

INSPECTION REPORT

KINGFISHER PRIMARY SCHOOL

Wheatley

LEA area: Doncaster

Unique reference number: 106727

Headteacher: Mr D Binnington

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 17th - 20th January 2000

Inspection number: 190454

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 with Nursery
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Coventry Grove Wheatley Doncaster South Yorkshire
Postcode:	DN2 4PY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr M Hepworth
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S O'Toole	Registered inspector	Areas of learning for children under-five	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
Mrs P Willman	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
Mr G Warner	Team inspector	Art Design and technology Religious education	
Mr N Wales	Team inspector	Information and communication technology Physical education Science	
Mr D Hill	Team inspector	Geography History Mathematics	How good are the curricular and other opportunities offered to pupils
Mrs S Derrick	Team inspector	English Music Special educational needs	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingfisher Primary School is situated in Doncaster. Most of the pupils come from the locality and their socio-economic background is mostly below average. The pupils' families live in a mixture of local authority and privately owned dwellings. The percentage of pupils eligible for free school meals is above average (27.85 per cent). A total of 383 pupils attend the school, made up of 197 boys and 186 girls. In addition there is a Nursery at the school and 60 children attend part-time either in the morning or afternoon each day. The school is much larger than the average sized primary school. The number of pupils attending the school has risen since the previous inspection and the roll continues to rise with about 31 per cent of pupils coming from outside the area. The percentage of pupils speaking English as an additional language (0.5 per cent) is similar to most schools. There are 116 pupils on the school's register of special educational need which is above average. Ten pupils have a statement of special educational need which is also above average. Children start in the Nursery in the year prior to full time education. They have three terms in the Nursery before transferring to the Reception classes. Attainment on admission is below that expected for three-year-olds. At the time of the inspection, in addition to the four-year-olds in the Nursery, 47 children were under five and they were taught in the Reception classes. Since the previous inspection, there have been several significant changes to the characteristics of the school. The number of teachers has risen; the school has completed the transition from a first to a primary school. There is a purpose built Nursery which almost all children attend prior to starting compulsory education.

HOW GOOD THE SCHOOL IS

In most subjects the pupils in both key stages achieve standards that are at least as good as they should be although there are weaknesses in mathematics and information technology. Children under five make good progress and by the time they are five attain levels which are in line with those expected. This is a significant success for the school in view of low attainment on admission and is a tribute to the very effective teaching which is at least good and often better. Teaching in both key stages is at least satisfactory and in Years 1, 5 and 6 it is good and sometimes very good or excellent. The pupils enjoy learning and in most lessons work productively, spurred on by their teachers. The school has made consistent and good improvement since the previous inspection and raised standards, although more needs to be done. The leadership and management of the school have a clear understanding of the school's strengths and areas for development and have appropriate systems that focus on improvement although more needs to be done in evaluating the effectiveness of teaching. The school manages its budget well and has begun to apply good principles in obtaining best value in its work. It provides satisfactory value for money.

What the school does well

- Most of the teaching is good and about three in ten lessons are very good and sometimes excellent.
- Children in the Nursery and Reception classes make a very good start to school. They make good progress and by the age of five attain the expected standards for their age. They learn quickly and with enthusiasm spurred on by inspirational teaching.
- In both key stages standards in art and music are above average and in Key Stage 2 pupils do well in physical education.
- The headteacher leads the school well and has a clear vision for school improvement.
- Throughout the school the pupils' behaviour is good. They are well-motivated and keen learners taking an enthusiastic part in school life.
- There are excellent links with other educational establishments.

- The school has a very strong relationship with parents.
- The school is a caring place in which all are valued. The whole community is proud to be associated with Kingfisher School.

What could be improved

- Standards in mathematics are insufficiently high.
- Standards in information technology are well below average by the end of both key stages.
- The monitoring of teaching does not focus sharply enough on the consistent use of assessment and marking to plan work.
- The Governing Body is not rigorous enough in monitoring and evaluating the school's performance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good and sufficient improvement since the previous inspection (November 1996) in many areas including raising standards in English and science. It has tackled all of the issues raised in the previous inspection report. The provision for under-fives has improved and now is of high calibre. Teaching is now good and the curriculum is better than it was, with the exception of information technology which is poor. There are now suitable schemes of work to plan work. Pupils' learning skills have been developed effectively. There are well-established procedures for managing the school although more needs to be done to enable co-ordinators to monitor teaching and learning. The school is on course to meet its targets.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	N/A	D	D	C
mathematics	N/A	E	E	E
science	N/A	D	C	B

Key

well above average A

above average B

average C

below average D

well below average E

Since the previous inspection the results achieved by 11-year-olds in the national tests in English and science have risen, although in mathematics little improvement has been made and standards are not high enough. Particular weaknesses include the pupils' lack of competence in using and applying mathematics and recalling number facts quickly and accurately. In science, the pupils do well in planning experiments and in English most read fluently and accurately. The school has set sufficiently challenging targets for improvement and is on course to meet them. Standards in information technology are low. Throughout the school standards in art and music are good and in physical education are above average in Key Stage 2. Standards in religious education are in line with the expectations of the local agreed syllabus. The achievement of children under five is good, with almost all attaining the expected levels by the end of the Reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy school; they are keen learners and participate enthusiastically in all aspects of school life.
Behaviour, in and out of classrooms	Good. The pupils clearly understand the differences between right and wrong; they behave thoughtfully towards each other and help to make the school a pleasant and well-ordered community.
Personal development and relationships	Good. The pupils are very good in using their initiative; they take responsibility seriously and get on well together.
Attendance	Satisfactory. Pupils attend school punctually and there are few unauthorised absences.

Children under five make very good progress in gaining confidence and in developing learning skills. Throughout the school, politeness is the norm; the pupils show kindness and consideration for each other and respect for adults. Their positive attitudes are summed up in the way that they listen attentively and respond to questions thoughtfully.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Most of the teaching is good and impacts well on the pupils' learning. In the lessons seen, 95 per cent of teaching was satisfactory or better with 27 per cent very good or better. Teaching was unsatisfactory or worse in five per cent of lessons. Particular strengths occur in the Nursery, Reception and Years 1, 5 and 6 due to good subject knowledge, concentration on the basic skills and effective management of the pupils. There is some inspirational teaching in Reception and Year 1 leading to rapid gains in learning. Literacy skills are taught well and there is a good emphasis on learning letter sounds. In most classes numeracy is taught satisfactorily, although there are some shortcomings caused by the lack of practical activities and the use of resources other than textbooks to further learning. In most classes, a good range of methods is used to match work to the needs of all pupils, including those with special educational needs. There are some inconsistencies in marking and the use of assessment to plan work which inhibits effective learning in some lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory with some strengths in personal and social development, although there are gaps in the provision for information technology. Extra curricular activities significantly enhance opportunities for learning. The curriculum for under-fives is very good.
Provision for pupils with special educational needs	Satisfactory overall. Good provision is made for children under five. There is some variation in the quality of individual education plans in both key stages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good, although spiritual development is satisfactory. Particular strengths are in the development of social and personal skills in the Nursery, Reception and Year 1 classes.
How well the school cares for its pupils	The staff take good care of the pupils and this is particularly effective in the Nursery and Reception classes. However, there are inconsistencies in both key stages in using assessment to plan work. Some written reports to parents do not give clear enough guidance about standards and improvement.

The school has a very successful relationship with parents who contribute much to their children's learning. Strengths include the provision for personal and social development and the excellent relationships with other schools. The curriculum for under-fives is exciting, interesting and stimulates learning very well. However, information technology is not taught consistently. The school is a caring place and where all are valued regardless of race, background or gender. More needs to be done to ensure that teachers plan work using assessment effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior staff provide good leadership and have created a strong team of hard-working staff who are committed to raising standards.
How well the governors fulfil their responsibilities	The governors are not involved sufficiently in strategic planning and do not monitor the school's performance with sufficient rigour.

The school's evaluation of its performance	The headteacher and other staff have carefully analysed the school's performance in National Curriculum tests and set targets for improvement. A good start has been made in improving performance in teaching and learning through monitoring and the appointment of new staff but more needs to be done to focus on establishing consistency in areas such as assessment.
The strategic use of resources	Satisfactory. Staff working with under-fives and the specialist teaching of art and music are very effective. The school makes satisfactory use of the funds available to improve resources, with the exception of information technology. Plans to reduce the school's large budget surplus should be accelerated.

The school has a good number of staff, adequate resources in most subjects and good accommodation. The governing body are supportive and show a keen interest in the school but are unsure of their role in monitoring and strategic development. There is good analysis of the school's performance in tests and reviews of targets take into account improved performance in the lower school. The school is beginning to apply the principles of best value for example, in reviewing the provision of in-service training.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children's progress in Nursery and Reception. • The school's commitment to working closely with parents. • The quality of teaching and the way in which their children enjoy learning. • The good behaviour of almost all pupils. • The information provided by the school and the approachability of the teachers. • The positive contribution made by homework. • The school's expectation that all children should work hard and do their best. 	<ul style="list-style-type: none"> • Standards in mathematics and information technology. • More support from outside agencies for children with behavioural difficulties.

The inspection team found that the parents' positive comments about the school were justified. The school provides good support for those with behavioural difficulties. Standards in mathematics and information technology are low and more needs to be done to raise standards in these subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has set sufficiently challenging targets for improvement and is on course to meet them. There are regular reviews of targets and the headteacher and senior management team are assiduous in their pursuit of ways to raise standards. Academic targets include raising levels of attainment in English and mathematics. Targets for the year 2001 are that 68 per cent of pupils should attain average or above standards in English and 63 per cent similar levels in mathematics. Through re-organising the teachers in a variety of year groups the school has sought to make best use of particular strengths in the teaching. In addition to targets for the subjects the school also sets goals for improving pupils' punctuality and attendance.
2. Over two years, the results achieved by 11-year-olds in the national tests in English and science have risen and are about average by the end of both key stages. However, despite a steady rise in the percentage of pupils attaining average levels in mathematics there has been insufficient improvement and standards are not high enough. The results of National Curriculum tests at the end of Key Stage 2 show that pupils' performance in English was below the national average, it was average in science but well below average in mathematics. The proportion of pupils attaining the higher Level 5 was below average in English and science and well below in mathematics. By the end of Key Stage 1, standards in reading and writing were below average and well below in mathematics. Although the percentage of pupils attaining the higher Level 3 was close to the average in writing it was below in reading and mathematics. In both key stages, the school's results have kept pace with the national rising trend but more needs to be done to raise levels of performance in mathematics. Particular weaknesses include the pupils' lack of competence in using and applying mathematics and recalling number facts quickly and accurately. In science, teacher assessment at the end of Key Stage 1 shows that standards are below average with weaknesses in life and living processes and materials and their properties. Strengths in science at the end of Key Stage 2 include the pupils' skills in experiments and investigations. In comparison with similar schools the results in reading and writing at the end of Key Stage 1 and English at the end of Key Stage 2 are average. In science at Key Stage 2 the results are above average but in mathematics they are below average at the end of Key Stage 1 and well below by the end of Key Stage 2. The results in science show added value in relation to pupils' earlier results.
3. On admission to the Nursery most children have low levels of attainment and are insecure in language and literacy and personal and social skills. They make rapid and effective progress in learning and by the end of Reception most attain the levels expected for their age in all of the areas of learning. This is a good achievement for the school and ensures a good start is made to compulsory education. Inspection evidence drawn from the school's data shows that the impact of the good teaching and learning in Nursery and Reception is beginning to pay dividends in Key Stage 1 where standards are rising. This is particularly the case in Year 1 where the high quality of teaching, the effective use of assessment and thorough focus on literacy and numeracy is producing good results. Inspection evidence shows that by the end of Key Stage 1 standards in reading, writing, mathematics and science are close to the national average and that bearing in mind pupils' attainment on admission achievement is good. Unfortunately, the teaching in Years 3 and 4 has been disrupted through staff absence and changes to personnel and this has had a detrimental effect on learning. As a consequence of less dynamic teaching the rate of learning drops.

Teachers in Years 5 and 6 begin to make up lost ground and effective teaching in most subjects helps to improve the pupils' attitudes to learning and progress. Progress in these years is mostly good and consequently by the end of the key stage standards in English and science are about average. However, much more needs to be done to raise attainment and achievement in mathematics.

