

INSPECTION REPORT

Worsbrough Common Primary School

Barnsley

LEA area: Barnsley

Unique Reference Number: 106576

Inspection Number: 190968

Head Teacher: Mr W S Harris

Reporting inspector: Mr D Hardman

17794

Dates of inspection: 15 – 18 November 1999

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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
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Lawson
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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	Art	Attainment and progress
	Music	Teaching
	Areas of learning for children under five	Leadership and management
		The efficiency of the school
A Sanders		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Accommodation
M McLean	English	Pupils' spiritual, moral, social and cultural development
	Religious education	
M Rothwell	Science	Staffing
	Design and technology	
	Physical education	
	Special educational needs	
	Equal opportunities	
M Sheard	Mathematics	The curriculum and assessment
	Geography	Learning resources
	History	

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MAIN FINDINGS

What the school does well

- When compared to similar schools, pupils achieve above average results in science by the end of Key Stage 2.
- The provision made for pupils with special educational needs is good.
- The provision for pupils' moral and social development is very good, it is good for spiritual development.
- The school has very good links with the community and these are used very effectively to support pupils' learning. The provision for extra curricular activities including sport is very good.
- The school is a caring community and pupils are provided with good support and guidance. The school values its pupils as individuals, which promotes their self-esteem and develops positive attitudes to learning, good behaviour and good relationships.
- The school values the important role played by parents. Links with parents are very good and they are encouraged to become involved in the day-to-day life of the school.

Where the school has weaknesses

- I. Standards in national tests by the end of Key Stage 2 are well below average in English and mathematics.
- II. Pupils' attainment and progress are unsatisfactory in information technology in both key stages and in religious education in Key Stage 2.
- III. The school's curriculum is not sufficiently balanced. Information technology, religious education and design and technology are not planned well enough. Teachers' planning does not clearly identify the knowledge, skills and understanding to be taught in these subjects.
- IV. There is no clear definition of the roles of responsibility for the deputy head teacher and some subject co-ordinators.
- V. The school makes ineffective and inefficient use of some staff.

The school has strengths in a number of important areas, especially those that they have targeted, and the strengths do outweigh the weaknesses. Despite the below average attainment reached by 11 year olds in many subjects, the implementation of the Literacy and Numeracy Strategies is having a positive impact on pupils' attainment in English, mathematics and science. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents.

How the school has improved since the last inspection

The school has made several improvements since the last inspection and the capacity for future improvement is satisfactory. The school now has an effective long-term development plan, which focuses on achievable objectives, is monitored regularly and initiatives are effectively evaluated. For example, the school has successfully monitored and evaluated the budget and has eliminated the large deficit built up in previous years. The budget is now in credit.

A consistent approach to assessment has been established. A new policy has been written and good procedures are in place to assess the attainment and progress of all pupils. Teachers keep examples of pupils' work in most subjects and record regular assessments of pupils' progress. Teachers use assessments to guide their planning and ensure that pupils build effectively on their previous learning.

The implementation of the Literacy and Numeracy Strategies has improved the progress pupils make as they move through the school; this is also reflected in the improvement in science as pupils move from one year group to another. The adoption of a commercial scheme of work for music and the use of musical expertise with a visiting pianist is having a positive effect on pupils' singing ability throughout the school.

Standards in subjects

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

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

In the 1999 tests for 11 year olds, the school's results were well below the national average in English and mathematics and below the national average in science. However, when compared to schools with pupils from similar backgrounds the school's performance was better, with English and mathematics just below the average and science above the average. The school results in 1999 for all three subjects were higher than the previous year. Almost one quarter of the pupils in Year 6 were absent from the tests in 1999 and so comparisons with previous years and analysing trends over time are not statistically reliable.

The overall level of attainment of children entering the nursery is well below the national average although the full ability range is represented. Children make very good progress in their personal and social development and good progress in all other areas of learning. However, because a large proportion of children from the nursery go to other primary schools, children's attainment on entry to the reception class is still well below the levels expected in language and literacy, mathematics, knowledge and understanding of the world and creative development. Their physical development matches the expectations for five year olds.

Pupils make good progress in most subjects in Key Stage 1. Despite this, by the age of seven pupils' attainment is below the level expected for their age in English, mathematics, science and information technology. Pupils do not make sufficient progress in information technology because of inconsistent use of resources and the limited opportunities to use information technology to support their studies in other subjects.

Pupils make steady progress in English, mathematics and science in Key Stage 2, although a number of pupils have joined the school part way through their educational career and have not benefited from the school's work in Key Stage 1. Consequently, pupils' attainment is below the level expected for their age in English, mathematics and science. Pupils do not make sufficient progress in information technology and religious education because of the limited opportunities to cover the full range of experiences required by the National Curriculum and the Locally Agreed Syllabus. As a result, their attainment is below the level expected in these subjects by the age of 11.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Good
Science		Good	Satisfactory
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

Sixty one lessons or part lessons were seen. Teaching was satisfactory or better in 100 per cent of lessons, it was good in 49 per cent and very good in a further 7 per cent of lessons.

Teaching was consistently good for children in the nursery and for Key Stage 1. Mathematics is taught well in both key stages and English and science are taught consistently well in Key Stage 1. Although in the lessons seen the quality of teaching for religious education was satisfactory, the subject is not planned effectively using the Locally Agreed Syllabus.

Few information technology lessons were seen and there was insufficient evidence to make a secure judgement on the overall quality of teaching throughout the school. However, discussions with teachers and pupils and incidental observations during other lessons, provide sufficient evidence. Some teachers lack confidence and experience with the new information technology resources and this subject is not taught sufficiently in both key stages to systematically develop pupils' skills.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour and relationships are good, although a small minority of pupils in Year 4 often behave immaturely.
Attendance	Satisfactory. Attendance is slightly below the national average. Unauthorised absence is not recorded correctly and there is some persistent lateness although lessons start on time.
Ethos*	Good. The majority of pupils have good attitudes and they want to learn. Relationships between pupils, teachers and other adults are good. The school strives to do well and teachers are committed to raising standards, especially in literacy and numeracy.
Leadership and management	Satisfactory. The head teacher cares deeply for the school and promotes very good links with the community. The governors are supportive and actively involved in the management of the school. However, the school makes ineffective and inefficient use of some staff. There is no clear definition of the roles of responsibility throughout the school. A number of statutory requirements are not met.
Curriculum	The provision for children in the nursery is good. The curriculum for the rest of the school is broad but not balanced. The school's planning systems are inconsistent and do not always ensure that pupils are taught in a logical sequence that builds on their previous learning. Information technology and design and technology in both key stages and religious education in Key Stage 2 offer a narrow range of experiences. Assessment procedures are good and are used effectively. Very good extra curricular activities, visits and visitors enhance the curriculum and widen pupils' horizons.

Children with special educational needs	Provision for pupils with special educational needs is good. The targets set for pupils are clear and well defined. Teachers and support staff meet their needs effectively.
Spiritual, moral, social & cultural development	Provision for moral and social development is very good and effectively promotes the good relationships in the school. It is good for spiritual development and satisfactory for cultural development. The school's work in these areas is considerably enriched by its links with parents and the community.
Staffing, resources and accommodation	Teaching and non-teaching staff are committed, hard working and professional. The school has a large number of staff to support pupils with special educational needs. Resources are adequate for most subjects and good for information technology. The school's buildings are used well although the lack of space limits the use of the library. The outside areas of the school have been developed well.
Value for money	Finances are managed effectively and the school has overcome the disadvantages of a deficit budget. There is now a small contingency for future initiatives. The school runs efficiently on a day-to-day basis and provides satisfactory value for money.

