after school support for art, science and basic skills and this provision should improve further in the near future. There are good relationships with partner institutions, both primary and secondary. The school has good links with teacher training consortia and has the capacity to train teachers effectively. A private playgroup uses the school building, there are good links with the local high school and competitive games are played against local primary schools. Close links exist with the local community through the Community Theatre and a variety of courses run for parents and other adults by community groups, such as Dearne Valley College. The school enriches its curriculum well with a good range of visits and visitors, and the residential outdoor pursuits activity weeks contribute well to pupils' personal development.
37. Provision for personal, social and health education is satisfactory. A co-ordinator for this area of school life has recently been appointed. The local education authority drugs awareness team visits the school and the health visitor runs a sex education programme for older Key Stage 2 pupils. There is a need to review the school's sex and drugs education policy soon and to develop

the pupils' knowledge and understanding of citizenship. The governing body has recognised that this is an area that needs addressing and it is identified on the school development plan.

38. The school has worked very hard at developing satisfactory learning opportunities for pupils who are in the Foundation Stage of learning and the planning now reflects the requirements of the early learning goals in all areas of learning. However, planning for developing pupils' speaking and listening skills, and collaborative skills through outdoor play, is unsatisfactory, although the school has plans in place to develop this aspect of curriculum provision. Whilst provision for the Foundation Stage of learning is satisfactory overall, there are nevertheless areas for improvement. Provision for higher attaining children is unsatisfactory as some of these pupils are already working on level 1 of the curriculum. Furthermore, there are weaknesses in planning as, on occasions, learning opportunities are not clearly underpinned by rigorous learning objectives and, as a result, children do not always gain the maximum benefit for speech and language development. Insufficient emphasis is based upon learning through the senses, for example children working on initial sounds and number concepts do not have sufficient opportunities to consolidate their learning of basic skills through art, clay and water play. In the role-play area, there is insufficient emphasis placed on developing pupils' skills of speaking and listening in a variety of opportunities for imaginative play, and there are insufficient information and communication technology resources available for children to develop their writing and number formation skills. There is a further lack of multicultural resources, such as toys, books and foods from different countries, multicultural dolls and dressing up clothes. **This is a Key Issue for action.** The school has recognised this as an area for development.
39. Both the curriculum and the ethos of the school rightfully respect ethnic, cultural and religious diversity and good emphasis is placed upon social and educational inclusion. Overall the school makes good provision for pupils' spiritual, moral, social and cultural development.
40. Provision for spiritual development is satisfactory and happens incidentally through the learning opportunities offered to pupils. A more systematic approach to planning would ensure better provision. **This is a Key Issue for action.** Throughout the school, in the learning opportunities offered to pupils, there are several examples of awe and wonder. Pupils in Year 2 in history wonder in amazement at the destructive powers of fire when learning about the Great Fire in London. Similarly they appreciate the human achievements of Florence Nightingale, who gave of herself to help others. In science in Year 1, pupils learn about the wonder of light and the beautiful colours of fireworks. In Year 5 in history they appreciate the sensitivity of archaeologists finding treasures in the Indus Valley and, in acts of collective worship, they give thanks to God for the wonders of nature, the beauty of art and music and the gifts of the five senses.
41. Provision for moral development is very good. Planned lessons in personal and social education help pupils understand the differences between right and wrong. The school code of conduct is firmly embedded in practice and all staff promote a strong climate of care and respect and thereby set very good examples. Each class discusses its rules, and rules are also agreed for playtimes and lunchtimes. Good behaviour is rewarded further by a variety of stickers and mention in assemblies. Moral development is encouraged throughout the curriculum by references in religious education as to why people need rules, the importance of the Ten Commandments and Five Pillars of Islam. Appropriate texts in the literacy hour are chosen to encourage pupils to think about moral decision-making; these include myths, legends and Aesop's fables.
42. Provision for social development is very good. Pupils are encouraged to recognise and appreciate their differences and identify the effect of their actions on others. Older pupils look after younger pupils very well, especially during lunchtimes. In reception, pupils identify acts of kindness through their friendship tree, where each child writes on an individual leaf, expressing a thank you for kindness. Pupils are encouraged to take responsibility for routine tasks in classrooms and a range of opportunities is given to older pupils to take responsibility around the school. For example, they show visitors around and prepare classrooms; plans are in place to establish a school council. Personal and social skills are developed further through visitors to the school and visits that pupils make to various museums, including residential trips to Borreaton Park and

Wales. Pupils are encouraged to learn about and contribute to charities and very good opportunities are provided in lessons for pupils to develop their collaborative skills.

43. Provision for cultural development is good. Pupils have opportunities to develop a good understanding of their own culture through music, art, history, geography and visits to local museums. In Year 1, pupils are encouraged to look at patterns in embroidered saris, woven jackets from Ecuador and, in Year 4, pupils are making very good comparisons between the film industry in Hollywood and India. Pupils are encouraged to learn about different festivals of the major faiths and recently dual language books have been purchased for the library. The work of women artists from around the world is displayed in school and pupils are asked to give their individual responses to paintings of Frida Kahlo, Doris Lee and Gabrielle Hunter. Pupils in both key stages know about Victorian legacies, treasures from the Indus Valley and the influence of the Romans, Greeks, Spartans and Egyptians. In Year 2 pupils have studied a range of Caribbean stories and, in Year 3, pupils have looked at the intricacies of Islamic patterns. The school has made a very effective start at learning about the different aspects of multicultural Britain.
44. Since the previous inspection, the school has made good improvement in its provision for pupils' cultural development.
45. The learning opportunities offered to pupils who have special educational needs are satisfactory overall, but individual education plans do not, in general, have targets which are specific enough for the school to be able to monitor pupils' progress effectively. The school recognises this as an area for development. **This is a Key Issue for action.**

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Procedures for ensuring pupils' welfare overall are satisfactory. All adults are aware of the strict criteria to be observed in child protection. The school has good access to educational, medical and social agencies when required. Pupils are welcome in a very clean and warm environment. Classrooms, however, are cramped. All pupil toilet areas are unisex and inadequate for the numbers of pupils using them. The library area is too small for the numbers of pupils and, as a result, pupils' skills of independent research are underdeveloped. **This is a Key Issue for action.**
47. The school has good induction procedures. Parents are well informed of what is expected and are clear about the school's expectations. Procedures for monitoring and improving attendance are satisfactory. There is a clear statement of the criteria for absence in the new school prospectus. Levels are reported in both the school prospectus and the governors' annual report. Individual levels of attendance are annotated in reports. However, no comments on comparison with national expectations are made. Daily monitoring of unexplained absences is not fully in place. The education welfare officer works very hard with a significant number of families to achieve both improved attendance and punctuality.
48. Procedures for monitoring and promoting self-discipline are very good and successful. Staff have high expectations of pupils' individual behaviour. There is a good behaviour policy, implemented consistently in all classes. The school earnestly believes in promoting self-discipline rather than imposed discipline. The making of rules is shared with pupils. Pupils are dealt with fairly at all times. Procedures for eliminating oppressive behaviour are very good. Tendencies towards bad behaviour and occasional name-calling are dealt with swiftly and effectively. Rare instances of bullying are dealt with firmly, involving all concerned. The school has systematic monitoring procedures that respond effectively to incidents of sexual and racial harassment should they occur.
49. Procedures for assessing pupils' academic work are satisfactory overall in English, mathematics and science, but are unsatisfactory in the foundation subjects, information and communication technology and religious education. The school has recently implemented an effective system of tracking pupils' academic achievements and the progress made, but, as yet, this is in its very early stages and, as a result, information gained from assessments is not appropriately used to plan the next steps in pupils' learning. Teachers' knowledge of level descriptors is very variable.

Whilst it is satisfactory overall, the school has only recently undertaken joint moderation of standards in core subjects. This practice needs to be developed further in order to ensure consistency of assessment throughout the school. **This is a Key Issue for action.** At present, the practice of sending home reading diaries is not sufficiently well developed. Baseline assessments are undertaken in the reception class, but information from these does not fully inform curriculum planning. As a result, the higher attainers are not sufficiently challenged in all areas of learning. Insufficient emphasis has been placed on individual target setting and, as a result, pupils are not fully aware of what to do in order to improve their work. Plans are already in place to introduce this. The previous report identified assessment as an area that was being developed in the school development plan. However, after the inspection, insufficient progress was made and the school has only just started to improve the tracking of pupils' progress.

50. Provision for pupils with special educational needs is satisfactory. The new code of practice for pupils with special educational needs is now in place and pupils with special educational needs are appropriately identified. Teachers and learning support assistants know the pupils well and show real concern for their welfare.
51. Procedures for promoting pupils' personal development are good. Teachers provide a wide range of opportunities. They have a naturally good relationship with pupils. Teachers know the pupils' capabilities and support their individual needs very well. There is a caring inclusive atmosphere. This is evident in all staff practising the good routines of the school and working industriously with the pupils, as well as leading them in lessons. Consequently, pupils follow their lead very well. Conversations about work in hand are seen to spring up at any time during breaks. During wet play, for example, Year 6 pupils preferred to pursue their design and technology work rather than indulge in indoor play. Staff stay at hand with light supervision and encouragement for this extended work. Parents appreciate this and feel teachers get the best out of their children. Parents are pleased that the school helps their children to mature. Lunchtime supervision is good. The midday assistants stimulate good interactive play, particularly with the younger pupils. A wide range of daily opportunities is created for pupils to take initiative and responsibility. Good work and effort are fairly appraised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision-making. Parents appreciate and freely acknowledge how approachable and available staff are. They feel listened to and valued.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The majority of parents view the school highly. They have confidence in the new headteacher and staff. Information on what the school provides is satisfactory. There are regular letters covering all the activities of the school year, supported by the introduction of a Newsletter. There is a very good school prospectus with a clear statement of aims and values. Information is lively and comprehensive of all the school seeks to do and achieve. The governors' annual report conforms to requirements but is not sufficiently informative. There is nothing to inform parents on areas discussed, decisions made and how they impact on the school. Equally, there is little information on staff development and how this helps the school along.
53. The effectiveness of the school's links with parents is satisfactory. The quality of information is often good, but has some acknowledged shortcomings. Curriculum related evenings in the past have had limited response. Formal curricular information is not given, but is being introduced. Attendance at consultation evenings is not good enough. The school is aware of this and seeks to strengthen the value of these meetings. Written reports are inadequate because they do not tell parents how they can help their child improve because insufficient areas for improvement are identified. **This is a Key Issue for action.** There is little evaluation and no indication for future development. Comment on information and communication technology and design technology is confused in one section. The headteacher is well aware of this and a new model is being prepared. Target setting is already being developed with pupils, particularly in Key Stage 1, but it is still in the very early stages of development and its impact is not yet seen on standards. **This is a Key Issue for action.** Nevertheless, parents feel that there are ample opportunities to speak to staff during the year and are consulted about their children's progress, when necessary.