4. By the end of both key stages, pupils have average skills in speaking and listening. The introduction of the National Literacy Strategy has begun to have a good effect on pupils' learning. Throughout the school the teachers build on the pupils' speaking and listening skills and encourage them to explore and take an interest in language. The pupils know basic spelling, grammar and punctuation and in most cases apply this knowledge effectively to work in other subjects. However, in some classes in Years 3 and 4 insufficient attention is given to using handwriting skills to good effect and standards drop. Although the school has recently introduced the National Numeracy Strategy the teachers emphasise numeracy in other subjects appropriately. Teachers encourage mental calculations using registration to promote quick response in addition and subtraction. Some good work in geography relating to scale was observed in both Year 1 classes; this work successfully engaged the pupils in using basic knowledge to solve problems. Pupils in Years 5 and 6 have been taught how to make effective use of calculators, particularly when checking their work.
5. Pupils with special educational needs and those with statements of special educational needs make satisfactory progress. In some classes, for example, in Reception and Year 1 the well focused targets are used well to guide the support assistants and pupils and this results in good learning gains. Although attainment is below the national average in most subjects the pupils achievement in relation to prior attainment is satisfactory. There is little difference in the achievement of boys and girls at Key Stage 1. In the National Curriculum tests at the end of Key Stage 2 girls do slightly better than boys in English and science. The school seeks to provide sufficient challenge for the more able in many lessons. For example, the setting arrangements for mathematics help to ensure that pupils work alongside others of similar ability. The more able pupils make similar progress to their peers.
6. A weakness in attainment at the end of both key stages is the pupils' competence and achievement in information technology. Very few pupils have sufficient knowledge of information technology due to lack of opportunities to develop skills, unsatisfactory teaching and the limited number of computers available. Information technology is rarely used to support the pupils' work in other subjects. In the other subjects attainment is at least at the levels expected for pupils aged seven and eleven. In art the standards are high, with pupils experienced in using a wide range of media to very good effect. In design and technology pupils make good gains in designing and evaluating products, often combining artistic skills with accuracy in measuring. In geography pupils in Key Stage 1 have good mapping skills and older pupils gain much from fieldwork activities. A strength in history is the pupils' understanding of chronology but in Years 3 and 4 there are some low level tasks which fail to challenge the pupils sufficiently. Achievement in music is above that expected and the pupils are good at singing and enjoy performing to an audience; expert instrumental tuition contributes much to the progress made by higher attaining pupils. Physical education is taught well and the pupils attain levels at the end of Key Stage 2 which are above those expected. The school achieves notable success in games and the very good extra-curricular opportunities help to raise standards. In religious education standards are in line with the expectations of the local agreed syllabus at the end of both key stages. Pupils in Year 6 have a good understanding of Judaism and respond sensitively to other people's religious beliefs and traditions

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and personal development are good. The majority of pupils talk enthusiastically about school and enjoy their lessons. This has a very positive impact on their learning and attainment. The overall quality of these aspects of pupils' development has been maintained well since the last inspection, and their attitudes to school and some aspects of their personal development have improved. During their time in school most pupils successfully develop a socially responsible attitude to the school and to the wider community.
8. Children in the Nursery and Reception classes arrive at school in good time and settle happily into the day. They understand the routines of the classroom and respond well to the opportunities provided. They are enthusiastic and interested in their work particularly in language and literacy, mathematics and knowledge and understanding of the world. They respond with gasps of astonishment as they observe the effect of coloured ice in making trails in the water tray. They enjoy books and eagerly tell stories, for example, about Spot the Dog. They play happily together, choosing activities and sharing the resources. Good behaviour is consistently reinforced by praise and the children quickly learn what is expected of them. They make very good progress in developing independence and appropriate personal and social skills. They enjoy coming to school and their attendance is satisfactory.
9. In both key stages, pupils are keen and eager to come to school. Their attitude to school is very good. Of the 100 questionnaires that were returned by parents prior to the inspection, 95 per cent comment that their children like coming to school and all agree that the school expects the pupils to work hard. Pupils comment that they find the majority of their lessons interesting, often quite hard and they are rarely bored. In a very small number of lessons, pupils lost interest and became noisy and restless, primarily because the teaching was not well structured and challenging. This was evident in a Year 4 geography lesson and in a Year 3 combined physical education lesson. In most literacy lessons the pupils respond enthusiastically. For example, in a Year 1 class they eagerly discussed books they had read and focused well on improving their writing. They make a satisfactory response in numeracy lessons. Many of the older pupils clearly understand why they are at school and are well motivated to work hard to achieve good results. Large numbers of Key Stage 2 pupils participate with enthusiasm in the good range of extra-curricular activities and talk with pride of the success of the sports teams. Pupils are particularly proud of their design and technology and artwork. They point out their creations, which are displayed around the school effectively, and eagerly explain how they made them. Talks with pupils indicate that they try hard to gain the awards for working hard and the structure of the system of awards encourages them to persevere and maintain their efforts over a long period of time. Pupils with special educational needs take part in all aspects of school life and many do so with enthusiasm and interest. A small number require a high level of support to maintain their concentration and focus on the lessons.
10. Pupils' behaviour in lessons and around the school is good and this confirms parents' views. Pupils, including those with special educational needs, clearly understand the school's expectations with regard to their behaviour. They know the difference between acceptable and unacceptable behaviour and are well aware of what happens to them if they misbehave. They help to draw up their class rules and were consulted on the content of the Home/School Agreements. The weekly reinforcement of pupils' responsibilities under this agreement, by awarding rosettes to classes who have fulfilled their part of the agreement, emphasises the importance of the commitment

which they have undertaken. Pupils move around the school purposefully and sensibly and behaviour in the playground, although lively and boisterous, is satisfactory. Behaviour in the dining hall and the classrooms where pupils consume their packed lunches during the mid-day break is sociable and pupils chat happily to each other. They are polite to each other and to adults. For example, in a creative activities session in a Reception class, a small girl politely asked another child to "please pass the glue". There have been no exclusions this year which is an improvement over the previous year when there were four relating to aggressive behaviour.

11. Pupils' personal development is good. As they move through the school, they develop into increasingly mature and sensible young people, with a good sense of responsibility towards the school community. Pupils have constructive relationships with each other. They listen well in lessons to other viewpoints and, for example, in a Year 6 religious education lesson on Judaism, they discuss and share ideas in a mature fashion. They enjoy working together in groups and pairs and organise tasks within a group in a sensible and productive manner. This was exemplified in a Year 6 literacy lesson when one group was allocated the task of presenting a rap poem to the whole class at the end of the lesson. They accepted this challenge with great enthusiasm, organised who was to do what and were able to produce a coherent and amusing presentation. Pupils comment that they like and trust their teachers and, particularly in Key Stage 1, pupils respond very well to the warm and caring relationship they have with their teachers. All pupils have classroom responsibilities which they carry out sensibly. Year 6 pupils make a substantial contribution to the orderly way in which the school functions. For example, class monitors spend time during the mid-day break helping to tidy classes and set up resources for the afternoon; the library monitors organise and tidy the books and others answer the telephone at lunchtime and take messages. A strong feature of their personal development is the sense of responsibility that Year 6 pupils have for the care and well being of the younger pupils. The majority set a good example to the rest of the school. Pupils do express concern about bullying, but acknowledge that this relates to a very small number of pupils and they are confident that the school does all it can to deal with it. They understand the need to tell an adult if they are concerned about this. Pupils are mostly trustworthy and treat the school's resources with care. In Key Stage 1 pupils are encouraged to be independent and learn at this early stage to be responsible for their actions and, within controlled guidelines, to organise their work. They respond very well to these opportunities. In Key Stage 2 pupils take responsibility for organising and completing their homework on time.
12. Attendance at the school is in line with the national average and is satisfactory. Although most absence relates to illness, there are a small number of parents who take their children on holiday during term time. There is no recorded unauthorised absence. Pupils are mostly punctual, registration is quick and efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

13. The teaching varies between excellent and poor but its overall impact on pupils' learning is good. In the lessons seen, 95 per cent of teaching was satisfactory or better with 27 per cent very good or better. Teaching was unsatisfactory or worse in five per cent of lessons. The most effective teaching is in the Nursery, Reception classes and in Years 1, 5 and 6.
14. In the Nursery and Reception classes the teaching is never less than good and often is very good, with some teaching being excellent. A significant contribution to the high

standards of teaching is the teachers' knowledge of the children and of the areas of learning for under-fives. They use their knowledge well to provide work matched to the needs of the different abilities in the classes. Imaginative planning and high expectations of both performance and behaviour ensures that the children learn in a secure and environment. The good balance achieved between play and work helps the children to make significant gains in their learning and encourages positive attitudes to work. The teaching of language and literacy and mathematics is of high calibre. Much use is made of equipment and books to excite the children's interest and to stimulate learning. Good emphasis is given to teaching the sounds that letters make and to inspiring the children's love of books through creative story telling. The teaching of creative and physical skills as well as the children's knowledge and understanding of the world is imaginative and thoughtful. Children are given lots of opportunities to explore and investigate and this gives them a thirst for learning. The children stick at tasks and are productive and well motivated learners, always willing to do their best. Staff in the Nursery achieve an excellent balance between allowing the children to choose and intervening at the right moment to move learning on at a good pace. In an excellent language lesson in Reception the teacher set very demanding tasks about sequencing a story and inspired the children to use imaginative and accurate vocabulary as well as to present their work to a high standard which included correct letter formation.

15. In both key stages, teachers have received clear guidelines for the teaching of the National Literacy Strategy; this is taught effectively and is having a good effect on pupils' learning and progress in literacy. There is a consistent approach to the teaching of reading and teachers follow the school's scheme appropriately. Handwriting is taught satisfactorily but in Years 3 and 4 insufficient attention is given to using the pupils' skills in other subjects and this results in some careless presentation. Spelling is taught regularly and there are weekly tests and homework. The consistent approach in developing skills has a beneficial effect on pupils' learning. The pupils comment that they find the lessons challenging and interesting and that through the literacy hour their confidence in reading and writing has improved. The school has adopted the National Numeracy Strategy and this is beginning to impact positively on pupils' learning in mathematics. The mainly satisfactory teaching takes account of pupils' previous learning and lessons are planned to include a balance between improving mental arithmetic skills and practising number operations. In most classes the teachers encourage the pupils to apply their literacy and numeracy skills, for example in writing using a good range of vocabulary and in measuring accurately when designing and making models. The main weaknesses in teaching mathematics are the lack of practical activities, insufficient use of resources and the slow pace of some lessons.
16. In both key stages the teachers have good relationships with the pupils and they try hard to meet their needs. This is particularly successful in Year 1 where the good quality of individual education plans for pupils with special educational needs and the careful match of work ensures that these pupils make as much progress as possible. In some classes the quality of these plans is not as good and the result is that progress is hampered. In most lessons the planning includes the setting of tasks for pupils of differing attainment and this is mainly successful, although in Year 4 in a mathematics lesson the work set was too difficult. The effective use of assessment in some classes in Years 1, 5 and 6 ensures that the work is sufficiently challenging and promotes learning effectively but the lack of consistency in the use of assessment results in some variation in progress between classes. Support staff make a useful contribution in supporting the pupils and follow the teachers' guidance effectively so that they match work to pupils' needs. For example, those working with pupils with

statements of special educational needs carefully use the individual education plans. All pupils have equal opportunities and are given sufficient opportunities to take part in all subjects, although in information technology limited access to computers in some classes hampers progress.

17. In both key stages most of the teaching is good but there are variations between subjects and year groups. The teaching of science, design and technology, history, geography, music, physical education and religious education is good. Art is taught very well and English and mathematics are taught satisfactorily. The teaching of information technology is unsatisfactory. In all subjects the teachers have secure subject knowledge and in the case of English and mathematics they follow the national guidelines effectively. Specialist subject knowledge in art, physical education and music contributes well to above average achievement; the teaching of art is sometimes excellent. The school's setting arrangements in mathematics are beginning to have a good effect in that teachers plan according to the appropriate needs of the pupils. In English, the teachers focus well on basic skills and in some lessons, particularly in Year 1, the very high expectations and rigorous questions ensure that learning is rapid. Common weaknesses occur in some classes in English, mathematics and science where marking is not as well focused as it should be and targets are too general with the result that some pupils are unsure how they might improve. This links with the lack of use of assessment to pinpoint the pupils' strengths and weaknesses in learning.
18. The teachers make satisfactory use of most resources and good use is made of art equipment and the art room. Artefacts in history and religious education contribute well to pupils' understanding but this practical aid to understanding is used insufficiently in most lessons in mathematics. The teachers work hard in planning their work and in some classes they clearly identify the lesson objectives and this brings a sharp focus on what is to be done and contributes to effective challenge and brisk pace as in several English and a science lessons. Some teachers use time limits well to encourage pupils to complete work quickly and this encourages them to put in effort and work at a good pace.
19. Incidents of unsettled behaviour are rare and usually caused by lack of pace in the lesson or as in a physical education lesson in Year 3 when too many pupils work together in the hall. The norm is that teachers expect good behaviour and get it through well-directed praise and encouragement. The good working atmosphere generated throughout the school means that pupils are able to focus on the tasks set and acquire new skills and knowledge at a productive rate. The use of homework is good; teachers use it well to encourage pupils' independence in learning and to extend skills and knowledge learned in school. There is a regular pattern of homework and in addition some teachers suggest voluntary tasks which the pupils might like to complete; this worked well in a Year 4 class in finding new words and in Year 5 in finding out about their history topic. The school seeks to involve parents in supporting their children at home, particularly in reading, and this makes a valuable contribution to pupils' learning. Overall, the quality of teaching contributes much to the rate of pupils' learning. The pupils respond well and most are learning as much as they can as quickly as one would expect.