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

The parents' views of the school

What most parents like about the school

VI. The school encourages parents to play an active part in its life.

VII. The school is approachable.

VIII. Their children achieve a good standard of work.

IX. The school's values and attitudes have a positive effect on their children.

X. Their children enjoy going to school.

What some parents are not happy about

XI. The work the children are expected to do at

XII. The standards of behaviour of some pupils.

Parents are right about the positive comments made and pupils' attainment and progress are improving in the majority of subjects, particularly in Key Stage 1. The inspection team agrees with comments that the school does not consistently encourage pupils to complete homework tasks. The behaviour of the majority of pupils is good although a small minority of pupils in Year 4 behave immaturely.

KEY ISSUES FOR ACTION

To raise standards and further develop the quality of education the governors, head teacher and staff should:

- (a) Raise attainment and improve progress in information technology by the end of both key stages by:
 - XIII. improving teachers' knowledge, skills and understanding of how new resources can be used in information technology;
 - XIV. providing more opportunities for pupils to use computers as a means of controlling and monitoring experiments and investigating options in real or imaginary situations;
 - XV. widening the range of information technology experiences offered to pupils in all subjects.
(Paragraphs 17, 27, 37, 61, 64, 70, 71, 74, 111, 114, 131, 137, 139, 140 – 144)

- (b) Raise attainment and improve progress in religious education, particularly by the end of Key Stage 2 by:
 - XVI. raising teachers' expectations of what pupils should know, understand and be able to do;
 - XVII. improving teachers' knowledge of world faiths to be taught;
 - XVIII. following the Locally Agreed Syllabus programmes of study and developing supportive guidance that indicates clearly the knowledge, skills and understanding to be taught in each year group;
 - XIX. assessing pupils' attainment against the Locally Agreed Syllabus end of key stage statements.
(Paragraphs 18, 28, 32, 37, 48, 70, 158 – 160, 162 – 164)

- (c) Provide a balanced curriculum by:
 - XX. ensuring that information technology and religious education meet the requirements of the National Curriculum and the Locally Agreed Syllabus;
 - XXI. clearly identifying, for all subjects, the knowledge, skills and understanding to be taught in each year group;
 - XXII. monitoring the work of the school to ensure that pupils build effectively on their previous experiences.
 - XXIII. (Paragraphs 29, 37, 61, 92, 113, 131, 137, 144, 163)

- (d) Ensure the effective and efficient use of staff by:
 - XXIV. defining more clearly the role of the deputy head teacher and the subject co-ordinators;
 - XXV. reviewing the use of non-contact time and the use of classroom assistants in some lessons.
 - (Paragraphs 29, 34, 61, 66, 68, 73, 92, 137)

Note - the school has already identified issue (a) and has an action plan in place to tackle the points identified above.

In addition to the key issues above, the following weaknesses should be considered for inclusion in the action plan:

- XXVI. Continue to improve national test results by the end of Key Stage 2 in English, mathematics and science. (Paragraphs 13, 16, 84, 97, 106)
- XXVII. Ensure that pupils systematically develop appropriate skills in design and technology.
(Paragraphs 19, 29, 37, 122, 123, 125)
- XXVIII. Meet all statutory requirements by:
 - a) providing reports to parents that give information on pupils' attainment and progress in all subjects; (Paragraphs 43, 57, 163)
 - b) including in the governors' annual report to parents information on the progress made since the last inspection, a financial statement, a description of the arrangements for pupils with disabilities and any changes in the policy for pupils with special educational needs. (Paragraph 62)

b)

b) **INTRODUCTION**

b) **Characteristics of the school**

1 There have been few changes to the catchment area since the last inspection. Worsbrough Common Primary School is situated on the edge of a council housing estate in the local education authority of Barnsley. The school serves an area of social deprivation in which over half of the households have no adult in employment.

2 There are two hundred boys and girls currently on roll with an additional sixty eight children attending the Nursery on a part time basis. Children enter the nursery from a wide area and a large proportion transfer to schools closer to where they live. The nursery is in a separate building to the rest of the school. All other pupils are now taught in one building, which includes seven classrooms, a hall, dining room, library, resource area and office.

3 The overall level of attainment of children entering the nursery is well below the national average although the full ability range is represented. There are currently no pupils who have English as an additional language and few come from ethnic minorities. Approximately fifty four per cent of pupils are eligible for free school meals, which is well above the national average. Twenty eight per cent of pupils have been identified as having special educational needs, this is higher than the national average and two per cent have statements of special educational need, which matches the national average.

4 The following statements show the school aims:

- the school's philosophy will be firmly rooted in child centred concrete learning;
- we will aim to encourage each child to observe and make sense of their world and to develop skills and knowledge that will equip them to take an active part in the development of their own community and their own lives;
- we aim to develop an ethos of care and respect for others which stems from a core of self discipline and self respect;
- we encourage children to make informed choices and to take responsibility for the outcome of these choices;
- our commitment to meet the individual needs of the children will be shown in our planning, assessment and in the recording of achievements;
- the school will support a multi-disciplinary approach to individual and special needs and should have close links with all support services.

5 The main targets for development are to:

- continue to develop the Literacy and Numeracy Strategies by monitoring the effectiveness of their implementation;
- raise pupils' attainment in information and communication technology and to implement the requirements effectively;
- introduce standardised tests to help the school set realistic and challenging targets for all pupils;
- continue staff training to improve teachers' knowledge and expertise in English, mathematics and information technology;
- review and continue to improve pupils' behaviour and attendance;
- maintain and extend links with parents and the local business community;
- continue the programme for governor training and extend their involvement in all aspects of school life.

b) **Key indicators**

6 Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	14	21	35

b) National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	16	13	15
	Total	28	25	27
Percentage at NC Level 2 or above	School	81% (71%)	72% (68%)	80% (54%)
	National	85% (80%)	86% (81%)	90% (84%)

b) Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	11	11
	Girls	14	13	10
	Total	24	24	21
Percentage at NC Level 2 or above	School	71% (68%)	71% (54%)	62% (61%)
	National	82% (81%)	86% (85%)	87% (86%)

7 Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:				
Year	Boys	Girls	Total	
1999	17	16	33	

b) National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	6	12
	Girls	8	9	12
	Total	15	15	24
Percentage at NC Level 4 or above	School	45% (32%)	45% (34%)	73% (31%)
	National	73% (65%)	72% (59%)	83% (69%)

b) Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	16
	Girls	10	10	15
	Total	18	18	31
Percentage at NC Level 4 or above	School	55% (31%)	55% (34%)	94% (23%)
	National	68% (65%)	69% (65%)	75% (72%)

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

2 **8 Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	8.2
	Unauthorised	School	5.7
	Absence	National comparative data	0.5

2

2 **9 Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	4
	Permanent	0

2 **10 Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	7
	Satisfactory or better	100
	Less than satisfactory	0

2 PART A: ASPECTS OF THE SCHOOL

2 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

2 Attainment and progress

11 The overall level of attainment of children entering the nursery is well below the national average although the full ability range is represented. Children make very good progress in their personal and social development and good progress in all other areas of learning. However, because a large proportion of children from the nursery go to other primary schools, children's attainment on entry to the reception class is still well below the levels expected in language and literacy, mathematics, knowledge and understanding of the world and creative development. Their physical development matches the expectations for five year olds.