54. The impact of parental involvement on the work of the school is satisfactory. A small number of parents, however, feel that the school does not work closely enough with them. Home reading schemes are not firmly in place. The new headteacher and staff, however, seek to encourage a stronger parental contribution to their children's learning. A group of parents enthusiastically took part in guided reading schemes and story sacks training. Returns of parental questionnaires demonstrate growing confidence in these school links. A few parents express concerns about the levels of homework. The inspectors agree there have been some inconsistencies in homework, which are currently being dealt with. A good number of parents loyally help during the school day. Consequently, their service can be planned for and is valued. Many more parents help with trips and events. Parents enjoy the special events, concerts and festivals. However, the small hall does not allow for all those wishing to attend. Consequently the Christmas Concert was moved to the nearby Goldthorpe Community Theatre, with the great appreciation of parents and extended families. The Coffee Morning incorporates the Parents' Association. All parents are automatically members. This is already proving to be a good social event of mutual benefit to parents and the school.
55. The previous inspection judged partnership with parents as very good. This might well have been the case but, since that time, many initiatives have developed in schools to ensure that parents are seen as partners in learning. There is every indication that the newly appointed headteacher will work closely with parents as the staff, governing body and senior management team view parents as true partners in their pupils' learning.
56. Partnership with parents of pupils who have special educational needs is satisfactory. The school is aware of the need to forge closer links with the parents of pupils who have special educational needs in an attempt to make them true partners in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Since her appointment in January 2001, the headteacher has provided very good educational direction. She has quickly won the confidence of governors, staff, pupils and parents.
58. The judgement of the previous inspection was that the headteacher then in post provided competent leadership. Key issues for action included involving staff and governors more fully in development planning, and taking a longer-term view of how financial and other resources would be used to support improvements. The work of curriculum co-ordinators needed further development. Progress on these issues has been satisfactory since the appointment of the new headteacher.
59. The leadership of the headteacher and the senior management team is good. They have worked well with staff to develop the school's mission statement and its aims. The school development plan has suitable priorities and, from April, the financial implications of the planned improvements will be clearly shown. The role of co-ordinators is being developed. They monitor planning and know that they must now review assessment, especially in the foundation subjects, to raise standards. As yet they do not monitor standards and the quality of teaching and learning. **This is a Key Issue for action.** This is because they have not been fully trained to do so but plans are in place for this aspect of their development. There is a strong, shared commitment and the capacity to succeed is good.
60. The monitoring, evaluation and development of teaching by the headteacher and local education authority is good. The headteacher has concentrated on English and mathematics and other curriculum areas remain to be tackled. Performance management systems have been put in place, but the targets need to be framed more clearly to have a positive effect on standards. As yet they are not measurable and do not show staff what steps need to be taken for improvement. The systems for the induction of new staff and teachers in training are satisfactory. The co-ordinator for pupils with special educational needs has worked hard to develop a central register of pupils and to become aware of their needs. A governor with responsibility for special educational needs has been appointed recently and has yet to take an active part. The school identifies pupils who need support early in their school life. This was an issue in the last report, which has now

been addressed. The overall leadership and management of special educational needs are satisfactory, but further monitoring needs to take place to ensure that pupils' individual education plans are rigorously used in planning. Classroom support assistants make a valuable contribution to the pupils' progress.

61. The role of the governing body in fulfilling its responsibilities is carried out satisfactorily. A suitable committee structure is in place and almost all members have undertaken training in the last year. There are governors with responsibility for literacy, numeracy, special educational needs and information and communication technology. These are recent appointments and the governors concerned have not yet begun to develop their new roles. Governors' knowledge and understanding of the school are improving and they have a satisfactory knowledge of its strengths and weaknesses.
62. Financial management is satisfactory. There is a large (13 per cent) under-spend, but the governing body has rightly kept monies back because the staffing situation has been insecure. Furthermore, there are plans to develop the library and this will deplete the school's resources. The school office is well organised and good use is made of new technology to support administration. A long-term financial plan, which will address the likely effects of the projected fall in pupil numbers, is being prepared. Specific grants are used satisfactorily for designated purposes, including supporting pupils with special educational needs. Principles of best value are suitably applied.
63. There is a good match of teachers and support staff to the demands of the curriculum. Learning resources are appropriate, although there are weaknesses in the Foundation stage, English and in software for information and communication technology. The accommodation is unsatisfactory. The hall and many classrooms are small, the new computer suite is very cramped and the school has a very limited library. This has a negative effect on pupils' skills of independent learning and research. **This is a Key Issue for action.** The outside accommodation is satisfactory and is appropriately maintained.
64. The school now has good procedures for evaluating its effectiveness. School self-evaluation is good and staff are very committed to improving their practice. Very good progress has been made in the evaluation of data; this is now shared with the governors who previously were not as well informed of the low standards pupils had been attaining. Governors are fully involved in the school self-evaluation process. They ask questions about the achievements of different attainment groups and compare pupils' attainment with that of similar schools. They are starting to develop their skills of judging the cost effectiveness of their spending decisions and they use the principles of best value in relation to how they compare with other schools in the area. Overall, resources are satisfactory with the exception of multicultural resources in the Foundation Stage, library resources for all subjects and the range of books for guided and shared reading in English.
65. The new headteacher has secured the trust of staff, governors, parents and pupils and the school is well placed to make rapid improvement. The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governing body, headteacher and staff, together with the help of the local education authority, should:

Raise standards in all subjects throughout the school by: **4, 5, 7, 10, 12, 23, 52, 83, 85, 86, 87, 102, 120**

- implementing a whole school policy for speaking and listening, handwriting and spelling;
- ensuring that staff are confident in teaching the principles of shared and guided reading and writing in both key stages, and that challenging texts are used, through which basic skills of reading are effectively taught;

- providing more opportunities for writing in all subjects in both key stages, but especially Key Stage 1;
- ensuring higher attaining pupils are sufficiently challenged in all lessons;
- ensuring teachers consistently use pupils' individual education plans in planning;
- ensuring reading books are sent home on a regular basis and parents have the opportunity to comment on their children's progress through the use of a home/school link book;
- ensuring targets are set for pupils on their annual reports;
- ensuring opportunities for developing pupils' skills of literacy, numeracy and information and communication technology are identified in planning in all subjects of the National Curriculum including religious education; and
- providing further opportunities for problem solving in mathematics and, in science, developing pupils' skills in investigative and experimental science, and implementing whole school procedures for developing pupils' scientific language.

Raise pupils' attendance rates and punctuality by: **20**

- working more closely with parents to enable them to see the importance of regular attendance and punctuality for their children's learning;
- seeking more ways of celebrating regular attendance.

Improve the quality of teaching further by: **17, 18, 24, 27, 28, 35, 46, 53, 68, 71, 72, 74, 88, 89, 91, 92, 97, 127**

- sharing examples of good practice with all staff;
- ensuring that staff receive more training in the teaching of basic skills of literacy, numeracy and management of group work so that pupils can have further opportunities to consolidate their learning;
- improving the quality and consistency of teachers' marking, so that pupils' mistakes are used as teaching points;
- setting individual targets for pupils to help them improve their work;
- providing more opportunities for independent learning;
- ensuring that homework is given out consistently throughout the school; and
- ensuring that, in the Foundation Stage, staff intervene more appropriately in children's learning, thereby developing their emerging skills of literacy, and children become more independent in choosing resources for learning.

Improve curriculum planning throughout the school by: **31, 33, 38, 40, 69, 115, 121, 144**

- ensuring that the curriculum planning covers all the programmes of study effectively in all subjects and that opportunities for developing pupils' skills of literacy, numeracy and information and communication technology are clearly identified;
- ensuring that in the Foundation Stage all activities planned are underpinned by clear learning objectives;
- ensuring that subject specific skills are effectively covered in all subjects and that the curriculum is monitored for continuity, progression and time allocation;
- providing a more systematic approach for developing opportunities for pupils' spiritual development; and
- providing a clearer focus for religious education planning.

Develop rigorous assessment procedures in all subjects and the use of 'stepping stones' in the Foundation Stage and ensure that information gained informs the next stages of pupils' learning. **24, 25, 45, 48, 49, 113, 118, 122, 127, 137, 143, 148**

Develop the role of subject leaders so that they can monitor standards in their subjects, identify the best practice and share this information with all staff. **59, 108, 113, 118, 122, 137**

Minor issues the governors might wish to consider in the action plan

As and when funds allow, improve: **38, 60, 63, 74, 75, 76, 106, 113, 132**

- the quality of accommodation, which is too cramped;
- the library and multicultural learning resources in the Foundation Stage and English, with specific reference to multicultural resources, guided and shared reading books;
- the range of non-fiction books to support all subjects of the National Curriculum;
- targets in teachers' performance management so that pupils' progress targets are more specific, measurable, achievable and can be regularly monitored as to their impact on learning;
- the quality of pupils' reports so that parents can have a clear understanding of what they need to do in order to help their children attain higher standards;
- the provision for outdoor play in the Foundation Stage so that opportunities for speaking and listening can be developed further;
- purchase more software for children in the Foundation Stage to improve their letter and number formation skills; and
- liven up the governors' annual report so that parents will find it more friendly.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	14	18	0	0	0
Percentage	3	15	36	46	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	55

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	1.4

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	11	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	16
	Girls	8	10	10
	Total	19	22	26
Percentage of pupils at NC level 2 or above	School	63 (81)	73 (78)	87 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	18
	Girls	10	10	10
	Total	22	26	28
Percentage of pupils at NC level 2 or above	School	73 (81)	87 (95)	93 (89)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	14
	Girls	12	10	11
	Total	23	19	25
Percentage of pupils at NC level 4 or above	School	72 (79)	58 (76)	76 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	13
	Girls	11	9	11
	Total	22	19	24
Percentage of pupils at NC level 4 or above	School	67 (73)	58 (73)	73 (82)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	28
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	140

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	431,712
Total expenditure	419,355
Expenditure per pupil	1,872
Balance brought forward from previous year	44,483
Balance carried forward to next year	56,840

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	8	0	0
My child is making good progress in school.	40	53	8	0	0
Behaviour in the school is good.	43	48	8	0	0
My child gets the right amount of work to do at home.	35	43	20	3	0
The teaching is good.	58	43	0	0	0
I am kept well informed about how my child is getting on.	43	50	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	48	38	10	3	3
The school is well led and managed.	63	33	3	0	3
The school is helping my child become mature and responsible.	53	43	0	0	5
The school provides an interesting range of activities outside lessons.	28	45	13	3	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