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

20. Since the previous inspection the school has extended the curriculum and developed the provision for Years 5 and 6. The curriculum is better than it was. Moral, social and

cultural development of pupils' is good whilst spiritual development is satisfactory. This maintains the development of pupils in these areas, as they were at the last inspection, with no improvement in spiritual development. The school provides a broad range of worthwhile opportunities which meets the needs of its pupils, including those with special needs and the more able. Statutory requirements are mostly met for the National Curriculum and religious education, but information technology receives insufficient focus and provision is unsatisfactory. The school places great importance on the development of numeracy and literacy. There is a good balance of time for all other subjects and for personal and social education. Suitable policies are in place for all subjects, cross-curricular themes and sex education, and most subjects follow current national advice, with sensible adaptations made to meet the needs of pupils in the school. The excellent links with other schools has a beneficial impact on planning for the next stage of education.

21. The curriculum for children under five is very good. The staff plan thoroughly and cover all of the appropriate areas of learning. Much emphasis is given to personal and social development and language and literacy. The inspirational teaching promotes spiritual, moral, social and cultural awareness very well. For example, the calm, sensitive and caring approach by the staff provides effective role models for the children. Consequently the children are prepared very effectively for the National Curriculum and are well-equipped and enthusiastic learners. The curriculum is enriched through imaginative teaching and the provision of an extensive range of activities which provide a good balance between teacher-directed and child-chosen tasks. Visits and visitors bring interest to the curriculum.
22. Provision for pupils with special educational needs is good for children under five and is satisfactory for Key Stage 1 and 2. All pupils have full access to the National Curriculum assessment tests, there being no disapplications. These pupils, particularly those with statements of special needs, benefit from good support in all areas of the curriculum. Planning takes good account of the need to make sure there is appropriate curriculum coverage for these pupils when they are withdrawn for individual tuition. Individual requirements as set out in individual education plans are satisfactorily met. Close links with the next phase of education is of considerable benefit to these pupils along with links with other outside agencies.
23. The school ensures that all pupils, including those with special educational needs, have equality of access to the curriculum and to extra-curricular activities. A new co-ordinator has recently been appointed and the current policy and practice are under review. The school's mission statement indicates a strong commitment to equal opportunities and this is reflected in curriculum policies. The school is sensitive to the needs of the small number of pupils with specific religious beliefs and, within the requirements of those beliefs, ensures that they have appropriate access to all aspects of school life. Because of the lack of resources and expertise, pupils do not have access to the full information technology curriculum.
24. The school has adopted effective strategies for the teaching of the basic skills of literacy and numeracy and this is making a significant contribution to raising attainment. The National Literacy Strategy has been successfully implemented and resulted in a rise in standards in English. The National Numeracy Strategy has been introduced since the beginning of the academic year and is beginning to have an impact on the quality of teaching and has brought about an improvement in planning and teaching methods. The setting of pupils by attainment in Key Stage 2 is having a beneficial effect.

25. The school provides a very good range of extra-curricular activities, some at lunchtime, but most after school. Fourteen clubs regularly meet providing an extensive range of opportunities for pupils to develop their skills. Clubs are open to all pupils in Key Stage 2. The clubs are very well attended with an average of 25 pupils participating in each session. Regular visits are made to local places of interest in connection with topics being studied. The school has good success in sporting competitions and the extra-curricular activities significantly enhance the pupils' skills in games. In 1999, there were many visits to places of national and local interest took place. Pupils speak enthusiastically about their residential experiences, the school providing opportunities for two such visits each year. Pupils are taught to appreciate their own cultural traditions and those of other cultures through good teaching in art, music and religious education lessons particularly but also in other subjects such as English. In artwork they complete delightful fabric printing as part of a geographical study of India. In music they identify with music from their own country as well as contrasting it with that of the American spiritual tradition. In religious education lessons they consider the Jewish religious traditions within the context of knowing that Israel is the centre of the Jewish faith. There is a wide variety of art work around the school such as the rug mats that were made as part of a study of 1930's history which further enhance knowledge and understanding of their own culture for pupils. All of these experiences are broadening learning for pupils' and adding quality to their curriculum.
26. The provision for personal, social and health education is good and enhances the school's curriculum. Pupils receive age-appropriate sex and drugs education and, although there is no drug education policy, Year 6 pupils learn about the harmful effects of drugs in more detail prior to transfer to secondary school. Health education is promoted primarily through the science curriculum. Although the school has not yet developed a structured personal, social and health education policy, time is scheduled during the week for circle time and personal and social education lessons. This has a positive effect on many aspects of school life and successfully develops pupils' self-confidence and self-esteem. The school's provision for moral and social development is good. In lessons and circle times issues such as tolerance are taught well teachers place much emphasis on developing the pupils' awareness of the difference between right and wrong. This knowledge is well supported by a rewards system that gives recognition to older pupils giving help to younger ones as well as to any academic achievement and to younger pupils when they carry out daily tasks effectively. Pupils are encouraged to take responsibilities sensibly as they develop as social beings. There are many occasions when they have to give careful consideration to one another when they are working as individuals, in small groups or as whole classes. In art lessons, for example, they have a small space to work in the art room but they achieve high quality end products because they care for, and appreciate one another's efforts. They are encouraged to develop their social skills in the dining room as they serve one another at lunchtime. These skills are further developed when they make day visits to places such as Worsbrough Mill in Year 2 and on residential visits such as Hazlehead in Year 6.
27. Satisfactory spiritual development is provided in religious education lessons particularly through consideration of similarities and differences. This is particularly well provided for at the end of Key Stage 2 when pupils have to draw their own conclusions. In this way pupils give appropriate thought to the values and beliefs of the world around and beyond them. There are also opportunities created in assemblies for pupils to reflect upon the matters that have been discussed but there are missed opportunities here when there is not enough time given for reflection that will be meaningful. There are missed opportunities to make best use of music.

28. The school has very good links with the community which has a beneficial effect on pupils' experience of learning. Local sports clubs support the school teams and the pupils raise money for national and local charities. Their outstanding efforts for Leukaemia Research and for the Richard Hospice project are of particular note. Key Stage 2 pupils entertain the elderly community at Christmas time and Key Stage 1 pupils visit a nearby children's hospital. Many successfully take part in community competitions and projects. The school has good links with the local church and the vicar regularly comes into school to take assemblies. Because of the lack of information technology equipment and expertise pupils have limited opportunity to access the "Internet" community.
29. As part of the Danum Pyramid, the school has excellent links with other primary schools within the Pyramid, and particularly with the local secondary school to which the majority of pupils transfer. The curriculum is jointly planned from Reception to Year 13 which helps to ensure continuity between the schools. The extremely well planned and comprehensive series of visits co-ordinated with the secondary school prepares pupils and parents very well for the transition to secondary education. Comprehensive pastoral and academic records are transferred to ensure continuity of care and advice. Co-ordination and co-operation between special educational needs co-ordinators is excellent. The pyramid carol service at Christmas involving about 1500 pupils strongly promotes the community spirit of the schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The pastoral care the school provides for pupils is good. It effectively ensures that during their time in school they feel confident and happy and are able to concentrate on their learning. The very good relationship between the class teachers and their pupils is an important element in the care provided for pupils. The quality of this care has been maintained well since the last inspection. However, although the procedures for assessing pupils' academic attainment and progress are satisfactory, the data gathered is not always used effectively to promote consistent progress through the school. This limits the school's ability to provide all pupils with appropriate support and advice in their learning.
31. Children in the Nursery and Reception classes are very well cared for in a calm and pleasant atmosphere. The induction procedures for both children and parents are very good and the children settle quickly and happily into the routines of the classroom. Parents are encouraged to bring their children to school on time and to collect them promptly. Children quickly learn what is expected of them and staff consistently reinforce good work and behaviour with praise. Good records are kept of the children's progress and any learning or social difficulties are identified at an early stage and systems put into place to support each child.
32. Pupils with special educational needs are well supported in all areas of the school, by teachers, helpers and other pupils. They are valued members of the community. There are appropriate and satisfactory assessment procedures, including individual education plans, standardised testing and observational records kept by support assistants. However, day-to-day records are not always maintained sufficiently. Individual education plans vary in quality in some classes as in Reception and Year 1 they are sharply focused but in some other classes they are insufficiently detailed to be useful in planning work. Learning support assistants keep records of observations of the progress for pupils with statements of special educational need but this is inconsistent and unstructured.

33. The welfare of all the pupils is an important priority for the school. Class teachers welcome the pupils into school in the morning and, particularly in Reception and Key Stage 1, make time to talk to parents who may have an immediate concern. Pupils comment that they would feel comfortable in talking to their teacher about any worries they may have either personal or academic. Other adults in the school also know the pupils well and this ensures a continuity of care throughout the school day. The quality of supervision during the mid-day break is generally good, and there are appropriate systems of communication between the mid-day staff, the class teachers and the headteacher. The school has worked hard with the parents of a small number of Exclusive Brethren pupils to make sure that due consideration is given to the religious principles of this group.
34. The procedures the school has to govern health and safety and child protection are satisfactory. The school follows procedures in the Local Authority Health and Safety Policy and is in the process of developing its own policy. There is a member of staff with responsibility for health and safety, but she is not currently fully involved in all aspects of this provision, nor has she, as yet, received any training. As a result, overall monitoring of the procedures and practice is inconsistent. The headteacher is the designated member of staff for child protection and has received appropriate training. Confidential records are kept and liaison with outside agencies is good. Staff awareness of this aspect of care is maintained by discussion at staff meetings. Most of the staff have been trained in basic first aid procedures. Pupils are taught about healthy eating and about how to keep themselves safe. The discussions in circle time and personal and social education lessons contribute to the development of pupils' self-confidence and self-awareness.
35. Parents are regularly reminded through the newsletter to bring their children to school on time and to advise the school at an early stage of reasons for absence and the majority of parents co-operate very well in this respect. Through the same medium, the school discourages parents from taking their children on holiday during term time. Attendance data is collated each week, it is monitored effectively to provide an early indication of any emerging trends which could be targeted in order to raise attendance. The school monitors punctuality very well and liaises closely with parents of those few pupils who are persistently late to school. There is regular and effective support from the education welfare officer. Records are kept of significant instances of poor behaviour and there is a good level of communication between all members of staff concerning behaviour both in class, around the school and in the playgrounds. Class teachers are mostly consistent in the way in which they manage the behaviour of pupils and pupils are quite clear about what constitutes acceptable and unacceptable behaviour. The school has good procedures for dealing with bullying and pupils are confident that, although they may not always be fully effective, the school does as much as it can to eliminate this behaviour.
36. The school meets statutory requirements for the testing of pupils at the end of both key stages and good use is made of the analysis of National Curriculum test results to set targets and to pinpoint differences in attainment of pupils of different gender. Non-statutory National Curriculum assessments are used for Years 3, 4 and 5. However, the results of these assessments are not used effectively across the school to inform the planning of lessons or to ensure that pupils make consistent progress in the acquisition of skills and knowledge. There have been recent initiatives to establish effective school based assessment procedures linked to schemes of work, for example in science and information technology. These track and record the attainment and progress of pupils and provide a good reference point for future lesson planning. However, they are informal developments and their use is dependent on the

knowledge and enthusiasm of individual class teachers. They have not been developed into a whole school policy that ensures the progression of learning from year to year. Portfolios of pupils' work are beginning to be developed in subject areas and the intention is that these should indicate levels of attainment. However, they are at an early stage of development. There are two co-ordinators for assessment and they are aware that this is an area that must be developed and has been included in the school development plan. There has been insufficient in-service training for staff to increase their knowledge of the use of assessment and how it can be used to inform planning. Overall, the day-to-day outcomes of pupils' work are not recorded sufficiently or built systematically into subsequent lesson planning. Assessment procedures and the use of assessment to inform planning are still at an early stage of development and have insufficient impact on the attainment and learning of the pupils.