12 In the national tests for seven year olds in 1999, pupils' performance was below the national average in reading and mathematics and well below average in writing. The number of pupils reaching the higher level in the tests for reading was below the national average but it matched the national average in writing and mathematics. In the national teacher assessment for seven year olds in 1999 in science, pupils' attainment was well below the national average and the number reaching the higher levels was also well below the national average. Pupils' results are also well below average when compared to similar schools although the number reaching the higher level was just below average. Compared with similar schools in 1999, standards in reading and mathematics were well above average but below average in writing. The number of pupils reaching the higher levels was well above average in reading and writing and above average in mathematics. Results in 1999 were an improvement on the previous year. Since the last inspection, the rate of improvement in test results has been variable due to the differing number of pupils with special educational needs in each year group and the nature of their special needs. It is, therefore, inappropriate to compare trends over time with the national trend.

13 In the 1999 tests for 11 year olds, the school's results were well below the national average in English and mathematics and below the national average in science. The number of pupils reaching the higher level was also well below the average in English and mathematics and below average in science. However, when compared to schools with pupils from similar backgrounds the school's performance was better with English and mathematics just below the average and science above the average. The number of pupils reaching the higher level when compared to similar schools was also better with English and mathematics matching the average and science above the average. The school results in 1999 for all three subjects are higher than the previous year.

14 The difference between inspectors' judgements and the test results is explained by the fact that the school's implementation of the National Literacy and Numeracy Strategies is beginning to have a positive impact on the current Year 2 and Year 6 pupils, and that nearly a quarter of the Year 6 cohort was absent for the 1999 tests. The targets set to improve pupils' attainment and progress, in both subjects, are also having a positive effect on standards. Standards against individual targets have improved and the school has set realistic targets for the end of Key Stage 2 tests, which take careful account of pupils' present levels of attainment. The school has made considerable efforts to improve the achievement of boys and this is beginning to have a positive effect on their attainment and progress. Standards are the same as in the previous inspection in many subjects because the school had similar numbers of pupils with special educational needs as they do now. Standards vary considerably from year group to year group depending on the percentage of pupils with special educational needs and the nature of their learning difficulties. It is, therefore, difficult to make valid comparisons of each year's work.

15 In English, pupils make good progress in Key Stage 1 in developing their reading, writing and listening skills and steady progress in developing their speaking skills. As a result, their attainment has improved by the end of Key Stage 1 and matches the level expected for their age in listening and reading, although it is still below the level for speaking and writing. Pupils, including those with special educational needs, listen carefully to their teachers and understand the questions asked or instructions given. In Year 1,

not all pupils are willing to join in discussions; however, pupils in Year 2 are beginning to improve their skills by adding more detail when answering questions. Pupils develop a variety of skills to help them read. For example, they use their knowledge of letter sounds well to read unfamiliar words. Pupils' writing skills develop well and in Year 2 some pupils write up to a page in their personal diary. In mathematics and science, pupils make good progress. Although their attainment, by the end of Key Stage 1, is below the level expected for their age in both mathematics and science it has improved since they started school. Pupils add and subtract accurately and use mental recall to show they know their two, five and ten times tables. Their knowledge of mathematical language improves well; by the end of the key stage they recognise, and use 'greater than', 'total' and 'difference' accurately. In science, pupils make good progress and, by the end of Year 2, recognise the conditions needed to make plants grow, identify different light sources and sort materials into sets using appropriate scientific language. The positive impact of the Literacy and Numeracy Strategies and the emphasis on experimental science are improving pupils' attainment.

16 Although pupils' attainment is still below the level expected for their age by the end of Key Stage 2 pupils make steady progress in English, mathematics and science. In English, pupils' speaking skills have improved and they listen to each other with respect, express ideas clearly and thoughtfully and make relevant comments, both during class discussions and when working in groups. Pupils' reading is often stilted and in Years 3 and 4 only a few read fluently. Improvements are being made and, by the end of the key stage, pupils read more fluently and many talk sensibly about the plot, characters and the parts they enjoyed the best. In Year 6 most pupils' writing is well organised and they are aware of basic punctuation and the need for paragraphs. However, as the quantity of writing increases, the use of punctuation and neat presentation decreases and the standard of presentation is often below the expected level for pupils in Key Stage 2. In mathematics by the end of the key stage, pupils add and subtract numbers to one thousand, use decimal notation and make simple graphs. Many use their mathematical knowledge well to find perimeters and areas of shapes but they do not apply this knowledge effectively when solving problems, for example, calculating the total area in a room to solve a particular mathematical challenge. Pupils continue to make steady progress in science although, by the age of eleven, their attainment is below the level expected for their age. Pupils carry out investigations and understand the conditions needed to make a test fair, make predictions and record their work accurately.

17 By the end of both key stages, pupils' attainment in information technology is below the levels expected for their age and progress is unsatisfactory. This is because of a combination of inconsistent use of information technology and insufficient use to record and handle data in other subjects. There are too few opportunities for pupils to use computers to control and monitor experiments and investigate options in real or imaginary situations, for example, finding their way through a story program where their decisions affect the way the story develops. By the age of seven, pupils' attainment matches the level expected for their age in using a simple word processor, an art program and a tape recorder. By the age of eleven, pupils' attainment matches the level expected for using word processors, incorporating pictures in their work and using simple data programs to create graphs. The school is aware of areas for development and has good plans to improve provision for information technology. Standards appear to have fallen since the last inspection which is partly due to the change to different computer systems and the time it takes for staff to become confident in the use of new equipment and resources.

18 By the end of Key Stage 1, pupils' attainment in religious education is in line with the Locally Agreed Syllabus. Pupils make steady progress in Key Stage 1, know different Bible stories, and understand aspects of Muslim family life and the festival of Eid. Pupils make unsatisfactory progress in Key Stage 2 and, by the end of the key stage, pupils' attainment is below the expected level in the Locally Agreed Syllabus. Pupils understand the main events in the story of the birth of Jesus and some stories of his life. However, their knowledge of different world faiths is confused and very few pupils know the different parts of the Bible, for example, that the book of Genesis is the first book in the Bible.

19 Pupils make good progress in art, history, geography and physical education in Key Stage 1. They make good progress in art and physical education in Key Stage 2. In all other subjects, except design and technology in both key stages, pupils make satisfactory progress. In design and technology pupils'

progress is unsatisfactory because the subject is not planned well and is inconsistently taught in both key stages.

20 Pupils with special educational needs are identified at an early stage and individual education plans are written for them. These pupils are well supported by teachers and when working with specialist staff in the classroom and in small groups. Teachers and other support staff know their pupils well. As a result, pupils with special educational needs make good progress in Key Stage 1 and at least satisfactory and occasionally good progress in Key Stage 2 towards the targets set for them in their individual education plans.