67. Children in the Foundation Stage of learning are taught in the reception class. Children enter the reception class three times a year, which results in some children only having one term in the reception class before they move into Year 1. As a result, attainment on entry to the Year 1 class is well below national expectations, as children do not attain the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development, physical development and personal, social and emotional development. Only the above average attainers, who are in the minority, attain these early learning goals, but their achievements, whilst satisfactory overall, could be better because already they are capable of working on level 1 of the National Curriculum. Attainment on entry to the reception class is well below the national average. Many of the children have very limited nursery experience and their speech and language skills are poor. The majority of them lack basic vocabulary to express their needs and they have underdeveloped fine motor skills, which prevents them from forming letters and numbers with ease and facility. Many of the children do not spend long enough in the reception class before they go into Year 1 and, as a result, they struggle with the early stages of all subjects of the National Curriculum. As a result, by the end of Year 2, they do not achieve the expected levels and this is a contributory factor to low standards at the end of Key Stage 1.
68. Overall the school makes satisfactory provision for these children. Good provision is generally made for personal, social and emotional development, and satisfactory provision is made for all other areas of learning. The lack of a secure outdoor area and limited range of large equipment and multicultural toys are weaknesses in provision and do not allow children to develop their full physical potential or knowledge and understanding of the world. The quality of teaching is satisfactory overall. The school has only recently implemented the Foundation Stage curriculum, and at present the co-ordinator is still familiarising herself with it. She knows what is expected of these young children and generally a secure environment is provided. Very good relationships between staff and pupils exist and, as a result, children feel valued and secure. Generally children have plenty of opportunities to have 'hands on' experience and to learn through their senses, but insufficient opportunities are provided for pupils to develop correct letter and number formation skills through structured play. **This is a Key Issue for action.**
69. The provision for developing children's awareness and knowledge of other cultures has weaknesses, as there is a lack of multicultural resources and the school has rightfully identified the need to improve the quality of outdoor provision. Generally, children are well managed in class and secure routines are established, but further intervention is needed by the teacher and support assistant in children's role play in order to further develop their vocabulary and sentence structure. There is, however, a weakness in teachers' planning because not all of the learning activities are underpinned by clear learning objectives and, as a result, children are not always sure about what is expected of them.
70. The school undertakes baseline assessments on pupils and a sound range of observations is carried out, but children's attainment is not fully charted, using the 'stepping stones', and there is a lack of data to inform the next stage of children's learning. As a result, above average attaining pupils are under-challenged and do not make sufficient gains in learning.

Personal, social and emotional development

71. By the end of the Foundation Stage, children do not attain the early learning goals in personal and social development because they have not spent sufficient time in the reception class, especially if they are admitted in the third term. The adults provide secure, good models, relationships are very good and routines are secure. Children listen carefully to instructions, but many of them do not carry them out correctly, for example, when fishing for numbers in the number pond, children forget

what they have to do and do not carry out teachers' instructions. Children experience difficulty in staying on task and sustaining interest for lengthy periods. They do, however, settle into daily routines, such as registration, assemblies, lunchtimes and changing for physical education lessons. Many are still struggling with dressing and undressing themselves. Children are secure in their learning environment, but too few opportunities are provided for them to take on responsibility. Insufficient opportunities are provided for them to increasingly plan some of their activities and choose resources for them. **This is a Key Issue for action.** When they are on task, they perform well, but they largely need a lot of adult intervention to stay focused.

Communication, language and literacy

72. By the end of the reception class, only three higher attaining children will attain the early learning goals in communication, language and literacy. The other children will not. All children are encouraged to express their ideas, opinions and feelings, but there is insufficient intervention by the staff in role-play activities to upgrade pupils' communication, language and literacy skills. Phonics and elements of the national framework for literacy are used well during group literacy sessions, but there are insufficient opportunities for children to consolidate their learning through a variety of learning activities, which require them to use all of their senses. The teacher reinforces the visual information and vocabulary used from the Big Book and takes the opportunity to extend not only the children's vocabulary, but also their knowledge and understanding of the world around them. Children listen to the teacher and to each other with interest and without interruption. Their contributions are valued by staff and this helps them to improve their confidence and extend their learning. However, the few above average attaining children get bored and do not pay sufficient attention when book handling skills are modelled, because they already know how to do this. They handle them with care and know about the sequence of page turning. They show positive attitudes to the books and many are aware that pictures tell a story and that text is read from left to right. With the exception of the above average attainers, children make sound progress, but, whilst they can recognise some letter sounds and can recognise and select their own names, many struggle with writing and do not always form their letters correctly. **This is a Key Issue for action.** Some do not hold their pencils correctly and this affects the rate of learning and their progress in writing simple sentences. Some higher attaining pupils can write simple words, such as polar bear, without help. By the end of the year, most children can write recognisable letters, although generally they are not correctly formed. The quality of teaching is satisfactory, with staff using open-ended questions well. Good use is made of listening corners, but there are insufficient resources, reflecting the multicultural nature of our society. **This is a Key Issue for action.** Further emphasis needs to be placed upon rigorously teaching the basic skills of correct letter formation, with well-structured follow up activities, which enable children to learn through their senses. **This is a Key Issue for action.**

Mathematical development

73. When children start school, their number skills are clearly well below the level expected. By the time they enter Year 1, most children will not have achieved the early learning goals for mathematics, mainly because of difficulties with language and in spite of making sound progress in the reception class. Many practical activities are provided for them to develop a sound range of mathematical skills through participation in board games, sand and water play and sorting objects according to various criteria. Other opportunities are used to learn about number through songs and jigsaw puzzles. With some jigsaws, they focus on matching the shape to a hole and with others they use numbers to place the pieces in the correct order. In early work on measurement, there are sound opportunities for exploration, using the water and sand trays, with children using a variety of containers to fill and empty small cups. This enables them to learn the relevant vocabulary and distinguish when something is full, empty or half full. When observed, three children were engrossed in pouring water through funnels to fill containers, working alongside each other, sharing the containers and talking about what they are doing. Good use is made of number rhymes, and good explanations are given as to how children can add on one number to another.

74. The staff use every opportunity to reinforce numbers in everyday situations, such as the counting of numbers of children in the group or the days of the week. Much language is taught to develop and reinforce mathematical concepts and vocabulary, such as the names of shapes and the number and length of straight sides and corners of a square, rectangle or triangle. Some children can recognise taller and shorter in the constructions they are making with interlocking blocks. Higher attaining children can count up to 20 and beyond, but others struggle to reach five. Some children can add and subtract numbers up to five and can identify a variety of ways of making four. With the teacher's help, some children can compile a simple bar chart and can interpret the information displayed. Teaching is satisfactory in mathematical development, with well-planned activities matched carefully to the children's needs, but further intervention is needed in children's play to ensure the correct use of mathematical language. However, further emphasis needs to be placed on ensuring that children form their numbers correctly. **This is a Key Issue for action.** At present there is a lack of computer software to enable the teaching of correct number and letter formation.

Knowledge and understanding of the world

75. When children enter the Foundation Stage, few have a well-developed knowledge and understanding of the world. They make sound progress because of the variety of tasks and sound teaching, but only the above average attainers will attain the early learning goals. They gain some scientific knowledge and understanding of plants during lessons where they discuss the seasons and observe, describe and paint flowers and plants. Children make sound progress and some can name the basic parts of a plant, such as petals, stem and roots. Children gain geographical and historical skills, knowledge and understanding by taking walks around the school. Most children make sound progress when using computers. The teaching and opportunities for learning provided are satisfactory, resulting in effective learning and enhanced enjoyment by all children. Staff keep a good oversight of their progress, providing regular support to them as they work. Most children are able to use simple drop-down menus and choose from a variety of appropriate programs to enhance their literacy and numeracy understanding. They are generally confident in their use of the mouse to control events on the screen. Reception children show developing control and can point and click and make imaginative drawings on the screen, using different colours, which, with help, they print out individually. Although there is a range of construction toys for children in the reception class, there is insufficient space for regular planned construction activities to develop fully. There is a lack of resources, such as large wooden building blocks, for use by children. The lack of a safe outside area for these children reduces the quality and range of their learning experiences, and there is a significant lack of multicultural toys. **This is a Key Issue for action.** The school has plans in place to rectify this issue.

Physical development

76. For the majority of children, the standard of attainment at the end of the Foundation Stage is below that expected nationally, but the children make sound progress overall in relation to their low starting points. Their physical development and progress are limited by the lack of an outside area and the provision of large construction equipment and other resources that would enhance their skills. **This is a Key Issue for action.** This is a weakness in provision, but full use is made of the hall, which, in size, is adequate for these children. Children gain an awareness of space in the playground and they can execute a variety of movements, such as running, walking and jumping. Children are given many opportunities to strengthen their fingers so that they use scissors and a variety of construction toys well. They build structures, such as robots, with construction kits. When holding pencils and paintbrushes, they are encouraged to do so properly and to form good habits from the start of their schooling. However, for many children these habits sometimes lapse and children still hold their pencils incorrectly. This results in them being unable to record their work adequately. **This is a Key Issue for action.** Practical tasks are supervised well by staff, which enables them to instruct children and develop specific skills such as how to handle scissors correctly and how to cut out. Most children have difficulty cutting on a given line, but use glue appropriately to stick paper together. Staff are diligent about keeping children safe and insist on equipment being handled and stored correctly. The teaching and learning observed during the

inspection were consistently satisfactory. The teachers are well organised and have high expectations for both behaviour and work.

Creative development

77. Children do not attain the Early Learning Goals in creative development, but they make sound gains in learning in relation to their capabilities. The children's creative development is nurtured profitably through stimulating activities involving art, music and imaginative play, which are well taught in both classes. Children are given many opportunities to respond to things that they see, feel and touch and the provision made for this aspect of their development is satisfactory, although further emphasis can be placed for children to practise painting their letters and numbers to encourage their gross motor skills. Children can join in with songs and rhymes and play untuned instruments. They listen attentively to Handel's 'Water Music' and can identify loud and soft sounds. Children are given opportunities to paint and draw from real life observations, such as flowers, when they look in detail at the structures of the plants, and with chalk they produce some detailed snow pictures. A good range of collage materials is made available and children use these practically and imaginatively to produce, for example, Elmer the patchwork elephant and large figures of the characters from the reading scheme. Through such a range of activities, children make sound progress.