37. The school provides effective support and advice for pupils in terms of their pastoral care and personal and social development. Problems that arise are recognised quickly and support provided as appropriate. There is a good system of awards which encourages pupils to work hard over a long period of time and pupils confirm that they value this recognition. However, because of the inconsistencies in using assessment data, pupils do not always receive a satisfactory level of support and advice to enable them to achieve higher standards of academic attainment. There are some examples of individual targets being set for pupils, sometimes agreed in discussion with the pupil, and these provide a useful focus for improvement. Because of the variable quality of marking, pupils do not always learn from their mistakes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. There is a very good partnership between the school and home which has a beneficial impact on pupils' attainment and on the quality of their learning experience. This very good relationship has been maintained well since the last inspection. The majority of parents are very supportive of the work of the school and value the educational opportunities provided and the good care that the school takes of their children. Evidence from the inspection supports the very positive views expressed by parents at the meeting and through the parental questionnaire. The information for parents about the school is practical and comprehensive. Parents of children in the Nursery and Reception classes comment that the information provided and induction procedures for both the children and the parents were very helpful and facilitated a happy start to school life for these young children. Day-to-day information about activities in the school is sent out by means of regular newsletters, supplemented with letters on specific subjects. The school provides three opportunities for formal consultation on their children's progress during the year. In addition, parents know that they are always welcome to talk to teachers if they have a specific concern or simply wish for more information. Pupils' annual reports give some indication of individual strengths and weaknesses and identify targets for improvement but this is inconsistent between classes. The reports do not identify information technology as a separate subject and information on attainment and progress in that subject is unsatisfactory.
39. Parents' involvement in school life is very good. They are encouraged to help in school and many accompany classes on visits and walks. The school involves the parents in the decision-making process. For example, they were given the opportunity to comment on the content of the Home/School Agreement and their views incorporated into the final document. This process has ensured the acceptance of the Agreement by the majority of parents and pupils. The Kingfisher Parent Helpers association organises a range of successful social and fund raising activities. They

raise substantial funds and the financial support is valued by the school and used to supplement the resources and provide “extras” for the children.

40. Parents of pupils with special educational needs are invited to statutory annual reviews but they are not invited to termly reviews at the school for pupils on the register of special educational needs. There is no regular format for notifying parents of pending reviews, the outcomes of reviews or changes in the pupils’ status on the register. Teachers speak to parents bringing pupils to school or collecting them to go home. Parents’ questionnaire shows that those parents responding find the school approachable.
41. The majority of parents are happy with the amount of homework that the school provides and most willingly help their children at home with reading, spelling, tables and project work. This has a positive effect on pupils’ attainment, particularly in their early reading skills. At the beginning of the school year, each class teacher writes to parents telling them, in broad terms, what their children will be learning during the year and how they can help. Although parents find this information useful, many commented that more regular and specific information would be more helpful. In addition, the school organises curriculum workshops from time to time which provides parents with more detailed information. The regular reinforcement of all parties’ responsibilities under the Home/School Agreement makes this a very effective tool in promoting partnership between the home and school. This good level of involvement of parents in their children’s learning has a positive impact on their attainment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The school is led and managed well with the headteacher providing firm and determined leadership and clear educational direction. Staff work together well and have a good commitment to raising standards for all pupils. The school’s aims are well focused and the values taught and promoted enhance the learning opportunities for all pupils and have a beneficial impact on the pupils’ achievement. The senior management team provides good guidance to other staff and the subject co-ordinators show good commitment to developing their subjects, although progress in improving standards in information technology has been too slow. The school has good capacity to build on its current strengths and a willingness among staff to drive up standards.
43. The school has made good improvement since previous inspection in many areas including raising standards in English and science. The quality of provision and teaching of under-fives is of high calibre and has been developed well with the introduction of the Nursery. Teaching has improved and the proportion of very good and better teaching is having a positive impact on standards. The curriculum is better than it was with the exception of information technology which is poor and is worse than at the time of the previous inspection. There are now helpful schemes and long and medium-term planning is good although in some classes lesson planning pays insufficient attention to the use of assessment to pinpoint strengths and weaknesses. There are well established procedures for managing the school although more needs to be done to encourage the governors to take a more rigorous part in strategic planning and monitoring performance.
44. The school development plan is detailed and identifies correctly areas for improvement. The school has taken suitable action to raise standards and meet its targets in most areas of its work. The headteacher and senior management team are largely responsible for the development plan following consultation with subject co-

ordinators. The plan is well focused and includes timescales, costs and responsibilities. It is a useful document for school improvement. The school has clear criteria by which it measures its success and has targeted its funds towards priorities set by the staff and governors and the agenda set by the government. However, despite governors' input at the planning stage they do not monitor outcomes sufficiently and their role in shaping the direction of the school is underdeveloped. The governors fulfil most of their statutory responsibilities, the exception being the provision for information technology.

45. The school's finances are in good order. There are secure financial systems and effective control with the headteacher and governors have a clear picture of the school's finances. They are well supported by the office manager who keeps good records of curriculum spending by co-ordinators as well as records of other funds such as school and visits funds. However, insufficient attention has been given to the high level of the budget carried forward in order to fund another class in relation to the school's poor resources for information technology. The general school administration is efficient with day-to-day routines well established. They are run effectively by the office manager and some additional support staff, some of whom have a dual role and all of these staff have a clear commitment to the school. The most recent audit report had few recommendations, which were dealt with efficiently. The budget for special educational needs is used to provide effective classroom support staff. Subject co-ordinators bid for funding and senior managers make appropriate decisions that match the identified priorities of the school.
46. The school gives careful consideration to the principles of best value through the work of the headteacher and finance committee. It successfully considers its comparison with local schools. It consults with parents and the local community and consequently receives good support from them. Parents support the school well through its Kingfisher Parent Helpers group and through the classroom support that they give. The local community gives support, for example, through a local firm installing and maintaining a good security system. They show due regard for competition by considering carefully whether or not they are getting the best possible deal when buying resources. In terms of challenge to their outcomes the school still needs to address some issues more clearly. The school gives satisfactory value for money.
47. The school has a good level of teaching staff who are appropriately qualified and experienced to meet the demands of the National Curriculum. There are also a good number of support staff who make a good contribution to the learning of the pupils, particularly those who have special needs. Staff changes in recent years, due to the expansion of the school have led to the appointment of new permanent and part-time staff. They are now making a very good contribution to the development of the school due to their knowledge, skill and expertise. This is an improvement on the findings of the previous inspection report. Good use is made of the skills of part-time and specialist teachers in art, design and technology, music and occasionally physical education. Non-teaching assistants help in teaching information technology but this is insufficiently developed and there is a lack of expertise in the school. Teachers are deployed effectively in the main but some long-term absence has given rise to some difficulties over a sustained period of time. This has not helped the school to provide sufficient support for information technology. In consequence some resources are not used to best effect and use of information technology across the curriculum is unsatisfactory.
48. The arrangements for the professional development of staff are adequately addressed in respect of the recently introduced Literacy and Numeracy strategies. Some teachers lack expertise in information technology and the use of assessment.

Staff development is appropriately linked to the priorities of the school development plan and the needs of individual teachers. Good job descriptions are reviewed to determine staff responsibilities. There is a regular, on-going system of appraisal carried out by the headteacher through discussion with individual members of staff. There are appropriate procedures to ensure good support for newly appointed staff. The school receives very good support from lunchtime supervisors, administrative and cleaning staff. The school has an effective system for appraisal and links this well to monitoring some aspects of teaching. A useful start has been made in developing consistency between teaching in literacy and numeracy but more rigorous monitoring and evaluating of teaching and learning is needed to ensure that all aspects of the school's work are consistent.

49. Overall the accommodation is good. This enables the curriculum to be taught effectively. There are specialist rooms for art, special educational needs, dance and music and there is also a community room and changing rooms for both boys and girls. The hall is of a good size for physical education and there is a separate dining room. Classrooms are of adequate size for the number of pupils and most are bright and stimulating. Externally, the playing field and playground are of a good size. The computer suite is situated in a very confined area and there is no separate library accommodation in which pupils can sit down and work. The provision of resources is satisfactory overall. This judgement reflects that of the previous inspection report. In art, resources are of a good quality and quantity but in music there is a need for a wider range of instruments. The school has made good use of funds for literacy although some reading scheme books need replacing. Whilst there are adequate resources in mathematics they are not always used sufficiently. There are shortages of computers and software and what is available is not used well enough. In geography there is a lack of Ordnance Survey maps. Generally, resources are used satisfactorily. Resources staffing and accommodation for children under five are mostly good, although there are shortages of books. The Reception classes are rather cramped and this inhibits some creative activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve the quality of education offered by the school the headteacher, staff and governors should:

(1) Raise standards in mathematics by:

- Raising the overall standard of teaching by regular monitoring and the dissemination of best practice:
- Extending opportunities for the pupils to use and apply their mathematical knowledge and engage in practical tasks:
- Completing the review of the scheme of work and ensuring that work at Key Stage 1 is more closely linked to work at Key Stage 2:
- Improving the use of mathematical resources.

(The school has identified mathematics as an area for improvement)
(Paragraphs 2, 15, 18, 49 and 66 - 74)

(2) Raise standards in information technology by:

- Improving the teaching of skills:
- Using information technology more consistently in lessons in other subjects:
- Providing in-service training for teachers to improve their skills:

- Increasing the number of computers and range and amount of software.
- Ensuring that statutory requirements are met.

(The school already has a plan to improve standards in this subject)
(Paragraphs 6, 16, 17, 20, 28, 62, 78, 81 and 100 - 106)

(3) Sharpen up the monitoring of teaching and learning to ensure consistency between classes and subjects by:

- Focusing particularly on improving the use of assessment: to plan work taking account of what the pupils already know, do and understand:
- Ensuring a consistent approach to marking pupils' work which includes setting sharply focused targets for improvement:
- Adapting the good systems, in place in some classes and subjects, and using them as a model for the whole school.

(The senior management team has been involved in monitoring some lessons)

(Paragraphs 17, 37, 48, 64, 74, 81, 94, 98-9 and 116)

(4) Increase the effectiveness of the governing body by:

- Improving their skills of monitoring and evaluating the school's performance:
- Reviewing the school's strategic plan to take into account of the shortages of resources and use the school's budget surplus more effectively.

(Paragraphs 43 and 44)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Extending the provision of books for children under five. (Paragraph 53)
- Improve the range of reading books in both key stages. (Paragraphs 49 and 65)
- Improve the pupils' handwriting and presentation in their books. (Paragraphs 4, 15 and 62)
- Improve the quality of individual education plans for pupils with special educational needs. (Paragraphs 16, 32 and 64)
- Provide annual reports on pupils' progress which are consistent in quality and cover all subjects. (Paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	22	42	27	4	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	383
Number of full-time pupils eligible for free school meals	N/A	101

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	0	116

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	6.4
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	18	20	19
	Total	34	36	37
Percentage of pupils at NC level 2 or above	School	77 (87)	82 (79)	84 (82)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	18
	Girls	20	19	20
	Total	36	37	38
Percentage of pupils at NC level 2 or above	School	82 (84)	84 (79)	86 (79)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	30	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	22
	Girls	21	14	25
	Total	37	29	47
Percentage of pupils at NC level 4 or above	School	59 (50)	46 (40)	75 (65)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	22
	Girls	20	19	23
	Total	38	36	45
Percentage of pupils at NC level 4 or above	School	60 (62)	57 (52)	71 (64)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	308
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	25
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	232

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	686,510
Total expenditure	662,598
Expenditure per pupil	1,605
Balance brought forward from previous year	105,077
Balance carried forward to next year	81,823

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	413
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	5	0	0
My child is making good progress in school.	53	44	3	0	0
Behaviour in the school is good.	48	43	7	2	0
My child gets the right amount of work to do at home.	40	43	6	2	9
The teaching is good.	62	35	2	0	1
I am kept well informed about how my child is getting on.	49	38	6	5	2
I would feel comfortable about approaching the school with questions or a problem.	67	24	2	6	1
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	48	41	5	5	1
The school is well led and managed.	52	39	1	3	5
The school is helping my child become mature and responsible.	58	36	4	0	2
The school provides an interesting range of activities outside lessons.	45	33	2	2	18

Other issues raised by parents

- Parents expressed concern about the standards in mathematics.
- A few said that a very small proportion of pupils were disruptive although the school worked hard to tackle problems.
- There was concern about the limited use of information technology.
- Reading is taught well and parents are pleased with the standards achieved.
- Children under five make a very good start to school.