2

2 **Attitudes, behaviour and personal development**

21 Pupils' attitudes, behaviour and relationships are good. The school has maintained this standard since the last inspection. Most pupils enjoy school and have good attitudes towards their learning. From the earliest age, the majority are well motivated and interested in all activities in the classroom. Over time pupils learn to persevere with tasks until they have completed them. The majority of pupils listen carefully and contribute to discussions with increasing confidence. Throughout the school pupils eagerly share their work with adults and happily respond to queries with basic explanations. They collaborate well with each other, offering help where appropriate and they give each other good support, for example, in physical education lessons. Pupils are sensitive and respect the ideas and suggestions of others.

22 Behaviour in the classrooms is generally good. Most pupils settle to their work quietly and the teachers deal with any disruptive behaviour quickly and sensitively. The school is addressing a small but significant problem of pupils' immature behaviour in Key Stage 2. In the previous year there were four fixed term exclusions all relating to pupils' behaviour. Pupils behave well in the playground during morning and afternoon play and during the lunchtime break. They use the outdoor apparatus and most pupils are actively involved in collaborative play activities. The school appropriately expects pupils to demonstrate good behaviour and believes in positive partnership between home and school. The school rules are displayed in all classrooms and they are known and understood by pupils. Verbal praise is given for good work and good behaviour and is supported by the award of appropriate stickers and recognition at school assemblies. The behaviour of pupils with special educational needs is as good as their peers, apart from a few pupils with specific behavioural difficulties.

23 Relationships between pupils and between pupils and adults are good. Children under five develop co-operative sharing attitudes and establish good relationships with each other and with adults. As they move through the school pupils show a developing ability to reflect on and to discuss their feelings towards each other. They co-operate effectively in lessons and play well together during playtime. The quality of relationships is very good. Relationships between boys and girls and between pupils of different ages and abilities in the different age classes are good. Pupils work collaboratively in many situations, such as numeracy and science, where they often help each other. Relationships with adults are good and pupils usually respond promptly and positively to requests and instructions.

24 Pupils' personal development is satisfactory. Throughout the school pupils carry out minor tasks competently and efficiently. They accept responsibility willingly, for example, clearing up at the end of the lessons. Pupils consider the needs of others in the wider world and they develop a caring attitude through their involvement with various charities. Pupils take good care of learning resources, property and equipment such as computers.

2 **Attendance**

25 Since the last inspection the school has successfully improved levels of attendance. Pupils' attendance is satisfactory throughout the school although the figures for the last reporting year were below the national average. Procedures for marking registers are clearly stated and registers are marked

accordingly. However, the procedures for recording unauthorised absences need to be reviewed to conform to statutory requirements. Many of the absences are caused by an increasing number of pupils taking holidays during term time. There is no difference in the attendance of boys and girls. There is still a significant number of pupils who arrive late and this needs to be addressed further by the school.

2

QUALITY OF EDUCATION PROVIDED

2 Teaching

26 Teaching for children under five in the nursery class is never less than satisfactory and is often good. Children benefit from teaching that is firmly based on the desirable learning outcomes. Well-organised and managed lessons provide stimulating activities that have a positive effect on attainment and progress. Staff teach personal and social development very well and all who work with the under fives are good role models for children. The teaching of language is good and staff actively promote the development of listening skills. Consequently, children learn to follow instructions well, particularly during physical activities. The teaching of literacy is well developed and assessments contain sufficient detail for staff to quickly identify which children are ready to learn letter sounds, simple words and early writing skills. The teaching of mathematics is good and staff take advantage of everyday situations to help children develop a clear understanding of mathematical language and ideas. For example, children worked with a member of staff recognising numbers and matching them to different puzzle blocks. The teaching of knowledge and understanding of the world, creative and physical development is often good. Staff plan activities throughout the day to make sure children develop both scientific and environmental curiosity. They encourage children to improve their skills in model making through sensitive intervention and encourage children to experiment with an art program on the computer. Children are encouraged to develop their creative skills and their work is well displayed which improves their self esteem and has a positive impact on their learning. Staff make good use of equipment and use demonstrations effectively to improve children's physical development.

27 The quality of teaching throughout the school is always at least satisfactory and is often good. Teaching is good in over half the lessons. The quality of teaching is consistently good for children in the nursery and pupils in Key Stage 1. The teaching of English, mathematics and science is consistently good in Key Stage 1. Teaching in Key Stage 2 is satisfactory and occasionally good. Teaching has improved since the last inspection as no unsatisfactory teaching was observed. This is because of the introduction of schemes of work for the majority of subjects and teachers knowing their pupils well. This means the work given to pupils of different levels of attainment builds on their previous experiences well. Teachers, particularly in Key Stage 1, have a good knowledge and understanding of English, mathematics and science and most other subjects. Their knowledge of information technology is less secure and this has not improved since the last inspection. However, there is a good development plan and familiarisation with the computers and software recently acquired is improving their confidence. Information technology is beginning to be used effectively to support pupils' literacy. For example, in Key Stage 1, pupils use a word processing program to write sentences and in Key Stage 2 they compose their own stories. However, data handling is less well developed and teachers do not consistently use information technology to support work in other subjects, for example, mathematics and science.

28 Teachers' expectations of behaviour are generally high and pupils respond well to the good learning environment provided. The behaviour of pupils with special educational needs is good. Occasionally a few pupils, mainly in Year 4, show immature behaviour that can lead to some disruption of pupils' learning. Teachers' expectations of what pupils can achieve are usually high and this usually leads to a good pace in lessons. However, there are insufficient opportunities for pupils in Key Stage 2 to develop their knowledge of religious education through planned studies from the Locally Agreed Syllabus.

29 Teachers' planning is satisfactory for most subjects. They have made effective use of planning required by the Literacy and Numeracy Strategies and this has helped them to use time well and, in most instances, to organise their lessons efficiently. Teachers use the whole class sessions, with which these lessons begin, effectively to involve pupils of all levels of attainment and to encourage individuals to participate fully. For example, in a Year 6 English lesson, good questions were used to encourage pupils to think about the arguments for and against capital punishment. However, planning is not consistent for all subjects; for example, in information technology, religious education and design and technology teachers' medium term planning does not always show the knowledge, skills and understanding to be taught. As a result, pupils do not always build effectively on their previous learning. Other effective strategies used by

teachers include working with groups and individuals, helping to solve specific problems. As teachers move round the class, they make good teaching points to groups and individuals. They are usually keenly aware of the needs of pupils with special educational needs and make time to support them either individually or in small groups. Support staff help all pupils, particularly those with special educational needs, effectively. However, there are times when classroom assistants are not used efficiently, for example, when they sit passively listening to the introduction of a lesson.

30 Most teachers in both key stages know and manage their pupils well and provide good support for different activities. The good relationships between staff and pupils create a secure climate in which to learn. In a Year 1 class, the teacher insisted that pupils put up their hands to answer a question, reminding them 'we all want to hear what you have to say and to learn from it and we can't do that if you all speak at once'. Teachers respond well to the needs of pupils, including those with special educational needs, and intervene sensitively to offer support and encouragement. For example, teachers assess what pupils are learning in the lesson and make constructive suggestions as to how they can improve. This was particularly evident when a teacher was working with groups of pupils in Year 2 improving their mathematical skills. Pupils were using addition, subtraction, multiplication and division to solve problems using different numbers. This was a stimulating session and allowed the teacher to observe and assess pupils as the activity proceeded, adapting questions according to the needs of different pupils.