ENGLISH

78. The 2001 national test and teacher assessments show that, by the end of Year 2, standards in reading were very low and were in the bottom five per cent nationally, both in comparison with all schools and similar schools. In writing, in comparison with all schools, standards were well below the national average and in comparison with similar schools. Hardly any pupils attained the higher levels of the National Curriculum in both reading and writing.
79. By the end of Year 6, standards were below the national average in English in comparison with all schools and, in comparison with similar schools, standards were in line, with an average number of pupils attaining the higher levels. Over three years in Key Stage 1, the performance of pupils fell below the national average for their age group, both in reading and in writing; in Key Stage 2 a similar picture emerged. This year, both Year 2 and Year 6 pupils have a high percentage of pupils on the special educational needs register, there are also many pupils who are below average attainers. Inspection findings show that standards are well below average at the end of Key Stage 1 in speaking and listening, reading and writing. At the end of Key Stage 2 standards are below the national average in speaking and listening, reading and writing. In spite of low standards, pupils' achievements are satisfactory in relation to their capabilities, considering their very low standard of attainment on entry. Achievements of pupils who are higher attainers are unsatisfactory because these pupils are under-challenged, especially in Key Stage 1. There are no differences between the attainment of boys and girls.
80. There are many reasons why historically standards have been low in spite of the fact that the previous inspection judged standards to be in line. Firstly, since the previous inspection, the school had not kept pace in implementing the government's new initiatives in rigorous teaching of the literacy hour. Staff had not been sufficiently well trained to feel comfortable about teaching pupils in groups, implementing shared guided reading and writing, and rigorous teaching of phonics. Resources were inadequate; pupils had a very narrow range of reading materials and assessments had not been adequately developed to give teachers a clear understanding as to how pupils performed against National Curriculum level descriptors. As a result, pupils underachieved and staff had not improved their practice because of a lack of rigorous training.
81. Since the appointment of the new headteacher one year ago, good progress has been made and standards are rising, although, as yet, not reflected in end of key stage test results. For example, already pupils in Year 1, Year 3, Year 4 and Year 5 are showing signs of catching up with standards expected nationally of pupils of that age. Standards are poised to rise because teachers are becoming more familiar with the requirements of the National Literacy Strategy, teaching and learning are being monitored, pupils' progress is being tracked and staff are being appropriately trained.

82. There are signs that in subsequent years in both key stages, results will be much improved, particularly if the present stability in staff is maintained, whole school procedures for assessment, including marking, are firmly embedded in practice and the newly introduced strategies of progression in phonics, Additional Literacy Strategy and Early Literacy Strategy become more established.
83. Overall standards of literacy are clearly well below the level expected. Although the school emphasises the continuous development of speaking and literacy skills and the pupils generally listen well, many find it difficult to express their thoughts clearly and to find the appropriate words. A few are able to do so well. The appropriate language for subjects such as mathematics and art is regularly emphasised. The school is working on the solving of written mathematical problems and of pupils' written explanations of their mathematical thinking, which many pupils find difficult because of their restricted understanding and use of language. The pupils use opportunities for empathy and reflection well in, for instance, a history lesson in Year 1, when pupils recall their feelings following a museum visit. Pupils in Year 5 develop questions to pursue when learning about the Greeks, assembling their lists in groups and noting common questions. Writing about Moses completed by Year 4 pupils shows empathy, as does writing by pupils in Year 6 about the requirements of people joining dating agencies. Limited opportunities are presented, however, for the development of research skills through, for example, the use of the library. **This is a Key Issue for action.** Many pupils find it difficult to explain their thinking or to make predictions in science and much work is copied, with the pupils' progress constrained in Key Stage 1 by an over use of worksheets. The school is increasingly finding ways of using literacy well across the curriculum and the new format for planning develops its use well, but further opportunities need to be provided in all subjects in order to raise standards further.
84. From the time they enter school with generally low language skills, the pupils are encouraged to listen and, although still below the standard normally expected for speaking and listening by the age of seven, most are used to listening carefully. However, their use of a formal vocabulary is limited and their explanations are insufficiently detailed. All the teachers encourage their pupils to use a specific vocabulary. However, by the time they leave the school, many show standards still a little below those expected nationally and a significant number are not able to develop their ideas sufficiently or convey their opinions clearly, in spite of the attention this is currently being given.
85. Standards in reading are well below the national average at the end of Year 2 and below the national average at the end of Year 6, the main weakness being comprehension and the use of higher order reading skills, such as skimming, scanning and inference and deduction. **This is a Key Issue for action.** Most pupils in the school enjoy reading and read books that are well matched to their needs, but the range of reading books is restrictive, especially in Key Stage 1. There is a lack of challenging readers for guided and shared reading, and many pupils do not take their reading books home on a regular basis. In Key Stage 1, many read their books with some fluency and use at least one strategy for dealing with new words, but few are reading ahead or able to express opinions about the story. A range of strategies for finding unknown words is now being taught and is beginning to be effective. However, partly because of weaknesses in teaching, due to staff shortages in the past, only a few pupils in Key Stage 2 use the full range of strategies and this slows them down in their reading. Sessions of guided reading, where pupils share interesting texts and are supported as they read, have contributed to reading as a more enjoyable activity than previously, but as yet teachers need further training in developing this aspect of the literacy hour. **This is a Key Issue for action.** However, the lack of a whole school assessment record for reading to provide a specific focus for the progress planned and subsequently made means that sometimes insufficient progress is made by pupils, in either group or individual reading. Areas for improvement in reading are insufficiently targeted in class, in terms, for instance, of understanding and response, particularly in Key Stage 1, but also in Key Stage 2. Many Year 6 pupils read texts with fluency, although fewer with expression. A few pupils in both Years 5 and 6 refer to the text when explaining their views and can infer and deduce, but most cannot, and very few are able to show a good understanding of significant ideas or discuss the characters about whom they read. Guided reading sessions observed in both key stages are beginning to have a positive impact on standards, but more challenging texts need to be used. **This is a Key Issue for**

action. At present, the library is insufficiently used for teaching information skills and for researching in other subjects.

86. By the time they are seven, it is likely that results in writing for the oldest pupils will remain well below average. Many pupils recall stories they have read and are beginning to use an appropriate and interesting vocabulary in their writing, but ideas are generally not developed into a sequence of sentences and punctuation is very slow in developing for most. In writing letters, the pupils gain an awareness of the reader, but there is over use of worksheets and so insufficient time is able to be given to developing the pupils' own writing. **This is a Key Issue for action.** A few are at a stage of writing at length, but insufficient focus is sometimes given to developing the story structure and punctuation is poor overall. The lack of a clear handwriting policy throughout the school leads to most pupils being inconsistent in the formation and size of their letters in Year 2, where very few presently join their writing. In Year 1, there are signs of good progress in handwriting and many pupils already use letters that are always well formed and consistent in size, with several using a joined and legible style. A few pupils in Year 1 are writing neatly and accurately in sentences, with simple punctuation, as, for instance, when writing about visits to the Cusworth Hall Museum. Most are learning to use a dictionary to record and classify simple lists. Most pupils throughout the school do not find spelling easy and only a few Year 2 pupils are accurate or use phonic knowledge well. In all classes, regular spelling lists are sent home and support learning where parents work with their children, but, due to the pupils' short retention skills, many forget the spelling patterns they have learnt.
87. It is likely that writing at the end of Key Stage 2 will still be below average, but a significant number of pupils in this group are achieving well. Most Year 6 pupils look for the purpose of the writing and can adapt their writing to different readers, as, for example, when writing a recipe, instructions and letters. Their poetry and prose show empathy and pupils can identify styles of writing, especially the difference between fiction and non-fiction. However, in spite of completed work on story structure, many pupils find it difficult to organise their work well and to extend their ideas logically. Teachers have to work constantly to improve pupils' use of vocabulary and their spelling, and to encourage the use of, for instance, pronouns and the use of connectives instead of 'and'. The handwriting of most is fluent, joined and legible and of a significant number it is clear and used in all work. This is a significant improvement for many since the beginning of the year. A few write in a good biographical style or write imaginative play scripts, sustain their ideas well with adventurous use of words and are at the level of sometimes using complex sentences. Pupils with special educational needs understand their work, often completing it, but there are occasions when their individual education plans are not rigorously used in lessons. Whilst they make good progress when directly supported by teaching assistants, their rates of progress could be better, and overall pupils' achievements are satisfactory in relation. Similarly above average attainers in both key stages are not sufficiently stretched. **This is a Key Issue for action.** Too often they complete the same tasks as other pupils but produce more writing. With further use of assessment to inform planning, their rates of progress could be better.
88. The quality of teaching and learning for pupils in Key Stage 1 is satisfactory, overall, but variable, with some lessons, which are good or very good and others which are broadly satisfactory, but with some weaknesses, especially in the follow on activities resulting from text level work. Far too often, opportunities are missed for pupils to practise what they have learnt in text and word level work. Pupils' attitudes are very good overall, with pupils often interested, well behaved and sustaining concentration. Sometimes the pupils lose attention when parts of lessons go on too long or are insufficiently matched to their needs. The work sample showed a lack of sufficient progress overall in writing in many classes over the current term and marking was often insufficiently specific to improve pupils' learning. **This is a Key Issue for action.** In Years 1 and 2, whole class teaching of the literacy strategy is of high quality, using clear delivery and with good use of texts. Learning is reinforced constantly for the pupils, including good use of questioning for this part of the lesson, to help pupils to concentrate. However, in Year 2, when the pupils work in groups on writing activities, the work planned is often insufficiently challenging for most and, although much effort is put in by teachers, expectations are not high enough and targets for individual progress are not employed sufficiently. **This is a Key Issue for action.** The effective pace used in the first part of lessons is not always maintained throughout. Class targets

are beginning to be used successfully and these could usefully be developed further so that progress is monitored more closely for individuals. However, in spite of this, guided reading is beginning to focus well on developing aspects of understanding and response, in addition to accuracy and fluency. This was evident in a Year 1 class, where reading skills were taught effectively and the higher attaining pupils were learning to use appropriate strategies when tackling difficult words.