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

51. The provision, teaching and curriculum for children under five have improved much since the previous inspection and are strengths of the school. The planning of activities, new provision in the Nursery, very good liaison between the staff contributes much to the work with children under five. Parents' very positive comments about the teaching are justified by inspection evidence. At the time of the inspection children under five were taught in the Nursery and Reception classes. Children benefit from three terms part-time in the Nursery before transferring to the Reception classes in the September of the academic year in which they are five. On admission to the Nursery most children have levels of experience and skills which are below those expected for their age and about a third are well below those expectations particularly in their language development and social skills. Another weakness is the children's lack of knowledge of the wider world. It is a mark of the school's success, underpinned by the teaching which is at least good and often better, that the children make good progress in all of the areas of learning. By the age of five most children attain the Desirable Learning Outcomes in all of the areas of learning and they are well equipped for the National Curriculum. The rate of learning is good in both Nursery and Reception and particularly good progress is made in developing personal and social skills. Children with special educational needs are taught well and the staff focus in on their needs, provide effective individual education plans and match work to the children's ability levels with skill and care. Consequently these pupils make as rapid progress as their peers. The sympathetic and caring staff provide excellent role models for the children.
52. By the age of five the children have adapted well to school life and through skilful and challenging teaching which provides just the right balance between free choice and structured activities the children make very good progress in their personal and social development. This area of learning is taught very well. For example, in the Nursery the staff work hard and provide many activities to get the children excited about learning. For example, in the home corner and shop the children are encouraged to play well together and to improve their awareness of the needs of others. In water play the nursery nurse fires the children's enthusiasm by providing good opportunities to share equipment and to talk about what happens. The children respond excitedly and bubbling over with enthusiasm, they share their observations with adults. The provision of good equipment and well-focused tasks helps the children to improve their span of concentration. These skills are developed further in the Reception classes. The teachers carefully build on what the children already know and by using records from the Nursery adapt learning activities to challenge the children. A very successful way used to promote confidence is the probing use of questions used in such a way that the children are keen to answer. The effective use of praise encourages confidence and the children respond to this well.
53. By the age of five most children attain the Desirable Learning Outcomes in language and literacy. From an effective start in the Nursery where children are taught to enjoy books and to recognise their names the children make rapid gains in their learning and most read simple texts well and write effectively at an appropriate level. The very good and sometimes excellent teaching of this area of learning promotes good levels of achievement. In the Nursery, despite the shortage of books, the staff make very good use of the resources available and through imaginative story telling, the use of role-play and good early writing experiences the children make good gains. In

Reception the teachers build on these skills and the children begin to talk confidently in a range of situations, read simple texts and recognise that words and pictures have meaning. They sequence stories correctly and begin to write forming letters correctly. The very strong emphasis given to teaching the sounds that letters make has a good impact on learning. Lots of songs and rhymes build up and reinforce the children's love of words.

54. By the age of five most children attain the Desirable Learning Outcomes in the mathematical area of learning. In the Nursery the teaching is good. There is a good focus on sorting, matching and counting and the teaching of number rhymes and playing of games adds to the children's confidence. The very good resources are used well to hold the children's attention and many sit fascinated as they thread beads, sort shapes and experiment with sand to learn about capacity. In the Reception classes, although there is restricted space for practical work, the teachers make good use of apparatus and this helps to reinforce the children's learning. The very good teaching of numbers to 10 and the skilful development of the children's understanding of mathematical terms helps them to become secure and confident in using numbers in many contexts. In both Nursery and Reception the staff keep very good records of progress and use assessment to pinpoint the next steps in learning. Consequently any child who has difficulty with any aspect of mathematics is supported very well and quickly gains in competence.
55. By the age of five most children attain the Desirable Learning Outcomes in their knowledge and understanding of the world. The children learn with enthusiasm and interest, stimulated by a good range of activities and opportunities to take part in purposeful play. The teaching of this aspect is good in both the Nursery and Reception classes. The only weakness is in the lack of opportunities for the children to use computers sufficiently. The children talk much about their learning; in the Nursery they select materials and equipment and make good gains in making models from construction toys and from a range of materials. They use glue and scissors carefully. In Reception they make good progress in using scientific terms confidently. They talk about their families and where they live and show a keen interest in the world around them. The children talk about important events in their lives and chat confidently to adults about their favourite things and television programmes.
56. By the age of five most children attain the Desirable Learning Outcomes in their creative development. They make effective progress due to good teaching which includes thorough planning and the provision of tasks which challenge and motivate. The children love singing and many make up words or recall the words to favourite songs and rhymes. They like to play with musical instruments often recalling their names and the sounds they make. In the Nursery in the home corner and shop the children make up good conversations mimicking adult speech and adding touches of humour, sometimes unbeknown to them! Although there is limited space in the Reception rooms the teachers make suitable opportunities for the children to explore and experiment with language. In both the Nursery and Reception classes, art is given good priority and the children are encouraged to mix paint and to explore textures through working with materials. They produce bold and attractive pictures and, as they get older, make recognisable portraits and paintings. In the nursery one child squealed with delight as she mixed blue and yellow together to make green. This buzz and excitement in learning permeates the work with children under five.
57. By the age of five most children attain the Desirable Learning Outcomes in their physical development. There are good resources to encourage the children to meet physical challenges and to develop an awareness of balance, turn and agility. The teachers in the Reception classes make good use of the school hall to extend the

children's skills. Teaching is good and shows a thorough understanding of the need to develop the children's confidence and competence through increasing their control and co-ordination. In the Nursery, the children gain much from their outdoor play; they run, skip and hop and learn to pedal a variety of wheeled vehicles. When moving around in the hall the children in Reception balance on several different body parts and comment on how they might improve their skills. They have a good awareness of space and know that exercise affects their breathing.

ENGLISH

58. In 1999, the National Curriculum tests in reading and writing at the end of Key Stage 1 show that the proportion of pupils attaining average results was slightly below the national average, but average when compared to similar schools. The percentage of pupils reaching Level 3 (above average) was below the national average. Teacher assessments matched these results. The 1999 National Curriculum results at the end of Key Stage 2 show that pupils' attainment in English was below the national average. The percentage of pupils reaching the higher level of attainment (Level 5) was well below average. In comparison with similar schools pupils' attainment was average. Since the last inspection the school has carefully analysed the results of National Curriculum tests and identified areas for improvement, setting realistic and achievable targets which it is on course to meet. Progress in English is satisfactory overall and good in Years 1, 5 and 6. Progress for pupils with special educational needs is satisfactory overall and good where pupils receive additional support through their statements of special educational need. Taking into account the relatively high proportion of pupils with special educational needs, the pupils achieve well in relation to prior attainment.
59. Inspection evidence shows that, by the end of Key Stage 1, pupils attain levels in reading and writing that are in line with the national average. By the end of Key Stage 2 attainment in reading is average although attainment in writing is slightly below average. Progress in writing for a range of purposes has improved since the last inspection. There has been a steady rise in National Curriculum test results over the last three years. Standards have improved due to the successful targeting of literacy, the introduction of the National Literacy Strategy which has been built into the school's own appropriate scheme of work, and improvement in resources. Pupils' learning in reading has progressed satisfactorily due to the successful use of shared reading, good use of the school library and good parent involvement in reading homework. Pupils use their literacy skills satisfactorily in other subjects, for example, in history and geography they write interesting accounts. In religious education they explore concepts and ideas using appropriate vocabulary.
60. Pupils' skills in speaking and listening are average by the end of both key stages. By the end of Key Stage 1 pupils have good listening skills. The good classroom behaviour that results from the school's effective, consistent approach to behaviour improves and reinforces listening skills. Skills in speaking are appropriate to their age. Pupils are very polite to adults and, generally to each other. They understand the need for formal language and address visitors formally and courteously. They have an appropriate subject vocabulary and make gains in learning through group discussions and in speaking to the class group. They learn to explain their work through answering teachers' demanding questions, as in a Year 1 class where pupils explain a visit to Doncaster Dome Site by describing photographed events. By the end of Key Stage 2 pupils express their views clearly. They talk confidently about their work, expressing their views clearly and discussing curriculum subjects with appropriate use of technical language. In physical education they graphically describe outdoor pursuits

enjoyed on a residential visit and in mathematics use the appropriate language related to line graphs. They listen very well, analysing and extending conversations to promote learning for themselves and others. Year 6 pupils make appropriate use of expression and voice in poetry reading, they read humorous poetry for effect and to create humour for the group. The school drama club and regular dramatic presentations extend speaking opportunities for all pupils.

61. By the end of Key Stage 1, in reading the pupils have a good knowledge of familiar words, matched to their level of attainment, and recognise them in reading books. They have a secure knowledge of most letter sounds and use them effectively in building words. Higher attainers read with fluency and accuracy from a range of suitable class and school library books. Pupils with special educational needs benefit from the individual attention of learning support assistants. This gives them confidence and learning benefits from the opportunity to learn new words and sounds at a pace matched to their needs. By the end of Key Stage 2 most pupils read accurately, fluently and with enjoyment. They express preferences for books and authors, and distinguish between preferred styles of writing. Higher attainers effectively recall the earlier part of a story, recognising the place of characters within the plot. They successfully predict possible outcomes to the story based on this knowledge. They read with expression and with dramatic effect, adding interest and excitement to the text. They competently use a dictionary, but skills in using a thesaurus are underdeveloped. Pupils with special educational needs read, appropriately to their prior attainment, from books carefully matched to their needs. They build regular words accurately and make good use of learned familiar words to give clues to fluency in reading. Pupils make good use of the appropriate library skills that are learned in structured lessons. The understanding of research skills enables them retrieve information, collate it and use it in a variety of ways across curriculum subjects.
62. By the end of Key Stage 1 standards in writing are about average. Most pupils write independently and sequence sentences appropriately to write a short story. Higher attainers make satisfactory use of adjectives to add interest to their work. Pupils write for different purposes, structuring their writing appropriately to the purpose. For example, Year 2 pupils write an account of a visit to Worsborough Mill, write letters appropriately to a formal layout and write imaginatively about an adventure when they were lost. Work is punctuated appropriately with full stops and capital letters and pupils make good attempts at spelling using known letter sounds. By the end of Key Stage 2 pupils generally structure sentences appropriately. They write for an interesting range of purposes. Throughout the key stage pupils write poetry in different styles, for example, acrostic poems and Haiku poetry using clear, interesting vocabulary. Year 4 pupils write in dialogue form when recounting an interview, successfully relaying thoughts and feelings. Year 6 pupils regularly maintain a reading journal that reviews and records the books they have read. The extensive use of adjectives and adverbs to add interest and excitement to text is underdeveloped. Higher attainers make appropriate use of research to add interest to text as when they write about the Aztecs for a history project. Pupils with special educational needs write short stories using previous learning appropriately. They extend their use of sentence structure and sequence sentences to write simple stories. Pupils' handwriting is satisfactory by the end of the key stage but applying these skills in other subjects is weak in Years 3 and 4. The use of information technology to support English is unsatisfactory.
63. The pupils respond well. They have very good attitudes and behaviour is good. This contributes effectively to pupils' personal development and successfully promotes

learning. Pupils listen attentively, respect the views of others and are courteous to adults and to each other. Relationships with teachers and other adults in the school are good. Pupils are helpful and willingly prepare and tidy away work during literacy hour sessions. The literacy hour provides appropriate opportunities for group work and pupils collaborate well, sharing and discussing their work, and explaining it confidently to the class group. Pupils are very proud of work displayed around the school. However, this pride in work is not always shown in the work in pupils' books and there are inconsistencies in the work presented. Pupils, including those with special educational needs, are conscientious in completing homework and it is generally returned on time.