31 Lessons are usually taught at a brisk pace. Teachers, particularly in Key Stage 1, use time efficiently and, in the best lessons, they make very clear to pupils the amount of time allocated to tasks. This often results in diligent work with no time wasted. For the most part, teachers are using time in the Literacy Hour well, allowing appropriate time for whole class, group and individual work as required. They use resources effectively and sometimes very creatively. For example, a teacher, working with a Year 1 class, used a puppet to emphasise the middle letter in short words in a role play situation to encourage pupils to develop language, to feel comfortable speaking aloud and to share feelings with the class. Teachers use resources effectively to support their teaching. This was evident in a Year 2 art lesson when a variety of materials was used to create abstract patterns in the style of M B Woods. The range of examples used enthused the pupils who went on to produce work of a high standard.

32 The procedures to assess pupils' attainment and progress are good, but are not always used effectively to guide future planning. For example, because the religious education programme of study is not being fully implemented in Key Stage 2, teachers are not able to use assessments of pupils' attainment and progress to inform future planning of the subject. In their day-to-day work, teachers assess pupils' work well. They listen carefully and patiently, so that they recognise pupils' mistakes and misunderstandings. The majority of teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes.

33 Teachers do not use homework sufficiently and the frequency with which they set homework varies. There are opportunities for pupils of all ages to undertake homework but these are not consistently taken. The school is aware of parents' concerns over the amount of homework and is examining the national recommendations.

34 The quality of teaching for pupils with special educational needs is at least satisfactory and often good. Good support is provided when pupils are working with specialist staff and volunteer helpers in classrooms and in withdrawal groups. However, there are times when the classroom support assistants are not deployed effectively, especially in larger classes, when pupils are listening to and contributing to the start of a lesson. Pupils' individual education plans are clear and staff know their pupils well and provide relevant activities to extend their learning. For example, with a group of pupils working in mathematics in Year 3, the teacher had planned the work well and the classroom assistant worked with a small group adding items to 10 pence and encouraging them to use correct language when discussing buying produce from a local supermarket. Teachers, special needs staff, support assistants and volunteer helpers work together closely to ensure that pupils build on their previous experiences. As a result, pupils with special educational needs make at least satisfactory and often good progress.

35 The curriculum for children under five offers a wide range of stimulating learning experiences in a bright, purposeful and well managed environment. This results in children developing confidence and enjoyment in learning. Planning clearly addresses the curriculum requirements for children of their age through an appropriate range of play activities, with increasingly structured learning planned for children before they transfer to the reception class. The school places a strong emphasis on developing children's personal and social skills. Staff ensure that children are given equal access to the range of activities. This prepares them well for the next stage of their education. Whilst many who transfer to the reception class are not meeting the standards expected for their age, the children make good progress because of the quality of their learning experiences in the nursery.

36 The school has good procedures for assessing children's attainment on entry to the nursery. The results of these assessments form a useful baseline to judge future progress. These assessments are also useful in identifying children who may have special educational needs. Assessments during the year, based on regular observations of children continue to be a strength in the nursery and result in a close match of learning opportunities to the children's needs.

37 The school provides a curriculum that is broad but not balanced and, as a result, does not meet statutory requirements. The school's planning systems are inconsistent and do not always ensure that pupils are taught in a logical sequence that builds on their previous learning. Information technology and design and technology in both key stages and religious education in Key Stage 2 offer a narrow range of experiences. As a result, pupils are achieving below what is expected for their age and progress is unsatisfactory. The previous inspection identified planning as a weakness and an issue for improvement. In particular, there needed to be clear development of knowledge and skills through the year groups. With the exception of information technology, religious education and design and technology the school now has policies and schemes of work that guide teachers' planning and pupils build more effectively on their previous knowledge, skills and understanding. The school has already adopted a good scheme of work for information technology, which is beginning to have a positive impact on teachers' planning. In Key Stage 1 teachers are reviewing their topic planning to ensure that pupils develop the various subject knowledge and skills expected for their ages. Recently the school has implemented the National Strategies for Literacy and Numeracy, which are providing a good structure for learning to develop systematically in these priority areas. This structure is promoting improvements in pupils' skills and confidence in these areas.

38 The curriculum reflects the school's aims and values and makes a positive contribution to pupils' intellectual, social and physical development. The school makes very good provision for pupils' moral and social development which includes an appropriate sex education and drug awareness programme. Sex education, whilst not taught as a specific subject, is addressed through sensitive responding to questions and is in line with the recently updated policy for health education and personal and social education. School rules about politeness and kindness are reinforced throughout the curriculum and there are appropriately high expectations of pupils' capabilities, for example, the targets set for different year groups in English and mathematics. There is an emphasis throughout the curriculum on pupils taking an active part in lessons, sharing strategies and ideas and becoming more independent as learners, particularly through work in English, mathematics and science. This results in pupils developing confidence and positive attitudes to their work and trying their best.

39 Educational visits support the curriculum well and provide good opportunities for learning as well as developing curiosity and excitement about different subjects. For example, a visit by Year 3 pupils to the Arc provided interactive experiences for learning about the past. The visit to Kingswood Activity Centre presents personal, physical and social challenges to older pupils and enables them to develop confidence and self-esteem. Overall, the curriculum prepares pupils well for the next stage of their education. The school's provision for extra-curricular activities is very good. It provides a wide range of sporting and musical activities including football, cricket, rugby, netball, choir and beginner and advanced recorder groups. A chess club also meets weekly. As well as the majority of teachers offering their enthusiasms and expertise in this way, visiting expert tuition is also made available to pupils, for example coaching support from the

Yorkshire County Cricket Club. Large numbers of boys and girls participate in the range of activities on a regular basis. As a result, pupils make positive gains in confidence and self-esteem, and improve their skills in other areas of the curriculum.

40 There is equal access to the curriculum for all pupils, reflecting the school's supportive policy for equal opportunities. However, there are some instances in Key Stage 2 of withdrawing pupils from lessons at inappropriate times, for example during literacy lessons and drama. This limits pupils' opportunities to benefit from important learning experiences and to make the best possible progress in these areas. There are strategies in place to address the school's concerns about the under-achievement of boys and negative attitudes to learning in some instances, particularly in Key Stage 2. These include the provision of books which appeal to boys to overcome their reluctance to read and the Year 6 access to booster classes held after school to raise attainment. The positive impact of this club is the increased enjoyment in learning. The school's emphasis on caring, sharing and teamwork underpins the curriculum and is frequently reinforced in lessons, resulting in pupils showing good attitudes to work.

41 The school is meeting the requirements of the Code of Practice in relation to pupils with special educational needs. A range of good strategies is used for identifying pupils with special educational needs. Their progress is measured against the learning targets in individual education plans, which are reviewed regularly. When a pupil's needs change, the system responds rapidly. The early detection of special educational needs, as well as the considered movement of pupils both to higher or lower levels on the special educational needs register, is effectively managed. Classroom assistants provide a good level of support to ensure that learning targets are addressed.