89. The quality of teaching and learning in Key Stage 2 is good overall. The pupils' very good attitudes reflect the quality of teaching, although the behaviour of some boys at times challenges teachers. All pupils are generally enthusiastic, well motivated, work hard and respond with sustained concentration. Teachers are knowledgeable, well prepared, organised and well resourced and lessons proceed at an effective pace. Teachers show clarity in their explanations and perceptive questioning. In the very best lessons in Year 3 and Year 5, there is constant checking throughout the lesson of knowledge gained and assessment of what the children understand and can do, as for instance in Year 5, where pupils were using non-fiction texts about springs. In high quality lessons, time is used particularly effectively and is focused on specific targets for learning, both as a class and in groups, as in several classes in Years 5 and 3, where the progress made in reading, writing and speaking and listening was good for all pupils. Lessons are usually interesting and, therefore, pupils are well motivated. Group activities are generally matched to the pupils' needs and are successful in consolidating and moving on their learning. Most lessons are challenging throughout and expectations are usually high, but occasionally, a few higher attainers are insufficiently engaged in group activities and so do not make the progress expected. **This is a Key Issue for action.** The teaching of basic skills is usually good and the methods used are effective, so most pupils are now making good progress. The marking in almost all classes is just satisfactory and does not always lead to improvement in work.
90. The quality of support now provided by teaching assistants in each class is very good and is having a positive impact on progress. The new arrangements for recording and assessing work with groups of pupils are effective and are supporting special educational needs and lower attaining pupils well. The booster group helps to improve the progress of the pupils identified for such help and provides appropriate work at their specific point of need. The literacy strategy has had more impact recently, but staff still need occasional support in their planning for it.
91. The knowledgeable co-ordinator is raising the profile of the subject and shows commitment to raising the quality of teaching and learning and, consequently, the standards of English in the school. Strategies are being put into place to do this, but, although some monitoring of learning and teaching has taken place, this is to be increased to have additional impact on progress. A new system of medium and short term planning is currently being used, but this has had insufficient time to become established and does not yet ensure a fully progressive experience for pupils of all capabilities, or ensure that group activities, particularly in Key Stage 1, are sufficiently challenging to develop pupils' writing. The provision of differing work for the various attainment levels in classes is still being tackled through this planning. Currently there are no handwriting or spelling guidelines and this results in many pupils not forming their letters carefully. **This is a Key Issue for action.** The school currently tracks the progress of pupils in English fully, although some procedures, such as the levelling of assessed work, have begun usefully. However, assessment procedures as a whole are not used consistently across the school. The school is beginning to develop teachers' knowledge of curriculum levels usefully by further moderation of work. Resources are unsatisfactory, especially for group reading, library skills and information and communication technology software to support handwriting. However, pupils use information and communication technology effectively to support their learning, especially in Key Stage 2.

MATHEMATICS

92. In the year 2001 national tests for eleven year olds, the percentage of pupils attaining the expected level for their age, or higher, was well below the national average. The percentage attaining the higher level was also well below the national average. The pupils' performance was well below average in comparison with those in similar schools. The school did not achieve its target. During the last four years, the trend has been downward. Inspection evidence indicates that

pupils are now attaining below national averages at the end of Key Stage 2, but that this is an improvement on previous national test results. The last inspection report said that pupils attained average standards. There are no marked differences between the attainment of boys and girls. Since then the National Numeracy Strategy has been introduced and it is only recently that staff have received adequate training to implement this strategy. Previously there had been too much reliance on whole class teaching and working to a commercial scheme rather than focusing on the recommendations of the National Numeracy Strategy. As a result, group work had been underdeveloped and pupils in both key stages had not received sufficient opportunities to problem solve. **This is a Key Issue for action.** As their literacy skills are underdeveloped in both key stages, pupils still experience difficulty in problem solving. The pupils' attainment on entry is well below average. Most pupils, including those with special educational needs, make satisfactory progress during their time in the school, and examples of good progress are seen in Key Stage 2. This is because the quality of teaching is better in Key Stage 2 than it is in Key Stage 1. The achievement of pupils of above average ability is unsatisfactory, but for average and below average attainers, it is satisfactory. **This is a Key Issue for action.**

93. In the year 2001 national tests for seven year olds, the percentage of pupils attaining the expected level for their age, or higher, was well below the national average. The percentage attaining the higher level was also well below the national average. The pupils' performance was below average in comparison with those in similar schools. Since a small rise four years ago, the trend has been downward. Inspection evidence indicates that pupils are now attaining well below national expectations. The pupils' attainment on entry is well below average. Most pupils, including those with special educational needs, make satisfactory progress. The achievement of pupils of above average ability is unsatisfactory, but, due to the high percentage of pupils who are of below average attainment in the current Year 2 group, pupils' achievements are satisfactory in relation to their capabilities.
94. Pupils with special educational needs are well supported and make sound gains in their learning. For instance, in Year 4, a child support assistant works well with a pupil on an individual basis and also helps other sitting at the same table.
95. By the end of Year 6, pupils are introduced to measuring angles with a protractor. They are aware of right, acute and obtuse angles, but find it difficult to locate the appropriate part of the scale to use. Earlier, during mental calculations most had struggled to change decimals to percentages. In Year 5, pupils have good recall of multiplication facts when they revise their 7, 8 and 9 times tables, which shows the value of daily mental calculations. The pupils in Year 4 use a menu to practise real life problems as they work out change from £5.00 and £10.00. In Year 3, pupils show their understanding as they order numbers less than 1000 from the smallest to the largest. Year 2 pupils order coins and work out which will make amounts of less than 20 pence. In Year 1, pupils consolidate basic number bonds as they learn subtraction facts to 10, but in both key stages they have difficulty in verbalising their responses.
96. In both key stages there are weaknesses in pupils' ability to problem solve. This is because many pupils have difficulty in reading the questions and they experience difficulty in quickly identifying the right mathematical strategy for tackling the problem.
97. In lessons seen, teaching and learning ranged from very good to satisfactory. Scrutiny of work reveals that there is little difference between the kinds of activities that all groups of pupils undertake. As a result, the above average attaining pupils are under-challenged and marking often needs a sharper focus. **This is a Key Issue for action.** Where teaching and learning are good or very good, lessons have a brisk pace, teachers have secure subject knowledge and questions extend pupils' thinking. The Year 3 teacher has a clear structure for pupils to use as they try to work out real life problems. In Year 1, the teacher makes good use of resources to aid pupil understanding and involves pupils in making number sentences. All lessons involve pupils in using appropriate mental strategies but differentiation for higher attaining pupils, during group work in the main part of the lesson, is often lacking. This is largely due to the fact that assessment procedures are unsatisfactory and, as a result, pupils are not sufficiently targeted and teachers do

not adjust their planning in relation to what pupils know, understand and can do. Scrutiny of work reveals that there is a heavy emphasis on number but that all attainment targets are covered.

98. Pupils respond well to the good and the very good teaching seen during the week of inspection and, as a result, have very good attitudes to learning. In successful lessons they like the challenge of quick-fire mental sessions. They answer questions eagerly and concentrate well. In Year 6, the pupils work well in pairs and are quick to explain their thinking as they find the highest and lowest possible totals when they join four numbers they have selected from a grid. The use of information and communication technology in mathematics, although several good examples were seen in Key Stage 2, especially in Year 5 and Year 6. The school has not yet sufficiently identified rigorous opportunities in other subjects such as design and technology, history and geography for pupils to further develop their mathematical skills. This restricts pupils from both consolidating and extending their learning.
99. The management of the subject by the recently appointed co-ordinator is good. Teaching has been monitored and local authority advisory teachers have been involved. An advisory teacher has modelled lessons for all staff. National test results have been analysed to try to improve performance and assessment is satisfactory overall, but at present there is a lack of individual target setting for pupils. The Springboard scheme has just been introduced to help pupils of below average ability. Gifted and talented pupils have not yet been identified and work sampling, to monitor standards closely, has not been undertaken. Since the previous inspection many changes have taken place which are impacting positively on standards. Staff have attended courses, the national strategy has been effectively implemented, there are three new teachers in Key Stage 2 and there is less of a reliance on a commercial scheme of work, as a result, standards are rising. Training has been given to all staff in the implementation of the National Numeracy Strategy and already this is improving teachers' practice. Teachers are willing to learn to improve their practice and they have effectively taken on board the recommendations of the local education authority advisers and the school is well placed to improve standards. Resources are satisfactory overall.

SCIENCE

100. The pupils' attainment at the age of seven is well below the national average, and this confirms the teacher assessments for 2001. At the age of eleven, inspection findings indicate that standards are below the national average. National assessment tests in 2001 indicated that standards were well below the national average, with fewer pupils achieving the expected level (level 4) and the higher level 5. The judgement of this inspection indicates that standards are rising by the end of Key Stage 2 because of the good quality of teaching and high teacher expectation in both key stages. There are no significant differences in the attainment of boys and girls. Pupils' attainment in comparison with similar schools is below that expected nationally.
101. Trends over time indicate that, since 1999, the school has not kept pace with improvements that have been made nationally. Since the last inspection, staff development and training have been poor and teachers are only just becoming familiar with the requirements of the National Curriculum. Pupils enter the school with very low levels of attainment and, in Key Stage 1, improvements are inhibited by their lack of literacy skills. All but higher attaining pupils have difficulty reading and writing to the required standard and so there is very little evidence of recorded work that is of a satisfactory standard. Literacy skills improve significantly during Key Stage 2, but are still at a level that is below the national average and so there is a continued negative effect on pupils' attainment in science. Overall, pupils' achievement in relation to their prior attainment is at best satisfactory in Key Stage 1 and good in Key Stage 2.
102. The school is making good efforts to cover all the elements of the National Curriculum. By the end of both key stages pupils are making sound progress in carrying out investigations, although there is a need to introduce whole school procedures about the processes that pupils follow so that the correct scientific language is used, for example, observation, prediction, fair testing and coming to a conclusion on the basis of evidence they have gained. **This is a Key Issue for action.** In Key Stage 1, investigations are made into how materials such as flour and salt change when water is