64. In both key stages, the quality of teaching is satisfactory overall. Nearly half the lessons seen were good or very good and the remainder was satisfactory with one instance of unsatisfactory teaching. Teachers have received clear guidelines for the teaching of the National Literacy Strategy; this is taught effectively and is having a good effect on pupils' learning and progress in literacy. There are clear schemes of work for all areas of the English curriculum, including speaking and listening. The schemes of work for English follow the National Literacy Strategy guidelines and the National Curriculum Programmes of Study provide clear guidelines for the teaching and acquisition of skills. Teachers' knowledge and understanding of the subject is generally good and never less than satisfactory. In Year 1, teachers have high expectations of pupils' performance and very high expectations of behaviour and this benefit pupils' learning. Most lesson plans have clear learning objectives and these are discussed with pupils at the beginning of the group work session; this good practice helps the pupils to learn and to begin to assess their own performance. However, there is inconsistency in the setting of targets for individual pupils. Where individual targets are set and noted in workbooks they are successful in raising pupils' awareness and assessment of their work. Specific objectives on individual education plans for pupils with special educational needs are not always addressed in lessons. Where these pupils benefit from additional help from learning support assistants they learn more quickly and make good progress. Teachers mark work regularly and consistently praise and encourage pupils. There is, however, inconsistency in marking pupils' work to inform pupils of ways in which they can improve. The use of homework is good; teachers use it well to encourage pupils' independence in learning and to extend skills and knowledge learned in school. Parents' interest in homework, particularly in reading, makes a valuable contribution to pupils' learning and is valued by the school. Where teaching is most effective, in Years 1, 5 and 6 there is good planning that identifies the learning needs of specific groups of pupils, a brisk pace to the lesson that challenges all pupils and tasks that are clearly matched to carefully planned objectives.
65. The management of the subject is good. The two key stage co-ordinators and the subject manager have a good knowledge and understanding of the subject. The implementation and of the literacy strategy was carefully monitored and evaluated; the outcomes were discussed with teachers and teaching and learning benefited from the process. There are regular reviews of planning, progress and attainment. Pupils' learning and what is being taught are less rigorously monitored. There is effective liaison with the governor for literacy. The school is making steady improvement towards its targets at both key stages. Satisfactory assessment procedures are in place but the outcomes of assessment are not used to effectively inform planning for individuals and groups of pupils. Resources are satisfactory. There is a good range of books for teaching the National Literacy Strategy and the school spent their allowance for this wisely. There are, however, insufficient fiction and reference books in classrooms and insufficient books to match the age and reading ability of pupils who

have specific reading needs. Many reading books are out of date and need replacing. The school has recognised this and there are plans to improve resources in this area. The key stage libraries are adequately stocked and these resources are used well in time allocated for learning library skills and for reference in all curriculum subjects. Pupils' learning experiences are extended through visiting poets and drama presentations, through visits to the theatre, through the school drama and library clubs and through the opportunities offered to every pupil to perform in school music and drama productions.

MATHEMATICS

66. In the 1999 end of Key Stage 2 tests for 11 year olds standards in mathematics were well below the national average and well below average when compared with similar schools. Standards of attainments from 1998, when the school had its first cohort of 11 year old pupils to 1999 show a slight improvement and inspection evidence shows that the improvement is continuing since the introduction of the National Numeracy Strategy. The introduction of ability sets for mathematics in Years 5 and 6 is also contributing to raising standards, although at present they continue to be insufficiently high. In the 1999 National Curriculum tests at the end of Key Stage 1, standards were well below the national average and were below those of similar schools. Trends from 1997 to 1999 show considerable improvement in 1998 but some slight regression in 1999. Further analysis shows that too many pupils at the end of Key Stage 1 are attaining below average levels and too few are attaining levels which are above average. At the end of Key Stage 2 this pattern is repeated with very few pupils attaining the higher Level 5. The previous inspection report stated that standards were generally satisfactory with standards at Key Stage 1 being better than at Key Stage 2 and that there had been a marked improvement in standards between 1995 and 1996. This improvement has not been sustained.
67. Although standards of attainment are low at the end of Key Stage 1 there is evidence of rising attainment, particularly through the introduction of the National Numeracy Strategy and the high quality teaching in Year 1. Although pupils start from a low base level on admission, the good work in the Nursery and Reception classes enables them to make good progress. However, only one in ten pupils is working at above average levels in Year 2 and at least one third are working at below the expected level. Most are able to solve simple problems such as half of twenty plus five but when asked to recall past work, for example in identifying halves and quarters, almost a half had difficulty. Many pupils also find difficulty in understanding the properties of shape and few are able to identify right angles.
68. By the age of 11 standards in numeracy are below those expected although work in pupils' books shows some improvement, and with the introduction of homework and setting, considerable benefits are accruing. Pupils now have a firm grasp of place value and have satisfactory recall of multiplication facts up to 12 x 12. They are gaining an understanding of decimals and fractions but this is at a basic level. Most are able to use a calculator effectively to check their work although too few are able to know when their answers are reasonable through the use of approximation. Most pupils are acquiring the ability to calculate range, median and mode but only a quarter are able to correctly plot graphs using axes and few are able to explain and make predictions from numbers in graphs and charts. Average and most lower attaining pupils find difficulty with this work and have an unsatisfactory understanding of data handling because of the lack of opportunity to readily access computers. A greater number of pupils, about half, have a secure understanding of shape, space and measures and over half are able to recognise right, obtuse and acute angles and

calculate angles. Achievement is slowly developing but there is much catching up to be done. Regular lessons with some emphasis on mental arithmetic are improving speed of recall and homework is building confidence. Individual targets are now being set in some classes and this is aiding progress. A number of pupils have gaps in their knowledge of number. In a Year 3 class almost all pupils were able to correctly calculate $7 + () = 12$, but no pupil could solve the sum $4 + () = 41$. In another exercise too few pupils gave the correct answer to $3 + (13) = 10$. This demonstrates that too many pupils are insecure in understanding basic number bonds.

69. At both key stages there is insufficient opportunity to use and apply mathematics to everyday situations. In a lesson on money involving a shopping activity pupils calculated coins required for the purchase of items on a commercially produced card. Approximately half of the class were successful in this, but the opportunity to practise this further was lost as no shop had been set up in the classroom. When some Key Stage 2 pupils had been given the opportunity to collect data from other pupils they were able to draw valid conclusions, especially after using computers to generate different types of graphs, but overall opportunities are not being sufficiently taken to develop and apply mathematics in other subjects. Although the school has satisfactory resources for mathematics insufficient equipment is out and ready for use in classrooms. Progress is not rapid enough in this area of mathematics.
70. Opportunities are taken to extend and consolidate numeracy skills in other subjects than mathematics and with the younger pupils in everyday activities such as days of the month -'How many school days are left in January?'- and in simple calculations relating to the attendance register. In design and technology, sketches were made of cross-stitching for bookmarks which were then made into scale patterns and designs for boxes included measurements to aid construction. Some good work in geography relating to scale was observed in both Year 1 classes. Pupils in Years 5 and 6 have been taught how to make effective use of calculators, particularly when checking their work.
71. Most pupils enjoy mathematics and respond well to the new style of teaching adopted through the National Numeracy Strategy. However, the pupils are hesitant in their work, showing a lack of confidence in applying basic knowledge to solving problems. In some classes, notably Year 1, the pupils are quick to respond to mental arithmetic questions and take pleasure in their achievements and others' success. Behaviour in lessons is good and the teachers manage firm but fair discipline, often making use of praise to motivate the pupils.
72. Teaching and learning are satisfactory. They are mostly good in Year 1 and Year 2, but there are weaknesses in some lessons in all years. Pupils with a special educational need make similar progress to all other pupils and where there is additional support they advance well. Most lessons follow a set format of introducing mental activity followed by group activities relating to the set theme, the lesson ending with a short summary. In some lessons the introduction is too long thereby restricting time for individual or group activities and in most lessons little time is left for discussion to pinpoint strengths and weaknesses in the learning. The major weakness, however, is the lack of practical activities and the use of resources other than textbooks to further learning. In the better lessons clear learning objectives are stated with appropriate activities planned for different ability groups, but the weekly planning sheets often do not include sufficient detail. All teachers are familiar with the mathematics curriculum and the National Numeracy Strategy and have the knowledge and understanding to teach to the National Curriculum requirements. Most teachers know how to build on skills acquired earlier but sometimes work chosen to exemplify mathematical knowledge does not further understanding for the majority of

the class. Mathematical vocabulary is taught well and is beginning to have an impact on pupils' confidence in using number operations. Occasionally the pace of lessons is slow and time is not used well. In the lessons observed with good teaching, the pace was brisk, teachers demanding swift recall of number facts with the lesson moving on quickly allowing sufficient time for individual or group activities. In these lessons rigorous questions are asked and well-structured answers are expected; pupils are reminded of time in which activities are to be completed with adequate time set aside for some assessment of learning to take place. This good strategy helps to accelerate the pace of learning.

73. Most classrooms have a number line although these sometimes start at 0 and sometimes at 1. Some are too high or parts are obscured by furniture. There are mathematical displays areas in all classrooms although these vary in quality, the best being 'working' displays with problems for children to solve. Where resources are put out and ready for use, the teaching is enhanced and pupils achieve more. Work is regularly marked and in some classes very helpful comments are written to show pupils how they can further develop their mathematical knowledge and skills. In these classes individual targets are also set. Assessment information is being well used to guide planning and to determine standards but there is no consistent structure. Suitable records are kept. Mathematics homework has only been recently introduced but is already having a positive impact on pupils' attitudes and achievements. Some of the homework set for older pupils is particularly beneficial in consolidating number operations, in giving pupils the opportunity to try out problems at home and in gathering data.
74. There are two subject co-ordinators and a subject manager. Monitoring of planning takes place regularly and the senior management team monitors the numeracy strategy but as yet insufficient emphasis is given to monitoring teaching. Very good data analysis is undertaken and is used well. The school recognises the need to raise standards in mathematics and is committed to finding ways to accomplish this through well thought-out strategies. A governor has been appointed for numeracy and is very much involved with the school strategy for raising attainment. The scheme of work is in need of review, particularly for Key Stage 1 and is not sufficiently linked with that for Key Stage 2. This is a priority in the school development plan and additional staff training in numeracy is planned. The school also intends to appraise the new setting arrangements for mathematics. A very good initiative has been taken within the Danum Pyramid with the setting up of a mathematics project to motivate low achievers. Pupils are taught to play mathematics games with their parents and peers and are able to borrow games for a week at a time. The project is for Year 5 and Year 6 pupils and parents of targeted children are very supportive. They speak positively about the progress this enables their children to make.

SCIENCE

75. In the 1999 National Curriculum teacher assessments for pupils at the end of Key Stage 1, overall attainment was below the national average. The percentage of pupils who attained the higher level (Level 3) was also below the national average. Inspection evidence places standards in line with the national average but still below the national average at the higher level (Level 3). In the 1999 National Curriculum tests for pupils at the end of Key Stage 2 attainment was broadly in line with the national average and above the standard in similar schools. Analysis of trends during 1998 and 1999 show a steady improvement in standards. Inspection evidence indicates that standards are in line with the national average and improving due to an effective scheme of work, a good focus on investigative science and well-focused teaching.

There was no significant difference in the attainment of boys and girls at either key stage. These findings, whilst broadly similar to the previous report, represent an improvement at Key Stage 2. The weakness in experimental and investigative science has been rectified and this is now a strength rather than a weakness.

76. By the end of Key Stage 1, pupils use simple equipment and carry out observations and investigations. For example they investigate which 'sparklers' burn the longest and what happens to food such as jelly and chocolate when it is heated or cooled. Pupils distinguish between different types of food such as fruit and vegetables, meat and fish and dairy products. Heartbeat is measured after exercise and the results recorded and they learn that food, oxygen, liquids and exercise are needed to stay alive. They observe the growth of seeds and know about the conditions required for germination. Year 2 pupils learn that some materials occur naturally and others are synthetic. They learn the names of materials, know that some natural materials are treated before use, make a study of items that are powered by electricity and those powered by a battery, study the sources of light and know the names of the external parts of the body.
77. By the end of Key Stage 2 pupils have a good knowledge of how to plan a scientific investigation. They know about prediction, fair testing, recording results and coming to conclusions. They conduct these investigations to discover, for example, the needs of plants, whether solids dissolve, whether shadows can be made bigger and the effects of magnetism. Pupils have a secure knowledge of materials and their properties. Pupils in Year 6 have a good understanding of the relationship between pressure and force when they conduct experiments to determine whether the weight of an object can be changed and whether air resistance slows down a moving object. They understand the effects of light, water and temperature on plants, and know about the production of offspring that grow into adults. Year 5 pupils learn about the rotation of the earth in an anti-clockwise direction. They know that the earth goes round the sun, learn about night and day and how the sun rises in the east and sets in the west.
78. The quality of learning and the progress that pupils make is satisfactory overall. There is evidence to show that in the later years of Key Stage 2 and the early years of Key Stage 1, the rate of progress is beginning to increase, due in large part to teaching that ranges from excellent to good. In both key stages pupils are developing a secure scientific vocabulary and a good understanding of the need for fair testing. There are however, weaknesses in the use of information technology, in the quality of presentation of pupils' work and in the range of recording methods used. In the later part of Key Stage 2 pupils advance well in their ability to predict, based on scientific understanding and in their ability to draw conclusions consistent with the evidence they have gathered. Whilst progress and the quality of learning was often good there is some evidence in the scrutiny of work of topics being repeated in different year groups with insufficient regard to what pupils already know. This, occasionally, results in uneven progress and slows down pupils' achievement in Year 4. Pupils with a special educational need make similar progress to all other pupils and where there is additional support they advance well.
79. Attitudes to the subject are good and, in a Year 1 class, excellent. In Years 5 and 6 there is a mature and sensible approach to investigative work and this has a marked effect on the good progress pupils make. Pupils co-operate well, discuss their work sensibly and are happy to explain to visitors what they are doing. In both key stages pupils treat equipment with care and show a willingness to discuss and answer questions. There are some weaknesses in the attitudes and behaviour of pupils in Years 2 and 4. When they are not fully enthused and stimulated by the teaching they become restless, talkative and lose concentration.