42 The previous inspection report identified assessment as a weakness and a key issue for improvement. The school now has a good range of assessment systems in place that represent a significant improvement in this area. In both key stages, pupils' work in the statutory tests is accurately analysed and levelled to provide benchmarks against which to consistently assess other work and to support raising standards. The outcomes from statutory and optional tests are used to track pupils' progress over time, to identify targets for groups and individuals and to raise their attainment through setting appropriately challenging work. Pupil tracking is currently a priority for the school and is beginning to have positive effects on raising attainment in English and mathematics. The newly appointed assessment co-ordinator has appropriately identified the need to further analyse statutory and optional test results at Key Stage 2 for factors linked to low attainment.

43 Assessments regularly take place particularly in English and mathematics which are the school's priority areas for development, and are providing information to improve pupils' learning and performance. A good example of this is the Year 6 assessments in mathematics using a range of styles to increase their skill and confidence in recording their work in different ways. Pupils' records are passed to the next teacher when pupils move from class to class and provide useful information about pupils' previous experiences. Although teachers' ongoing assessments are not always clearly identified in their planning, their records of observations and assessments inform future teaching and result in work well matched to pupils' needs, for example, the use of pupil observation sheets in Key Stage 1 that are frequently updated and clearly inform teachers about how learning can best be supported. The school has a good marking policy but there are inconsistencies in the quality of marking. The best examples are where purposeful comments provide future targets for pupils, indicating how improvements in learning can be made. Parents are provided with opportunities to discuss their child's attainment and progress and they receive written reports that give good information and set challenging targets for pupils in English, mathematics and science. However, these reports do not always comment on every subject in the National Curriculum and therefore do not meet statutory requirements.

2 **Pupils' spiritual, moral, social and cultural development**

44 Provision for pupils' spiritual, moral, social and cultural development is very good. The provision for spiritual, moral and social development has improved since the last inspection.

45 Provision for pupils' spiritual development is good. The quality of collective worship is good. It is planned well, through weekly themes such as 'Beauty', which provide good opportunities to promote pupils' spiritual development. Pupils are expected to sit quietly when they enter the hall and to listen to the music chosen for the week. There are opportunities for pupils to sit quietly and to join in saying prayers, which are always linked well to the theme of collective worship. Although there is no whole school policy as to how spiritual development should be promoted across the curriculum, this is implicit in the school's ethos of valuing pupils' contributions. In practice, teachers value pupils' ideas and opinions during lessons. In a Year 1 lesson, pupils were encouraged to share their ideas of the most beautiful thing they have ever seen. In Year 5, pupils shared their own ideas about what they thought they do well. In Year 6, pupils sat in silence when invited to think about what qualities they may want to develop to lay the foundations for their own lives. In history, these pupils have thought about the suffering of war and have responded by writing poetry that expresses their thoughts well. For example, in a poem one pupil wrote 'Blood pouring down just like rain'. In Year 2, pupils have written their own poems about colours in response to hearing a poem by Christina Rossetti. One pupil described the colour red by writing 'Red is a lovely wobbly jelly'.

46 Provision for pupils' moral and social development is very good. These areas are clear strengths of the school and they have a positive impact on pupils' progress in lessons. The head teacher, and all adults working in the school, set very good examples which make pupils aware of the importance of rules which promote care for themselves, others, property, honesty and courtesy. Pupils are taught the difference between right and wrong and the effect inappropriate behaviour has on other people. In Year 3, pupils were made aware of good overcoming evil in the story of Rama and Sita. In a personal and social education lesson, these pupils discussed ways they might avoid conflict with each other at playtimes. They suggested that if they do not care for one another, they may lose friends. All classes display 'Golden Rules' and pupils and their teachers sign some of these. These rules promote very well the values which encourage good citizenship, such as respect for self, other people and property. In Key Stage 2, some pupils have considered how they can make other people happy and are aware of the importance of not hurting people in any way.

47 All staff, governors, and parents work well together to encourage the very good relationships that exist in the school. They set a very good example, which is mirrored by the pupils. For example, pupils quickly learn on entry to the nursery to share resources and to take turns talking. Older pupils are consistently encouraged to work collaboratively, to value what classmates do and to respect the views of others. In many lessons, pupils voluntarily applaud the successes of their classmates. Pupils are taught to respect themselves, other people and property. They take care of resources and look after the school environment. The school regularly receives an Environment Award from the local council for their valued contribution to the school environment. Pupils are given minor roles of responsibility in classrooms and around the school. Some pupils are responsible for the overhead projector and tape recorder during assemblies. Others supervise the tuck shop and help tidy away at lunch times. Pupils take these responsibilities seriously. Pupils are given good opportunities to be involved in the local community. The choir and recorder players perform for patients in the local hospital and senior citizens. Pupils distribute the proceeds of the school's Harvest festival to the elderly in the community. There is a residential outdoor visit for pupils in Years 5 and 6, where they are taught the importance of team spirit and being able to trust each other. Pupils are encouraged to support those less fortunate than themselves. They collect for the Romanian Shoe Box Appeal. Pupils are encouraged to take home Dr. Barnardo money boxes, and an annual collection is made. This matches parents' views that the school encourages pupils to become involved in different charities. The school's provision for extra-curricular activities is very good, particularly sports, and this makes a positive contribution to pupils' social development.

48 Provision for pupils' cultural development is satisfactory. Pupils learn about the work of famous artists and composers such as Michelangelo and Tchaikovsky. There is a range of educational visits in the local area. For example, pupils in Year 3 have recently visited the Jorvik Centre in York. These visits promote pupils' understanding of their cultural heritage very well. Visitors to the school include the local vicar, and a local education authority Performing Arts group has been working with Year 3 pupils. Provision for pupils' multicultural development is not so well developed. Although pupils learn about the

ancient cultures of Greece and Egypt, their knowledge and understanding of the major world religions is fragmentary and geography makes little contribution to their understanding of non-European cultures.

2 **Support, guidance and pupils' welfare**

49 The school has maintained the good support for the well being, health and safety of pupils since the last inspection. The procedures for monitoring the personal development of pupils, including their social and academic progress, are all satisfactory. Effective procedures are in place to support pupils when they first enter school and on transfer to the secondary school. Pupils are happy to come to school and they feel secure. They gain in confidence and maturity as they progress through the school. This provision has a positive impact on pupils' attainment and progress.

50 Procedures for playtime and lunchtime supervision are satisfactory. Lunchtime ancillaries are undergoing further training to promote and encourage constructive play during the lunch period. Pupils are given minor roles of responsibility in classrooms and around the school. Some pupils are responsible for the overhead projector and tape recorder during assemblies. However, few opportunities are given, especially to older pupils, to take more responsibility.

51 The support and guidance given to pupils with special educational needs are good. Their individual educational plans are regularly reviewed and parents informed as to the progress their children make. The school has good links with local authority support services and the secondary school to which most pupils transfer.

52 The school's procedures for monitoring and promoting attendance are good. Good attendance and punctuality is seen as important. Since the last inspection attendance levels have improved but punctuality needs to be addressed further. The school has a behaviour policy to promote good behaviour, as well as what to do should any anti-social behaviour or bullying occur. Relationships between staff and pupils are caring and friendly. During the inspection several instances were observed where teachers counselled pupils about their behaviour and attitudes.