- added, the effect of heat on chocolate and of hot water on dried soup. Electrical circuits are constructed and different types of musical instruments used for pupils to identify the sounds they like and dislike. Plants are grown from seeds and pupils investigate the conditions they need to survive. By the end of Key Stage 2, pupils make good progress in developing their knowledge of sound. They investigate vibrations and sound waves by making their own guitar boxes and by 'twanging' a ruler. In links with mathematics, graph work is undertaken to record the effect of water temperature on whether materials dissolve. In a very good Year 6 lesson, an investigation is carried out into the effects of smoking and pupils quickly become aware of how dangerous it is to health, with a positive effect on their personal development.
103. Within the area of life processes and living things, younger pupils learn that seeds need water and light in order to grow. The nature trail around the perimeter of the school is used to investigate bushes and trees. They know the difference between things that are alive and dead. Computers are used to create pictures of trees and flowers. Older pupils investigate the life span of different animals and record their results in graph form. The similarities and differences between animals are considered and the requirements for them to stay alive and grow. In work linked to light and sound, the eye and ear are studied in some detail. In links with geography different environments are studied and the animals that live there, for example polar regions and marshland. Pupils investigate how humans change over time, for example at the ages of 10, 14, 18, 30, 50 and 70. In Key Stage 2 recorded work in folders and on display shows that they are developing sound observational skills and the school's emphasis on health and the environment is being successfully carried out.
104. In their work on materials, Key Stage 1 pupils learn about different types, such as metal, wood and plastic, and that materials can be soft, hard or shiny. They investigate how materials can change and how they are used for their special properties, for example that wool from a sheep gives warmth. They also learn that some materials are transparent and others opaque. In this way the pupils are introduced to the correct scientific vocabulary. Older pupils in Year 5 investigate and plan the building of a house, using materials that will promote effective insulation and prevent heat loss. They consider the properties of these materials and why they are used. Soils, which drain the fastest, are examined and their suitability as building land considered. This work is linked to mathematics through graph work. The properties of solids, liquids and gases are investigated, as is the effect of fire on materials and whether change is irreversible, but very little recording of work is done, pupils have a very limited social ability to describe what they have done and insufficient opportunities are provided for pupils to predict, hypothesise and record their findings in a variety of ways.
105. Evidence from scrutiny of work indicates that pupils progress well, especially in Key Stage 2, in the area of physical processes. Younger pupils know about items that use batteries or mains electricity. They are aware of the need for safety in the kitchen when electricity is being used. Circuits are constructed, sound and light are investigated and pupils know about day and night, the sun and moon and materials that reflect light. Older pupils know about forces and gravity. They investigate insulators and conductors of electricity and friction. The earth and beyond includes a study of the planets. Pupils learn about light, its sources, how it travels in a straight line, the effect of mirrors on light and how shadows are created.
106. Currently, too few opportunities are given for pupils to use information and communication technology, although there is every possibility of this improving soon as the computer suite has recently been established. **This is a Key Issue for action.** The presentation of pupils' work improves considerably in Key Stage 2 and, by Years 5 and 6, it is often good, showing that teachers have high expectations and that pupils are taking a pride in what they do. The same cannot be said of recorded work in Key Stage 1. Progress is better in Year 1 than in Year 2, because there is more of an emphasis placed on pupils recording work, and worksheets are used less. While there is no whole school policy on cross-curricular links, there is evidence in science of graph work and extended writing in the work of older pupils. There are also good links with art and, in particular, the use of water colours in illustrating work that is displayed on walls. While assessment procedures, which are satisfactory overall, are in place, there is little evidence that these are used to plan suitable work for individuals or groups of pupils. As a result, differentiation is by outcome or as a result of extra help given by classroom assistants to pupils with special

educational needs. Higher attaining pupils are not always suitably challenged at their level of ability and, as a result, are not sufficiently stretched. **This is a Key Issue for action.**

107. In the lessons seen and from a scrutiny of pupils' work, the quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. Pupils respond to good or better teaching, for example, in Years 3, 5 and 6, and stimulating lessons ensured that pupils were interested in the investigations and practical nature of the activities. Teachers have good subject knowledge and this enables them to give secure explanations and promote good discussion. As a result, the pupils make good progress. Throughout the school, relations between teachers and pupils are very good and this promotes an atmosphere of co-operation and willingness to learn. However, marking is an area that could usefully be examined in the future. It is often very brief and rarely gives pupils any idea as to how they might improve in the future. **This is a Key Issue for action.** Furthermore, insufficient emphasis is provided for pupils to record their findings in a variety of ways and, in both key stages, there is insufficient emphasis placed on using reference materials to find out more about science and communicate findings, using appropriate scientific language, drawings, diagrams, tables and graphs.
108. The management of the subject is satisfactory. All aspects of the science curriculum are being covered and sufficient time is allocated to the subject. The co-ordinator is an experienced and very capable teacher who sets a good example to other members of staff. However, there is a need for him to have more opportunities to monitor what is happening in Key Stage 1 and to give support and advice to teachers so that standards can be raised. **This is a Key Issue for action.** This is a whole school task as, to raise standards in science, standards in literacy must also be raised. There has been an audit of the subject and a suitable action plan produced. Assessments are satisfactory overall, but insufficient use is made of the data gathered to inform the next steps of pupils' learning. The senior management of the school is aware of the need for the quality of teaching and learning to be monitored. Resources for the subject are satisfactory but independent learning and research would be promoted if there were more library books available. Accommodation is unsatisfactory. Classroom areas are too small and are not suitable for activities, such as investigations, when pupils may need space to work and move around. **This is a Key Issue for action.** Progress since the last inspection is satisfactory. Even though standards at the end of Key Stage 2 are lower than at the previous inspection, it must be taken into consideration that there are more pupils with special educational needs now than previously identified and their low levels of attainment depress overall results.

ART AND DESIGN

109. Standards are below national expectations at the end of Key Stage 1 and in line at the end of Key Stage 2. Achievement in relation to pupils' capabilities is unsatisfactory at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. This judgement reflects a lowering of standards since the previous inspection report. This is because the school has not kept pace with changes in national guidelines since the previous inspection and staff have not had the opportunity to extend their skills. They are only now becoming familiar with Qualification and Curriculum Authority requirements and are placing sufficient emphasis on developing pupils' skills of paint mixing, smudging, observational drawings and working with pastels.
110. By the end of Key Stage 1, pupils make observational drawings of plants, but they are not yet looking carefully and noticing the detail in the plant sufficiently. They learn to mix paint and are beginning to learn to mix colours to produce different shades. They investigate different ways of weaving and how fabrics are made and decorated. To do this a jacket from Ecuador and a sari are examined. There is some evidence that animals are made out of clay and that information and communication technology is used to create pictures. However, there is a lack of evidence from Year 2 to suggest that sufficient emphasis is placed upon the subject. There is a lack of teaching of specific skills and pupils do not know about, explore and use the ideas of artists from their own and different cultures. There is a lack of opportunity to use different materials and to communicate imaginatively what they see or feel, and evaluate and improve their work.

111. Pupils make sound progress in Key Stage 2 because of the teaching of skills, an increase in emphasis and the links that are made with other subjects. Sketchbooks have recently been introduced and, for example, pupils experiment with line and pattern with 2B and 6B pencils. They sketch patterns from around the school and observe in detail the shape, texture and lines of, for example, a leaf, flower and log. Observational drawings are made of containers of different types and Greek vase patterns. The introduction of sketchbooks is a positive development and has raised pupils' skills. Teachers might like to consider ensuring that work is labelled, dated and given a title. Younger Key Stage 2 pupils use patterns from around the school as an inspiration for print blocks. They take individual print blocks and test them to ensure they have the correct amount of paint. They then print alternating patterns and embellish them. Pupils make good progress in the use of watercolours because they are taught the skills of using brushes of different sizes. This skill is then used very well to illustrate work in other curriculum areas, for example to illustrate the poem 'Jabberwocky' and the Ancient Greek story of 'Theseus and the Minotaur'. In the Year 6 lesson seen, which had links with design and technology, sketchbooks were well used to design or make observational drawings of different types of hats. Using a variety of materials, the hats were then made. Good use was made in the lesson of discussion and evaluation. There is evidence of pottery in the making of clay faces that show emotion, and computer graphics are used to illustrate work. A display of the work of women artists such as Doris Lee, Frida Kahlo and Gabrielle Hunter, is used to encourage the extended writing of pupils. However, there is little evidence that pupils are encouraged themselves to paint in the style of these artists.
112. Pupils' attitudes are very good; they are well behaved and interested in the practical nature of the work. They put effort into the activity and, as a result, produce work of good standard. The quality of teaching is satisfactory. Generally, activities are well thoughtout and the relationships between teacher and pupils are very good. As a result, the pupils respond to the teaching and behave in a sensible and mature manner. On occasions, the pace of lessons was a little slow, but this did not diminish the quality of the work produced. The presentation and display of pupils' work by the teachers are very good. This sets high standards for the pupils and encourages them to present their work in books to a similar standard. The teaching of basic weaving is good. Pupils in Key Stage 1 have the opportunity to work with a wide variety of natural and man-made materials and this has a positive effect on learning because their curiosity is fired up.
113. There is a knowledgeable and enthusiastic co-ordinator, who is trying, through his own good example, to support the staff. This is having an effect in Key Stage 2 but it is not as yet apparent in Key Stage 1. The co-ordinator realises that he needs to monitor the quality of teaching and learning more closely and there are plans for foundation subject co-ordinators to do this in the near future. There is a need to evaluate and review the use of the Qualification and Curriculum Authority documentation, to devise a scheme of work that is appropriate to the needs of the school and that gives support and help to teachers who are lacking in confidence. **This is a Key Issue for action.** At the same time the school should ensure that sufficient time and emphasis are given to the subject and that the knowledge and skills that pupils need to learn are taught progressively from Year 1 to Year 6. Assessment procedures are not in place for the subject. This is unsatisfactory because the progress made by pupils cannot be charted. Resources are at least satisfactory; the school has a kiln and uses it to good advantage. Accommodation is unsatisfactory for a subject such as art that often requires space for pupils to move about the room; large canvas work cannot be undertaken. The school has maintained its average standards identified at the previous inspection.

DESIGN AND TECHNOLOGY

114. The pupils' attainment at the end of Year 2 and Year 6 is in line with that expected for their age and pupils' achievements are good. They make good progress. In the last inspection report, standards in design and technology were judged to be above expectations for pupils aged seven and in line with expectations for those aged eleven. Since then the school has not been able to devote as much time to the subject, as the priority has been to raise standards in literacy and numeracy. No lessons were observed in this inspection and judgements are based on work samples, teachers' planning and discussions with the curriculum co-ordinator and pupils.

115. Pupils plan their tasks appropriately and meet the requirements of the design process. Pupils in Year 6 describe the group discussions as they make an initial sketch of a merry-go-round before producing a design, which included the materials they would use. This makes a good contribution to their social development. They talk of different ways of joining materials. They had hoped to use an electric motor but gave up because they were short of time. The school needs to ensure that appropriate time is allocated to teaching the subject. **This is a Key Issue for action.**
116. Pupils in Year 5 investigate and evaluate commercial products as they look at different sorts of bread. They know that the function and appearance of a product are important and that tools and equipment must be used with safety. When in Year 6 pupils make and design hats, they are very careful to ensure that they have a design brief and realise that, on occasions, designs might have conflicting requirements, such as being both sturdy and light. Pupils in both key stages know that puppets need to be designed carefully in order to function, and they understand that a full range of fasteners can be used and that sellotape and glue have limited purposes. However, in both key stages, pupils struggle with evaluating their products and their designs are not always annotated correctly. They note safety concerns like adequate hygiene. Good links to mathematics are made when they present their results using a chart. Pupils in Year 2 complete an evaluation sheet after work, they have done on puppets.
117. Discussion with pupils reveals very positive attitudes to the subject. They talk readily of their enthusiasm and of what they have learned when evaluating their work.
118. Leadership of the subject is satisfactory. The co-ordinator has had no training in the subject. She has carried out an audit and is responsible for the policy document and the scheme of work. She has ensured that each unit is adequately resourced. She is aware of areas for development, which include assessment and the monitoring of teaching, currently unsatisfactory. Links to information and communication technology are under-developed and, as a result of this, valuable learning opportunities are missed. The school has maintained its average standards at the end of Year 6, but standards in Key Stage 1 are not as high. This is because the school devotes less time to design and technology than previously, as more time is devoted to the teaching of core curriculum subjects.