80. In the lessons seen the quality of teaching ranged from satisfactory to excellent in Key Stage 1 and from very good to satisfactory in Key Stage 2. It is good overall. In Years 1, 5 and 6 lesson planning is good and teachers have a secure knowledge of the subject, factors which influence the rate of progress that pupils make and ensure that there is effective questioning to develop key points and the correct scientific vocabulary. When pupils become restless it is due to the pace of lessons being slightly slow or some uncertainty as to what they should be doing. These occasions, however, are rare. Most teachers have high expectations and there is good use of investigation to further understanding. In Year 1 the inspirational teaching inspires the pupils to plan their own investigations and choose their own equipment. Learning is made exciting through the rigorous posing of questions and problems and the pupils respond with maturity and excitement in predicting outcomes. In some classes, notably Years 3 and 4, the teachers do not encourage the pupils sufficiently to aim for higher standards in the range, quality and quantity of their written work. Assessment procedures are in the process of being developed but are not used consistently or with confidence in all classes. Assessment is not used sufficiently to guide lesson planning. Pupils' work is marked but there is little evidence that suggestions for improvement are made consistently.
81. The subject is managed by two knowledgeable and enthusiastic co-ordinators who have worked hard to effect improvements in recent years. There is a useful and effective scheme of work that provides support for teachers. Planning is monitored but there are insufficient opportunities for the monitoring of teaching and learning and very few opportunities for the use of information technology in the subject. Resources have been improved and there are plans to continue to extend their provision. Evaluation is made of National Curriculum assessments in order to analyse strengths and weaknesses but the results are not used sufficiently to influence lesson planning. Since the last inspection the school has made significant improvement and is well placed to further increase the attainment and learning of the pupils.

ART

82. Pupils' learning in art, including those with special educational needs, is good at Key Stage 1 and very good at Key Stage 2 where it is sometimes excellent when they benefit from being taught by a part-time specialist teacher. As a result standards are above those expected for seven-year-olds and well above those usually seen at the end of Key Stage 2. These standards are achieved at the end of Key Stage 2 as a result of the good learning that is generated at both Key Stage 1 and at the lower end of Key Stage 2. This is a good improvement since the last inspection. Art is now a strength of the school's curriculum.
83. At Key Stage 1, learning is good as pupils are given an appropriate broad range of opportunities to explore working with many suitable materials. This supports pupils well in acquiring a good level of skills as they use different techniques and media. For example, in Year 2 pupils create collages and paintings that develop their visual awareness as they achieve shading textures using sponges, powder paint, papers, beads and felts. Pupils show mature understanding of colour mixing and get depth in their observational drawings of hedgehogs created with paints. They also make observational drawings of musical instruments using pencils that confirms their subtle awareness of line and texture that can be drawn out in making their art. They make their own choices of materials at this early stage because they have a great deal of confidence.
84. This good start to learning is built upon in Key Stage 2 where learning is very good with some excellent results achieved at the end of the key stage. The pupils make

very good choice of materials to work with after researching Aztec statuary, jewellery and masks. They then reproduce their own accurate but creative designs before they make extremely pleasing end products. The enthusiasm, inspiration and knowledge of the teachers adds the purposefulness to the pupils' work and provides a major stimulus to their learning. The pupils use their own carefully made string blocks together with sponges and various shapes and sizes of other wood blocks and poster paints. These materials are then creatively applied in repeating patterns to textured wallpaper to make designs for curtains in their own bedrooms. Pupils, including those with special educational needs, have very high levels of concentration, as they are absorbed in their task. The high levels of interest ensure that choices are appropriate and end products are of excellent quality.

85. High standards and good progress are achieved as a result of the very good teaching. In Key Stage 1 teachers have secure knowledge of the skills to be taught in the subject. They clearly define the tasks for pupils whilst also giving them opportunities to make informed choices of the materials that they are going to use that will ensure a creative end product. These opportunities are created from Reception classes onwards so that pupils' creative abilities are supported from a very early stage in their learning. Teachers pace lessons well and use their support staff so that pupils' gain maximum benefit from advice in order to make the right creative choices. At Key Stage 2 teachers plan very thoroughly. They have very clear introductions to tasks in which they ask challenging, open-ended questions that demand equally perceptive responses from pupils. As a consequence the teachers' high expectations are met and pupils work at a very good pace. Class teachers recognise very readily the example and support that they receive from the specialist teacher who mainly works with pupils at the end of the key stage.
86. Attitudes to learning in art are very good and the care pupils take is illustrated in the school's good portfolio of work. The variety of the media used from the earliest stage of learning supports interest and concentration upon the acquisition of skills. This is confirmed in Year 2 when pupils are shading and making collages as they share well with one another because they are so absorbed in their work. The high levels of concentration shown at this key stage are increased at Key Stage 2 where the best learning is associated with good behaviour and very good levels of co-operation. Pupils are encouraged to be critical of their own work and to make judgements about the designs they use to create their final pieces of work.
87. The co-ordination of work in art is done effectively. The scheme of work supports all teachers well in providing pupils with a very good range of learning opportunities. These opportunities take pupils along an imaginative but very good route so that artwork builds upon skills through developing a growing range of techniques. The pupils competently use an increasing number of resources and media. There are good resources for artwork. The subject is much enhanced by the very good displays throughout the school, which confirms its high status and illustrates the range of learning about art that takes place throughout the school. This all extends pupils' artistic appreciation, knowledge, understanding and skills.

DESIGN AND TECHNOLOGY

88. Learning in design and technology is good throughout the school. Standards are in line with what would be expected for the age of the pupils. All pupils across both key stages, including those with special educational needs, maintain good levels of concentration and are well focussed upon their well thought out tasks. This indicates that areas for development identified in the last inspection report have been

addressed with good opportunities created across the school for evaluating as well as designing and making.

89. Although no lessons were observed at Key Stage 1 it is clear from discussion with pupils and the sample of work that broad opportunities are now in place. By the end of Key Stage 1 pupils know about a good variety of technology, including food technology when for example they make bread and visit a working mill to see for themselves the processes of bread making. Both boys and girls design and make their own millennium cushions with part of the process having to be an evaluation of what are the most suitable materials and stitches for their designs. This knowledge and understanding is built upon as skills are refined at Key Stage 2 when for example in Year 4, sandwiches are prepared and eaten after careful evaluation of the appropriateness of their content. This is further developed in Year 5 when textures of breads from a range of cultures are evaluated by pupils who are expected to use accurate but descriptive vocabulary in their conclusions. Learning is best in Key Stage 2 when it is sequenced and pupils are both assembling and disassembling as part of the sequence of making their own Greek vases from original designs with special orange sugar type paper as the resource. Design and technology is often linked to other subjects effectively and this enables pupils to apply their numeracy skills in measuring accurately and their literacy skills in recording their projects.
90. The quality of teaching is good across both key stages with the best learning arising where teaching is very good at the end of Key Stage 2. The features of good teaching that supports pupils well in their learning are careful planning that ensures disassembly and evaluation in the tasks, good resourcing and well monitored work conducted at a fast pace. Where teaching is best there are well-devised tasks with high teacher expectations that are being well met. Sharply focused open-ended questioning makes pupils think clearly before making is started, and on-going evaluation is generated through well deployed support that still leaves the decision making to the pupils. Pupils make these informed decisions as a result of the fact that they listen well to advice that they are given, sometimes from other pupils as well as adults, because they co-operate readily with one another. They enhance these skills through their good behaviour. They share resources well and work with sustained concentration. When they have evaluated systematically they make well-judged alterations and improvements as their work progresses.
91. The work in design and technology is well co-ordinated by a well-informed co-ordinator. The scheme of work is based upon national guidelines and supports teachers appropriately in devising a good range of tasks that produce pleasing end products. Resources are satisfactory. Design and technology work is enhanced by attractive displays of end products around the school.

GEOGRAPHY

92. This subject is taught alternatively with history as part of the school's topic cycle. Only a limited number of lessons were observed. However, pupils' work from the current academic year, together with displays of work and subject planning were examined. In addition, discussions with pupils took place. It is clear that satisfactory standards are being achieved throughout the school, with instances of good work in Years 1, 2, 5 and 6. On leaving school, most pupils have acquired appropriate knowledge of geographical features, the locality and more distant places. They have acquired satisfactory mapping skills and in Key Stage 1 these skills are better than those expected for seven-year-olds.

93. Pupils speak enthusiastically about their geography lessons particularly when they have been involved in fieldwork activities, for example residential visits to the Pennine Moors by the older pupils and to Worsbrough Mill by Year 2 pupils. It is evident from Year 2 work that the pupils are acquiring a range of enquiry skills and an ability to compare and contrast geographical features of differing locations. After a visit to the Doncaster Dome leisure site, pupils in Year 1 drew good quality maps showing the correct location of features they had seen on their visit. Some of these young pupils are acquiring the concept of "birds-eye" representation of features on maps and almost all understood the use of symbols, this aspect being linked well to work in information technology. Standards are not high enough when teachers attempt to teach facts, for example the names of continents, out of context and without giving pupils adequate reasons for the exercise. This results in pupils becoming bored and disinterested.
94. Most of the teaching is good. The overall good quality of teachers' planning helps ensure that the place of geography within a topic is sufficiently substantial and the recent adoption of national guidelines has aided the consistent development of skills and knowledge. Lessons are planned to take account of the range of ability within the class and suitable tasks are set. Monitoring of planning is effectively carried out by the co-ordinator although there has been little monitoring of pupils' work or teaching. A portfolio of work is being developed in order to assist in assessing levels.
95. In the best lessons, teaching is characterised by good use of the question "why". For example, in a Year 1 class when pupils were asked about universally recognised symbols, they had first to decide which were universal and then give reasons why these symbols were used. Appropriate emphasis is placed on speaking and listening skills especially at the end of lessons when pupils explain their findings, the teacher emphasising the need for clear and precise speech. The subject knowledge of teachers is satisfactory.
96. The subject co-ordinator and teachers have maintained the standards reported in the last inspection with some improvement evident in certain classes. The co-ordinator gives suitable advice when requested and has acquired sufficient resources except for recent Ordnance Survey maps of which there is a shortage. Good quality liaison with the local secondary school and with other schools helps to make sure that pupils have geographical experiences which build on prior learning.

HISTORY

97. History is taught each term alternatively with geography as part of the topic cycle. Evidence from lessons observed, scrutiny of work, teachers' records and discussion with pupils shows that standards in history are in line with expectations overall and are good in Years 2 and 6. By the time they leave school at the end of Key Stage 2, most pupils have a satisfactory knowledge of historical events and of key historical characters. They have a good sense of chronology and of the main historical periods and their concepts of cause and consequence are well established. They recall with a reasonable degree of accuracy details of historical periods they have studied, for example details of the Aztec civilisation, life in Tudor times and of Victorian childhood. Pupils speak enthusiastically about their history topics. They demonstrate a good sense of enquiry with the oldest pupils understanding the difference between fact and opinion and the need to critically compare and contrast information from a variety of sources. However, in some classes in Years 3 and 4, there are examples of low level expectations with some work being set which is little more than colouring in a given outline and with little extension of learning. Some very good work was observed in a Year 6 class as a result of thorough preparation, very good use of resources and

above average subject knowledge. The teacher organised the groups well, paying particular attention to setting appropriate tasks for those with special needs. The pupils respond well when the teacher poses interesting questions and encourages research. In one class, pupils took turns to add to their knowledge through the use of CD-ROM material and by accessing the Internet. They gained considerable amounts of knowledge from these well-planned activities.

98. Teaching has been aided by the adoption of national guidelines with careful selection of elements to meet the needs of pupils and to ensure consistency in developing skills and knowledge. The quality of teaching is good. Planning is of good quality and the knowledge, understanding and enthusiasm of most of the teachers aid learning. Most show a good ability to bring history alive through story and through an understanding that detective work using evidence from the past appeals to pupils. A criticism in the last report was that there was some limitation in opportunities for the development of complex historical concepts. In the school now there is evidence that as pupils acquire knowledge, they are helped to become effective enquirers. Resources are used well, particularly those from the local museum service and historic sites. Assessment of work is developing, with the building up of a portfolio of work, but this is in its infancy. At present in most classes insufficient help and advice is being given to pupils through marking on how they might extend their learning and further improve their work.
99. The last report stated that standards in history were satisfactory. This level has been maintained and in some classes standards are now good. The co-ordinator has worked hard to provide good quality guidance on teaching methods and on building up good quality resources. She reports having received considerable benefit from attendance at an extended course on humanities and has been able to pass on information and support to other staff. However, there is insufficient monitoring of teaching and learning.