53 Child protection procedures are in place and are clearly understood by all staff. The procedures followed are in keeping with national guidelines and include the support of a named person who has been appropriately trained in the procedures to be followed by the school.

54 Staff are aware of first-aid procedures and the accident record is up to date. Several members of staff have first-aid qualifications. Fire equipment is serviced regularly and evacuation practices are held. Internal risk assessment takes place and the school does all it reasonably can to ensure that buildings, equipment and procedures are safe and risks to health and safety are minimised. However, the record of action following these reports needs to be formalised to assist monitoring.

2 **Partnership with parents and the community**

55 Since the last inspection the school has continued its good relationships with parents, other institutions and outside agencies, which make a positive contribution to the life of the school.

56 The school is well known in the community and places great emphasis on links with parents; for example, the open evenings and parental workshops are a good contact between home and school and are being further developed. The availability of the head teacher and staff when there are any areas of concern is greatly appreciated by parents. Parents provide regular and valuable support within the school. They help, for example, by working with small groups especially in reading and extra curricular activities. Although there is no formal association, the parents and friends of the school raise additional funds to contribute towards the overall resources of the school.

57 Parents are kept informed about events through newsletters. Some parents would appreciate more information about what is being taught each term so that they can share in their children's learning more fully. The school reports annually to parents about their children's progress. The reports are written conscientiously. However, they do not always contain comments on all subjects and therefore do not meet

statutory requirements. The school takes good care to ensure that parents are well informed before their children start school. There are opportunities for parents and their children to visit the school and this helps to strengthen home-school relationships. Parents are involved in regular reviews for pupils with special educational needs and attend the multi-disciplinary reviews for those pupils who are on the special educational needs register.

58 On transfer, opportunities are provided for pupils and their parents to meet the staff of the secondary school to which the majority of the pupils transfer. Curriculum links and liaison between the primary and secondary schools are good.

59 Links with the community are very good. The school has very strong links with commerce. For example, Zeneca pharmaceuticals provide training and financial assistance. The school's curriculum is enhanced by trips to places of interest both locally and further afield. These visits to local areas of interest, for example, the working water mill at Button Hole increase pupils' awareness of the local community. These opportunities make a significant contribution to the progress pupils make. Parents are welcomed to the school and feel that they are encouraged to take an active part in the life of the school.

2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

2 Leadership and management

60 The leadership and management of the school are satisfactory. The head teacher cares deeply for the school and promotes very good links with the community. The governors are supportive and actively involved in the management of the school. Since the previous inspection, the key issue identified has been fully addressed. There is now a long term development plan and strategies in place that enable the head teacher and governors to evaluate the progress made towards their objectives. A good example of this is the successful implementation of the Literacy and Numeracy Strategies that are beginning to have a positive impact on pupils' attainment and progress. There is an effective working relationship between the head teacher, staff, pupils, parents and governors. There is a shared sense of direction for the future, which is focussed on raising standards in a school that cares for the well being of all pupils. Relationships within the school are good and the very good links with the community make a positive contribution to pupils' learning and to the positive ethos in the school.

61 There is a clear senior management structure and co-ordinators are in place for most subjects. Although the co-ordinators have job descriptions, these are not always sufficiently clearly defined. There are many shared responsibilities, which means that the school cannot always guarantee that pupils are given a curriculum that builds upon previous learning. Although the head teacher, deputy head teacher and some co-ordinators have monitored teaching and the delivery of the curriculum, this has not yet been successfully evaluated to effectively influence provision or standards of attainment in subjects other than English, mathematics and science. This applies particularly to evaluating the use of the newly acquired information technology resources, which are situated in the hall, where their effectiveness is greatly reduced because of the timetabled use of the hall for other activities. The regular non-contact time for the deputy head teacher has been used successfully for staff development and increasing expertise in literacy and numeracy. A good start has also been made, with effective links to a local college, in improving staff understanding of the new information technology resources. However, the management role of the deputy head teacher is underdeveloped. For example, the school policy to involve co-ordinators in monitoring has not been sufficiently implemented to ensure that they all have an overview of their subjects. There is also a lack of clearly defined procedures to identify school issues and design systems and policies to address them, for example, the large classes in Key Stage 2, particularly in Year 4 where there are a number of pupils with behaviour problems.

62 Governors show interest in the school and give good support. The sound committee structure enables them to support the head teacher and meet most of their statutory responsibilities. There are a number of requirements not being met, such as not including in the governors' annual report to parents

information on the progress made since the last inspection, a financial statement, a description of the arrangements for pupils with disabilities and any changes in the policy for pupils with special educational needs. There is also a need for the governors to produce a control and restraint policy. There are link governors in place for literacy, numeracy and special educational needs who have undertaken training with the staff, visit the school regularly and effectively monitor the delivery of the curriculum. Governors take their responsibilities seriously. They are knowledgeable about the school because they visit regularly and some governors are in the school almost on a daily basis, supporting its work in practical ways. The required range of policies is in place to support the work of the school. The governors are meeting their requirements to oversee the curriculum by acting as 'critical friends of the school'.

63 The school fulfils all legal requirements for special educational needs and a knowledgeable co-ordinator handles work efficiently and effectively. Good policies and procedures aimed at ensuring early identification and support are in place. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective; as a result, the majority of pupils make at least satisfactory and often good progress. The school makes good provision for pupils with special educational needs. There is an effective policy, firmly linked to the Code of Practice. There is an identified governor for special educational needs who has good knowledge of the Code of Practice and has regular meetings with the co-ordinator and head teacher. Special educational needs is a regular item on agendas for governors' meetings. This is a good feature and emphasises how the school values the progress and welfare of pupils with special educational needs.

64 The school development plan is an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on raising pupils' attainment. Educational and financial planning are clearly cross-referenced. Priorities include both an audit to show the present position and indicators that allow the school to measure its success. For example, the school has identified further training for staff and the extended use of new equipment and resources to improve pupils' attainment and progress in information technology. The school has correctly identified as a priority for next year the monitoring of the Literacy and Numeracy Strategies to ensure the continued improvement of pupils' attainment and progress in English and mathematics. In addition, the school is reviewing curriculum planning in order to follow the nationally recommended subject guidance.

65 The school and the governing body have responded positively and effectively to the outcomes of the previous report with regard to leadership and management in the school. There is a clear emphasis on high achievement, providing all pupils with an effective learning environment in which they can flourish and establish good relationships with staff. As a result, there is a good ethos in the school. With their current level of involvement and commitment, the governors, in partnership with the head teacher and staff, are effectively placed to plan and implement further improvements.

2

2 **Staffing, accommodation and learning resources**

66 The school has sufficient experienced teaching and non-teaching staff to meet the needs of the curriculum. All staff are trained for the school's age range, and there is a good balance between recently qualified and experienced teachers. All teachers have job descriptions. However, curricular responsibilities, especially in foundation subjects, are not defined with sufficient detail and support staff are not always used effectively and efficiently.

67 Arrangements for the professional development of staff are well established. The school has made effective use of literacy and numeracy training and this has had a positive impact on raising standards. Good use has been made of local authority training for special needs, and this too has helped to raise standards for pupils with special educational needs. Training is also offered to non-teaching assistants and welfare staff. The school has an appropriate system for the induction of newly appointed and newly qualified staff. All staff provide positive support for teachers new to the school. The appraisal of teachers

has completed its first cycle, but is currently stalled because of union action.