GEOGRAPHY

119. During the inspection it was not possible to observe any teaching due to the school's timetable arrangements. In addition, there was very little previous pupil work to scrutinise. Teachers' planning indicates that there has been a lack of emphasis on teaching geographical skills, such as patterns and processes in physical and human geography, and there are limitations in pupils' abilities to carry out geographical enquiry, using maps and atlases and diagrams. This has been largely due to the amount of time the school has had to devote to ensuring that pupils were receiving a broad and balanced curriculum in literacy, numeracy and information and communication technology. At present pupils are not working to the limits of their capability but, with the full complement of permanent staff and the good leadership and management of the headteacher, it is very likely that things will improve, as indeed they have in other subjects. As a result, standards in geography at the end of both key stages are below those expected nationally and pupils' achievements in relation to their capabilities are unsatisfactory. This judgement indicates a lowering of standards since the previous inspection. The main reason for this is that teachers have only just begun to consider national guidelines and so their confidence in the knowledge and skills to be taught is only just developing. The school has rightly identified that further training is needed. There is evidence of geographical knowledge being taught, incidentally, through other areas of the curriculum, for example in history. There is also evidence of adequate long-term planning but, so far, little recorded evidence that this is adequately being carried out so that pupils develop their geographical skills and knowledge. The school might usefully consider the time allocated to the subject and the development of a scheme of work relevant to the pupils and the area in which they live. There is also a need for some in-service training to provide help and support to teachers and to develop their confidence in teaching the breadth of study, allowing enquiry skills to develop progressively.

120. By the end of Key Stage 1, pupils consider the similarities and differences between a mainland and an island home. Most understand the concept of an island surrounded by water and the type of transport needed to reach an island. They consider a map of the British Isles and know where London is in relation to Bolton on Dearne. There is, however, little evidence of knowledge, skills or understanding in studies at a local scale and no evidence of map work or observations about physical or human features of their locality. Pupils' skills of reading and writing at the end of the key stage are underdeveloped and so they have difficulty in recording their work and in gathering information. Overall, standards are not high enough for these pupils.
121. By the time they are eleven, pupils make a study of the Indus Valley. They draw maps showing the position of the valley in relation to nearby countries, such as Pakistan, Afghanistan and Tibet, and are able to place the Indus Valley on a map of the world. Year 4 pupils learn about India through a study of the village of Chembakoli. They are aware that many people do not live in villages but in cities, such as Bangalore. They are also aware that India is in some ways a modern country, making films, launching rockets into space and having a good cricket team. This is making a positive contribution to pupils' cultural development. Holiday destinations are studied and locations, reason for the visit, how to get there, what to do and suitable clothes to take are considered. In work on Ancient Greece, map work enables pupils to identify the country on both a map of the world and of Europe. Photographic evidence from previous years indicates that weather, the water cycle and rivers are studied. There is, however, a lack of breadth and depth in much of the present work. There is a need to develop a knowledge and understanding of environmental change and development and of how environments change over time, especially in the local area. The lack of an adequate library and the very recent development of computer facilities inhibit the ability of pupils to carry out geographical enquiry and research, with the result that their skills of independent learning are underdeveloped, particularly those related to maps, photographs, plans, atlases and fieldwork. The use of literacy and numeracy across the curriculum has not been considered in depth by the school and so this is an area for development. **This is a Key Issue for action.** At present the use of information and communication technology to support this subject is unsatisfactory and insufficient opportunities are provided for pupils to develop their skills.
122. No teaching was seen during the inspection and so it is not possible to make a judgement as to its quality or the attitudes and behaviour of the pupils. The co-ordinator has only been in post since last September, has no specialism in the subject and, so far, has received no training. **This is a Key Issue for action.** She has, however, produced a good audit of the subject and an action plan for its future development. The co-ordinator is capable and enthusiastic and the senior management of the school recognises the need for future monitoring of the quality of teaching and learning. There is a need to develop a scheme of work appropriate to the school and to ensure that the subject is given adequate time and is taught in sufficient depth. The demands of core curriculum areas have meant that staff have had little in-service training and so their knowledge and confidence are in need of development. Resources for the subject are improving and are satisfactory. There is a need for more library books and computer programs for independent research. Assessment procedures have not yet been developed and are unsatisfactory overall.

HISTORY

123. Standards are in line with national expectations at the end of both key stages. Achievement for all pupils, including those with special educational needs, is satisfactory. This is a similar judgement to the previous inspection report for Key Stage 1, but indicates a slight lowering of standards for pupils in Key Stage 2. However, teachers are only just becoming familiar with the national guidelines and, as they grow in confidence, there is every possibility that standards will rise.
124. Younger pupils in Key Stage 1 visit Cusworth Hall Museum during work they are doing on the history of toys. Pupils recall what they saw and write a report and guidebook for visitors to the hall. Holidays in the past are considered and pupils become aware of the changes in, for example clothes and venues. Most of the pupils know the difference between old and new, but a significant

minority have difficulty with this concept. Year 2 pupils study the Fire of London and consider how it started and spread. They know about Samuel Pepys and his diaries. Their speaking, reading and writing skills are underdeveloped and they struggle to explain what a diary is. Pupils often show an understanding of their work, but find difficulty in organising and recording their findings in a meaningful way either through writing or speech. This reflects their low level of attainment on entry to the school and their only satisfactory progress in literacy up to the end of Key Stage 1. Pupils visit the Medical Museum in Leeds, in connection with work on Florence Nightingale, and know about Guy Fawkes, but their understanding of chronology is not developed. For example, one child said his father is a friend of Samuel Pepys!

125. By the end of Key Stage 2, pupils select and record information about the Roman way of life and make comparisons between now and then. They are beginning to use different sources of evidence and information to find out about the past, such as books, newspapers, photographs, artefacts and computer programs. In a very good Year 5 lesson, pupils infer information about Greek wars and warfare from illustrations and maps. Their sense of chronology develops through the use of time lines and they develop a knowledge and understanding of people, periods and events in history. Their ability to communicate increases and, especially in Years 5 and 6, their work is well presented. There are developing links with literacy through extended writing and with art through watercolour illustrations, for example of work done on Ancient Greece. The coverage of historical topics in Key Stage 2 is at least satisfactory and reflects the confidence the teachers have in their subject knowledge. Topics include Invaders and Settlers, Ancient Greece and Rome, World War 2, the Victorians, Indus Valley civilisations and the Ancient Egyptians. A significant minority of pupils are inhibited in their progress as a result of their unsatisfactory literacy skills. This continues to have an adverse effect on their ability to organise and communicate their findings through both writing and speech and is the main reason why standards are not higher.
126. The attitudes and behaviour of the pupils are very good. They are often interested in lessons as a result of good or very good teaching. They take part in discussions willingly and show an ability to think and to give logical answers, for example in the Year 5 lesson on Ancient Greece. They are increasingly taking a pride in the presentation of their work and in this they are encouraged by the way teachers display their work on the walls. These displays set high standards and show the pupils that the teachers have high expectations. The quality of teaching is satisfactory overall. The teachers' subject knowledge is good and this is often shown by confident introduction and explanations. Sometimes these explanations can go on for too long and, on these occasions, the pupils become a little restless. Planning in the lessons seen is satisfactory, especially when it refers to the historical skills to be gained by the pupils, for example 'to infer information about the Greek Wars.' Learning is well supported by the resources that are used and encourages the pupils' interest and effort in their work. The successful teaching brings about satisfactory learning.
127. Management of the subject is satisfactory. The school recognises the need to develop the role of the co-ordinator and there are plans to do this in the near future. At the moment there is no monitoring of the quality of teaching and learning, and assessment procedures have not been developed. This is unsatisfactory. Marking is very brief and does not give pupils information as to how they might improve in the future. **This is a Key Issue for action.** Cross-curricular links are developing well, mainly due to the confidence of the teachers in this subject. For example 'Big Books' with a historical theme are used in the literacy hour, there are good art links and the use of computers is developing, although, as the information and communication technology co-ordinator is aware, this needs further development in the future. The co-ordinator has completed an audit of the subject and there is a suitable action plan for its development in the future. Resources for the subject are satisfactory. There is every possibility that standards in history can be raised in the future, particularly if standards in literacy rise.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. The pupils' attainment at the end of Year 2 and Year 6 is below national expectations, but pupils in both key stages are making good progress due to effective co-ordination of the subject and increased teachers' knowledge. As a result, their achievements are good, but pupils have little

knowledge of control technology and have not used sensors or e-mail. In the last inspection, pupils were judged to attain average standards, although they had few opportunities to learn control technology. Since then, greater demands have been put on this subject. Inspection evidence suggests that, since the computer suite was installed, pupils in both key stages have made good progress.

129. Pupils in Year 1 use a mouse confidently as they choose a toy and label it with the correct words from a word bank. They click and drag to enlarge the picture. With support they are able to print their work. Year 3 pupils extend their work in history. They alter the font size and type before amending a text about the Romans. Then they select a picture and add it to the text. Pupils in Year 6 add sound to a multi media presentation they are preparing. They use action buttons to move between slides. Through these activities, pupils learn how the use of a computer simplifies procedures. Computers in classrooms were sometimes used to consolidate learning, but often they were not in use due to both a lack of space and sufficient programs.
130. The quality of teaching and learning in lessons seen is good. Teachers have good subject knowledge and use the interactive whiteboard well for direct teaching of the skills of information and communication technology. They give good support to individual pupils as necessary. Teachers have received training recently but the new opportunity funded training is to be re-launched as the first attempt was not successful. The co-ordinator is aware that staff confidence has been low but no specific weaknesses were seen during the inspection. Teachers are enthusiastic, they manage their pupils well and offer good explanations; as a result pupils are learning well.
131. Pupils have good attitudes to their work in information and communication technology. They enjoy using the computer and work well in pairs. This makes a good contribution to their social development. They listen to the teaching carefully and are keen to try out new programs. A small computer club is producing a school newsletter.
132. In opening the new suite, the school has made a major investment to raise standards in the subject. It is, however, cramped and it is difficult for the teachers to move easily around the class. Co-ordination of the subject is good and swift progress has been made in a short time. The co-ordinator is aware that procedures for assessment need to be developed as, at present, they are unsatisfactory. The use of information and communication technology in other curriculum areas is underdeveloped and there is a lack of software to support pupils' writing and number formation skills.