INFORMATION TECHNOLOGY

100. Standards are well below national expectations at the end of both key stages and the quality of learning and progress over time is poor. Learning has not kept pace with recent developments in the subject and this represents a decline in the position at the time of the previous inspection. Recently a small information technology suite has been established and there are plans to increase the resources available to the subject. However, pupils are still not receiving systematic experiences of the subject from year to year. During the inspection very little teaching of the subject was seen and there is little evidence that information technology is used in other areas of the curriculum. As a result evidence was gained from talking to pupils and teachers and from inspecting teachers' files. This judgement supports the parents' views that at the present time the facilities available in the computer suite are being wasted through a lack of use. The teaching of information technology does not comply with statutory requirements.
101. By the end of Key Stage 1, most pupils have a basic familiarity with the hardware and the programs in use. They have satisfactory control of the mouse and know basic keyboard functions. Year 1 pupils produce a 'pie chart' to show who can hear the furthest away. They enter text when printing their name and address though many need support to do so. They make changes to teacher produced text, for example, underlining and changing case and then print their work. Year 2 pupils enter text for a Christmas message and print it.

102. By the end of Key Stage 2, few pupils are confident in using computers and have a very limited range of skills. Year 3 pupils combine text and graphics to produce a Christmas card and use a music program to manipulate sound. Year 5 pupils enter text and print a limerick they have composed. They produce a newspaper report on a plan to sell off part of their playing field for senior citizens housing. In a Year 5 lesson with a group of 15 pupils they made good progress due to the knowledge of the teacher. They import images, move them around the screen, and rotate and resize the images. Pupils change font, colour and use many of the tools on the computer. Due to the teaching they receive they are developing in confidence and are able to explain and demonstrate what they are doing. This lesson, however, was the exception rather than the rule.
103. Learning and progress, overall, is poor. In both key stages, pupils do advance in mouse control and in basic word processing skills. However, progress in generating, organising and amending information is poor, as is that in control and modelling aspects of the subject. There are few opportunities for pupils to use information technology in other areas of the curriculum and this limits opportunities to use computers for the consolidation of basic literacy and numeracy skills.
104. In the lesson seen attitudes to work on the computers were good. Pupils are interested in the technology and enjoy working in the computer suite. They co-operate well and take turns and help each other when working in pairs. Behaviour is good and equipment is treated with care and respect. Pupils talk enthusiastically about the computers they have at home but express disappointment at the limited opportunities to use computers in school.
105. The quality of teaching is poor overall. In the lesson seen the teaching was good but this is an exception. A few teachers have a secure understanding of the subject but are inhibited by a lack of both hardware and software. Others are lacking in confidence and so there is an urgent need for in-service training. Even though the computer suite is now open, there is little evidence that it is being organised and used to increase pupils' skills. Some classrooms have a computer but during the week of the inspection they were rarely switched on and seldom in use.
106. The co-ordinator has been absent through illness since the beginning of the school year. The school realises that there is a need for more resources for the subject and is exploring how this might be achieved in the future. Information technology is a priority in the school development plan. The school has a large budget surplus and this could be used to provide the necessary resources and more suitable accommodation in order to assist the school in raising standards. A development group has been set up to plan the improvements needed. A satisfactory scheme of work has been developed and there are examples of teacher generated assessment procedures ready to be used but these are not common to all classes. There is now an urgent need for more resources and for application of leadership to provide the structure and organisation necessary to enable the pupils to develop the knowledge, skills and understanding they need.

MUSIC

107. Pupils' attainment in music is, overall, above the standard expected for their age and they make good progress. Standards have been maintained effectively since the previous inspection. Pupils with special educational needs make good progress and have access to the many opportunities available in the school. Membership of the Danum Pyramid of schools adds to pupils' opportunities to learn at combined performances for singing, recorder playing and instrumental events. All aspects of the

subject are covered satisfactorily and planning clearly covers the National Curriculum Programmes of Study. In a Year 2 lesson pupils satisfactorily consolidate earlier learning of clapped rhythms. They structure rhythms with awareness of the tempo and repeat them to good effect. They rehearse short compositions to prepare for writing a score and become aware that symbols represent sounds. By the end of Key Stage 2 pupils have made good progress. Pupils' learning is rapid in a very good Year 5 lesson where pupils show good knowledge and understanding of notation. They read music effectively and play tuned percussion instruments to a piano accompaniment with understanding of higher and lower notes and anticipate the sounds they make as they read and translate the notation. Year 6 pupils transfer their musical knowledge to play keyboards effectively. They learn to follow notation on sheet music from a commercially produced scheme that successfully extends their knowledge and understanding of rhythm, pitch and tempo.

108. In both key stages musical vocabulary is developed well. The appreciation of music is insufficiently supported in other areas of the school, for example assemblies, where there are insufficient opportunities to listen to and appraise the works of some of the famous composers and musicians. Pupils with percussion instruments make a good contribution to school assemblies and perform well. All pupils have the opportunity to sing together in weekly lessons where pupils sing in key stage groups and make good improvement in clarity of diction, and awareness of tone, pitch and rhythm. School dramatic and musical productions give every pupil the opportunity to perform and this gives purpose to the music and confidence in performance. Pupils benefit from the instrumental tuition of visiting teachers. In a violin lesson seen, the pace of learning was excellent; the pupil related the notation well to the melody and recognised sounds in playing, self-correcting appropriately.
109. The response of pupils to music is good. Their response to the enthusiasm and knowledge and understanding of specialist teachers is very good. Pupils enjoy the lessons and persevere to succeed. They work together well, in groups and pairs, sharing willingly and helping each other with their work. They respect the instruments and equipment. They have pride in their performance and respect the contribution of others to music making. Their behaviour is good and this benefits their learning and performance.
110. In the lessons seen, teaching, overall, was good and never less than satisfactory. Specialist teaching is good and sometimes very good due to the good knowledge and musical skills of the teachers and an enthusiasm for the subject that motivates the pupils. Pupils are motivated further by the fun and competitive elements that are introduced and learn quickly because of the good pace of the lessons. In the school, generally, music has received insufficient emphasis. In-service training, that would increase the confidence of staff who lack sufficient musical knowledge, has been insufficiently considered in curriculum development. Teaching of recorder playing in the extra curricular recorder clubs is good and has a good impact on pupils' learning.
111. The music co-ordinators are enthusiastic, have a good knowledge and understanding of the subject and work well with the other specialist music teachers on the staff. There is an appropriate scheme of work that has been reviewed and will be up-dated in the light of the new National Curriculum document. Teachers' planning is monitored to ensure coverage of the National Curriculum. There is, however, no time available to monitor the quality of teaching and learning. Resources for the subject are good, overall. Sufficient keyboards for a class group have been made available, in response to recommendations of the last inspection. All the music resources are in good condition and are stored for easy accessibility for the classes using them. Accommodation for the subject, in a spacious studio, is very good.

PHYSICAL EDUCATION

112. The standard of work seen in physical education is in line with that expected for the pupils' age at the end of Key Stage 1 and above that expected at the end of Key Stage 2. This is an improvement on the previous inspection report and is the result of a continuing good range of extra-curricular opportunities for older pupils and of the good and sometimes very good quality of teaching in the later years of Key Stage 2. Learning and progress in the majority of lessons seen in both key stages was mostly good. Regular swimming for Year 5 pupils ensures that a large majority make at least satisfactory progress. Learning is equally good for pupils with a special educational needs. Pupils have regular experiences of gymnastics, dance, movement, games and athletics and there is the opportunity for Year 6 pupils to take part in a residential visit and participate in appropriate adventurous outdoor pursuits. Due to timetable arrangements no lessons were seen in Year 2 or Year 6 but from scrutiny of teachers' planning, photographs and discussions with pupils and staff, it is clear that skills are built on effectively in these years.
113. By the end of Key Stage 1, pupils have appropriate co-ordination skills and an awareness of space. They follow teachers' demonstrations well and show good levels of confidence. For example younger pupils imitate the shape and movement of a balloon. They are beginning to move with control and an awareness of others. Pupils stretch and curl, travel across the floor and balance using different parts of their body. They understand changing direction and are becoming aware of the effects of physical exercise on their bodies. From a very early age they develop good routines in the subject. They come into and leave the hall quietly, listen carefully to their teachers, show an appreciation of the efforts of others and are taught to be aware of the safety aspects of physical education. At the end of Key Stage 2 pupils develop good skills when learning the techniques associated with netball and basketball. They are able to control a ball well with their hands, practise dribbling and learn to move the ball around their body. They have a good understanding of terms such as 'waist wraps' and 'feints'. They practice shooting and higher attaining pupils are developing good levels of accuracy and control.
114. The attitudes and behaviour of the pupils were very good in all the lessons seen with the exception of one lesson in Year 3. Pupils enjoy the subject and are encouraged to do so by a high quality of teaching and the provision of extra-curricular activities and visiting specialist coaches. They have developed very good class routines and show that they have good listening skills.
115. Overall the quality of teaching is good. Very good teaching was seen in both Reception and Year 5 from teachers who have specialist knowledge of the subject. An unsatisfactory lesson was seen in Year 3 as two classes were amalgamated in the hall and this resulted in problems of control, noise and a lack of pace to the lesson. The result was limited and ineffective learning. The lesson did not build upon the good subject routines that the pupils had already developed. Most teachers have good subject knowledge and lessons are planned to a consistent and good structure. They have suitable warm up activities, a key teaching input time to practise skills and a cooling down session. Both teachers and pupils change appropriately for lessons. In the lessons seen the teachers' enthusiasm for the subject transmits positive encouragement to the pupils. When teachers take an active part in lessons and are able to join in and demonstrate the activities, they provide a good role model for the pupils and encourage them to persevere and improve. Good demonstrations of the correct techniques help pupils to develop key skills well and give them the confidence

to make future progress. Teachers highlight good performance, showing that the school has taken note of a comment in the previous inspection report.

116. There is good management of the subject and a scheme of work that gives sufficient guidance to teachers in planning the development of skills from year to year. However, there is little monitoring of teaching. Extra-curricular activities include soccer tournaments for both boys and girls, inter-school athletics, swimming galas, rounders, netball and a gymnastics competition. There are close links with local soccer and rugby clubs and the school enjoys success in competitive sport. The school takes part in a number of award schemes for swimming, basketball, athletics and gymnastics. The co-ordinator does not have the opportunity to monitor the quality of teaching and learning. Resources for the subject are good.

RELIGIOUS EDUCATION

117. Attainment in religious education, when measured against the targets in the local agreed syllabus, is in line with what is expected across both key stages but with some attainment above expectations in Key Stage 2. This is an improvement upon standards reported at the last inspection. All pupils, including those with special educational needs, are supported well in their learning. Skills, knowledge and understanding of a good range of religions are developed consistently.
118. There is a good pattern of learning across both key stages and particularly effective learning at the end of Key Stage 2. In Key Stage 1, learning is enhanced when pupils are given opportunities to make contributions to discussions. Their contributions are invariably perceptive ones that are based upon listening carefully to one another and adults. They take account of the views of others with empathy for others' viewpoints. This leads to them being able to produce ideas that take one another's learning forward when they consider the similarities and differences between the Christian and Jewish faiths. The development of speaking and listening skills continues at Key Stage 2. This is particularly encouraged by the circle time in Year 4, for example when pupils consider issues that are relevant to them such as tolerance. At the end of this key stage learning is very good when pupils return to consider Judaism. They are well supported by having artefacts provided for them that make their learning more meaningful. They work in small groups with the artefacts as they think about responses to probing questions. They draw sensible conclusions to their discussions to confirm their maturity that is based upon the work they have done in the earlier key stage.
119. The quality of teaching is good in both key stages with some very good teaching in Year 6. At Key Stage 1 good teaching is characterised by good use of voice in telling stories or presenting facts to pupils. This engenders awe in pupils and ensures that they listen carefully to detail. There is good interaction generated in Year 2 by the good resources which support pupils in gaining knowledge and understanding of the differences and similarities in religious traditions. The good use of resources continues in Key Stage 2 where teaching strategies are enhanced by good organisation and the quick pace to learning is maintained. High expectations are added to the other skills of teaching in Year 6; pupils are expected to form their own views, draw conclusions and express them in a well thought out and structured way.
120. Pupils' attitudes to religious education are good in both key stages. In Key Stage 1 they stay on task as they talk sensibly to each other and learn from one another in consequence. They behave politely. This helps them to develop their interaction with one another and adults at Key Stage 2. Here they show high levels of concentration in order to make sensitive contributions to discussions. Where attitudes are best at the

end of the key stage pupils are excited by their tasks but develop their responses to them in a mature, considered way. The local agreed syllabus is being reviewed which highlights the need to nominate a subject co-ordinator.