MUSIC

133. The pupils' attainment at the end of Year 2 and Year 6 is below that expected for pupils at this age. Standards seen during the inspection in singing and rhythm making are in line with expectations, but pupils have little knowledge of composition and their skills of listening and appreciation are under-developed. Therefore standards are below expectations. In the last inspection, pupils were judged to attain average standards. In spite of the low standards, pupils' achievements are satisfactory in relation to their capabilities and are poised to rise, but the implementation of the national guidelines has only just started and, as yet, has not had time to fully impact on standards.
134. Pupils in Year 2 follow the teacher in doing a hand jive to a song they know well. They sing quite tunefully and most are successful in keeping the beat. They clap the rhythm of the names of animals, which have different note values. They follow the sequence well and manage when rests are introduced. In Year 1, pupils explore and use a range of sounds. They depict the sound each character from a story makes using percussion instruments. They follow carefully the symbol, which represents the character.
135. The quality of teaching is satisfactory. Teachers' planning and interviews with pupils demonstrate that pupils know the meaning of texture and timbre, they can name the instruments of an orchestra, but they have difficulty in recalling names of composers, but they can identify music

that is of Asian and Afro-Caribbean origin. In Year 2, the sound teaching promotes sound learning because there is a very clear progression in the skills which are practised. Learning in Year 1 is helped by a lively pace and infectious enthusiasm, which holds the pupils' attention. Teaching overall is satisfactory. Teachers plan effective music activities, which provide for and develop pupils' achievements, but insufficient opportunities are provided to develop pupils' musical imagery and imagination. Teachers manage pupils very well and use time effectively. They ensure that subject specific words, such as ostinato, timbre, pace and rhythm are used appropriately but, at times, insufficient opportunities are provided for pupils to evaluate their work and, as a result, valuable speaking and listening opportunities are lost. Music is playing as the pupils enter assembly but the opportunity to listen carefully to it and evaluate its meaning is missed. Another teacher confirms that there has been no composition and little listening and appraising of music.

136. The pupils have good attitudes to music. They concentrate and respond well to the teacher.
137. Management of the subject is satisfactory. A scheme of work has been introduced and planning is monitored. However, monitoring of teaching and learning is unsatisfactory. The co-ordinator is aware that assessment needs to be developed to help to raise standards and that links to information and communication technology should be made. This would enable pupils to record their own compositions. There is a recorder group and a school choir which make a good contribution to the pupils' social and cultural development. Concerts are given for parents and the community, and this forges close links with the community. There is no instrumental tuition, but the school has recognised this as an area for development. Resources are satisfactory overall, but the accommodation is unsatisfactory. Pupils cannot experiment with instruments in the classroom due to shortage of space. **This is a Key Issue for action.**

PHYSICAL EDUCATION

138. Standards at the end of both key stages are in line with those expected nationally. The planning covers all the elements of the programme of study and the subject is allocated sufficient time. Pupils' achievements in relation to their capabilities are satisfactory. The previous inspection indicated that pupils attained above average standards. Since then, national guidelines for the subject have been introduced and developed, however, staff development and training have been poor and they are only just becoming familiar with the Qualification and Curriculum Authority requirements. As a result, schemes of work and teacher confidence have not yet been fully developed. In addition the internal accommodation for the subject is unsatisfactory as the school hall is very small and inhibits the movement of the pupils. **This is a Key Issue for action.**
139. In dance lessons, younger pupils begin to move confidently and safely and become aware of the space around them. They learn to use changes of speed, level and direction, and higher attaining pupils successfully compose and link movement to create a simple dance. A range of body actions and parts is used in this movement. Year 2 pupils listen to and interpret music with movements that illustrate working, resting and playing. A minority of pupils move freely and use their imagination, when required, to develop a theme or sequence. Pupils show the ability to work co-operatively with partners. They begin to evaluate each other's performance and offer ideas on how improvements might be made.
140. By the end of Key Stage 2, pupils continue to make satisfactory progress in dance. In links with geography, pupils listen to Indian music. They describe, interpret and evaluate their own and others' dances. Pupils are beginning to show facial and bodily expressions that are appropriate to the rhythm and mood of the music. Older pupils develop sound ball skills in relation to basketball, for example throwing, catching, dribbling, control and change of direction. They begin to understand the need to develop strategies to pass the ball without it being intercepted. In such lessons, the accommodation is far too small for a large class of older pupils. There is little room for them to move around and develop their skills, and the storage of equipment around the side of the hall is a potential safety issue. Outside provision for the subject is good. There is a good playing field, which is used for both games and athletics when weather conditions are suitable.

There is also an adventure playground that enables pupils to develop their physical skills. Pupils are aware of the effects of exercise on their bodies, for example, heart beat and pulse rate.

141. Both younger and older pupils have the opportunity to learn to swim. There are good links with the local high school and pupils use their swimming pool so that by the time they leave, over 90 per cent can swim 25 metres. Sound extra-curricular opportunities for both boys and girls in soccer and netball enable them to have successes in competitive matches against other schools. Three members of staff and about 45 pupils take part in these activities. Good opportunities are provided for outdoor adventurous activities. Year 5 and 6 pupils attend residential courses at Boreatton Park and Fairbourne in Wales. They experience activities such as rock climbing, pony riding, kayaking, canoeing and abseiling. These opportunities are also a contributory factor to the pupils' very good social and moral development. On their return to school there are good links with literacy and extended writing through accounts they write of their visit.
142. Pupils' attitudes to the subject are very good. They respond well to the teaching and are aware of the need to pay attention to the safety aspects of the subject, especially in a small hall. They usually work sensibly and co-operate when working with a partner or in teams. Pupils put effort and enthusiasm into activities and show a willingness to discuss and give ideas as to how activities can be improved. They are appreciative of the efforts of others. There are occasions when they become restless, but this is when they are sitting observing others and evaluating for long periods and the pace of the lesson is too slow. Teaching is satisfactory overall. Teachers are only just becoming aware of teaching skills progressively throughout the year groups; they are willing, enthusiastic and wanting to improve their skills. Lesson planning is sometimes very brief and does not adequately address the skills that are to be taught. The best examples of teaching are when teachers take an active part in the lesson and are good role models for the pupils to follow. In all the lessons seen, the opportunities for evaluation and discussion were well developed and pupils were encouraged to improve their speaking and listening skills. Teachers always begin and end the lessons with appropriate activities and are setting good routines. Pupils are always dressed appropriately, and enter and leave the hall in an orderly manner.
143. Management of the subject is satisfactory, although at an early stage of development. The co-ordinator has only been in post since the start of the school year. An audit of the subject has taken place and an action plan produced which recognises the requirement to develop the teachers' skills and review the effectiveness of the scheme of work. Assessment procedures are not yet in place and are unsatisfactory overall, and the hall is too small for gymnastics and apparatus work. As a result there are times when there is a lack of extension activities. Resources are satisfactory. There is a need for more in-service training to develop the confidence of the teachers and for a scheme of work to be developed that is appropriate to the needs of the pupils and that provides adequate support and advice for teachers.

RELIGIOUS EDUCATION

144. The pupils' attainment at the end of Year 2 and Year 6 is below the expectations of the agreed syllabus followed by schools in Barnsley. This is because the school has not made clear decisions about which faiths other than Christianity, should be studied and because the teaching of other faiths lacks depth. This was an issue identified in the previous inspection and, at present is still in the process of being addressed. There is little evidence of tasks meeting pupils' needs to further the progress of pupils of above average capability. The last inspection report judged attainment to be in line with expectations at the end of both key stages. Since a new scheme of work was introduced, the pupils' progress has been satisfactory, but standards are below average because insufficient emphasis is placed upon pupils recording their work, and subject specific skills are only just starting to be effectively taught across all year groups. This is having a positive effect on standards, but it will take a bit longer for standards to be average at the end of both key stages and for pupils to fully appreciate the distinctive features of religious traditions and their applications to everyday life. Pupils' knowledge of Bible stories is better than their knowledge of symbolism and their understanding of the purpose of ritual. In view of these limitations, pupils'

achievements are satisfactory, but they could be better; opportunities for literacy have not been appropriately identified.

145. Throughout the school, pupils have a satisfactory knowledge of aspects of Christianity and this reflects the emphasis of most of the teaching. In Year 1, pupils express what they understand by saying prayers. Pupils in Year 2 have good recall of the details of the story of Zaccheus. In Year 5, pupils listen to the story of the poor widow and offer good explanations of why she was said to have given so much. Year 6 pupils show knowledge of common Christian symbols. In Year 4, pupils use what they know to talk about the ways in which people of different faiths celebrate festivals like Christmas, Eid, Ramadan, Chinese New Year and Diwali. This makes a good contribution to the pupils' spiritual and cultural development.
146. Overall, teaching is satisfactory. Where it is good, as in a lesson in Year 2, skilful questions gradually extend the pupils' learning. In satisfactory teaching, most pupils are on task, but no extension activities are planned to further the learning of above average pupils. As a result, they make unsatisfactory gains in learning. Scrutiny of work shows that in Years 5 and 6, pupils have been given opportunities to learn by reflecting about what they have heard, and their opinions are sought on a variety of subjects, such as why it is important to keep commandments and celebrate festivals. Use is made of information and communication technology in Year 3 when pupils produce Islamic patterns on the computer.
147. Pupils' attitudes are very good. They listen carefully when the teacher is speaking and make thoughtful responses by showing respect for other faiths and marvelling at the stories associated with Indian gods, especially Ganesh.
148. The leadership of the subject is satisfactory. The co-ordinator has prepared a scheme of work but continuity and progression cannot be fully assured because the co-ordinator is new to the post and has not yet had time to monitor standards. She is keen to develop pupils' understanding of life in a multi-cultural society and Year 4 has visited the multi-faith centre in Bradford. The co-ordinator is aware of the need to ensure a proper subject balance and to identify the use of information and communication technology and literacy in this subject. There is no assessment, which is unsatisfactory. Resources are satisfactory; they are clearly labelled and support the teaching of various religions. Since the last inspection the school has implemented the locally agreed syllabus, but is still comparing it with the national guidelines to ascertain that pupils get the richest experiences possible.