68 The special educational needs co-ordinator is an experienced teacher who has had effective training for the role and knows the Code of Practice well. However, there is currently no time allocated to co-ordinate and monitor special educational needs. Resources for special educational needs are satisfactory. Most are focused on literacy, which the school has rightly identified as a key area for the development of special educational needs pupils.

69 The accommodation is satisfactory, clean and well maintained by the caretaker and cleaning staff who are particularly hard working and take considerable pride in the school. Satisfactory use is made of the available space and classrooms are well organised to support lessons. There are specialist teaching spaces and additional areas for the storage of resources. The internal fabric of the school is generally sound but requires constant monitoring due to the problems that flat roofs incur. The library has a limited range of fiction and non-fiction books. It is difficult for the library to be used to support reading and in the promotion of independent learning because of the limited space in its present site. There is a grassed and hard-play area for use in games. However, the playing field can only be used after being thoroughly checked due to its positioning outside the perimeter fencing. This reduces general everyday use. All other available space is put to good use and the busy atmosphere is enhanced by attractive displays, which include examples of pupils' work. The nursery accommodation is good and provides an attractive, secure and safe environment. The play area is suitably enclosed allowing freedom of use for the grassed and hard play areas for constructive play.

70 The learning resources of the school are satisfactory. There is a good range of resources for information technology, art and music. Although the provision for information technology is good, the temporary location of the information technology suite in the hall results in inefficient use being made of this valuable resource because of supervision and timetable difficulties. There are also shortcomings in some other subjects. For example, there is a shortage of artefacts to support learning in religious education and a shortage of globes and maps to extend pupils' knowledge in geography. These limitations reduce pupils' opportunities to make progress in these subjects. In addition, there are insufficient school based artefacts for work in history, and teachers often supply their own collections to support pupils' work. The quality of books, materials and equipment made available to pupils is at least satisfactory and often good. For example, the resources to support the Literary Strategy are good and new resources are chosen well to promote pupils' multicultural awareness.

71 The level and quality of resources are appropriately sustained. With the exception of information technology, teachers and pupils use resources well in lessons. They are easily accessible and support learning effectively. However, the space in the main library is very restricted and this limits easy access for pupils. Storage cupboards sometimes restrict access to the full range of available texts. As a result, there are insufficient opportunities for pupils to develop and apply library skills. The school environment is used effectively as a learning resource and for extra-curricular activities. Resources beyond the school are used well, with educational visits playing a valuable part in the curriculum and promoting positive attitudes to learning and gains in pupils' personal and social education. There have been improvements in resources since the previous inspection and the purchase of them is now linked effectively to the school development plan.

2 **The efficiency of the school**

72 The school has maintained the sound standards since the last inspection in 1996. The improvements have included the removal of a deficit budget by careful financial and educational planning. The development plan is a detailed three year projection and shows the likely cost of all initiatives and how the finance committee plans to monitor expenditure. This monitoring is effective because of the regular committee meetings and the quality of information supplied to the governors by the school. The last auditor's report was positive and the few minor recommendations made have been implemented. The good quality financial planning is having a positive impact on the quality of pupils' learning and the school is

well placed to implement the future targets set in the development plan.

73 The school has a large number of pupils on the special educational needs register and supplements the grants they receive to provide extra classroom assistants to support these pupils. Teaching and non-teaching staff are effectively managed for most of the time, which has a positive impact on pupils' learning. However, there are occasions when classroom assistants are not used as efficiently as possible, for example, when sitting listening to introductions to lessons. Educational developments in the school are supported by careful financial planning and are beginning to be effectively monitored to show the effect on pupils' attainment. For example, the monitoring by the English and mathematics co-ordinators has ensured an effective introduction of the National Literacy and Numeracy Strategies. However, although other subject co-ordinators scrutinise teachers' planning, their management role is insufficiently developed. Governors' monitoring of the teaching and development of subjects, especially English and mathematics, is effective in involving them in the life of the school. There are very good links with the local community, extra curricular activities, visits and visitors and these enhance pupils' experiences and have a positive impact on their learning.

74 With the exception of the siting of the new information technology resources, effective use is made of the accommodation. The hall is a good size for physical education and the outside facilities are used effectively to broaden pupils' experiences. However, the lack of space limits the use of the library. The regular curriculum audits review the resources and ensure that future budget allocations maintain them at a satisfactory level. The exceptions are the resources for religious education, history and geography which are inadequate.

75 The school's finances are well managed and targets for improvement are clearly identified and effectively link curriculum planning to finance. The governors are very supportive and are involved in the long term strategic management of the school. For example, there are appropriate committees who meet regularly to discuss different aspects of the school before any decisions are made. The finance committee has effectively monitored the budget and successfully established a small contingency fund. They have good procedures to monitor financial control and these are followed effectively. The administration is efficient, expenditure is monitored well and the daily running of the school is smooth allowing teachers to concentrate on their teaching. Children's attainment on entry is well below average and is just below the level expected for their age when they reach the end of Year 6, although there are different numbers of pupils with special educational needs in each class, which makes comparisons statistically unreliable. There is a good ethos for learning, which has a significant effect on pupils' attainment and progress. As a result, the school provides satisfactory value for money.

2 PART B: CURRICULUM AREAS AND SUBJECTS

2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

76 The overall level of attainment of children entering the nursery is well below the national average although the full ability range is represented. Children make very good progress in their personal and social development and good progress in all other areas of learning. However, because a large proportion of children from the nursery go to other primary schools nearer to where they live, children's attainment on entry to the reception class, in the term they are five, is still well below the levels expected in language and literacy, mathematics, knowledge and understanding of the world and creative development. Their physical development matches the expectations for five year olds. Children are prepared well for the National Curriculum. Standards have been maintained since the previous inspection.

77 Children make very good progress in developing their personal and social skills. Staff in the nursery place a high priority on the development of these skills. From entry into the nursery, children are encouraged to be independent. At the start of sessions, children are expected to select their name card for self-registration. Parents know these procedures and they support their children well. There is a very calm and purposeful atmosphere in nursery where children learn to work on their own, in pairs, and in small and larger groups. They take turns and share resources. For example, children in the role play area took turns 'serving a meal'. In sand activities, children handle resources carefully. They also handle books with care. In larger groups children take turns talking when expressing their feelings. They show their independence over personal hygiene and when getting coats on to go outside. Older children offer to help younger ones. Although when trying to help another child put her coat on, the younger child replied, 'I can do it myself'. There are very good relationships in the nursery between the teacher and nursery nurses. These good examples are mirrored by the children who quickly learn to be sensitive to the feelings of each other. Children respond well to important events in the life of the school, such as the Harvest Festival. They are aware of the world around them beyond their immediate family. Children are developing an appreciation of the wonder of the natural world. By the time children transfer to the reception class or other schools their personal and social development is high for their age. The very good provision in the nursery has a positive impact on the progress children make there and in Key Stage 1.

78 The very good provision for children's personal and social development in the nursery has a positive impact on the good progress children make in language and literacy. The majority of children listen well to stories, in discussions and they follow instructions. However, many children's pronunciation is poor. They often use single or two word phrases when sharing their ideas with each other and with adults. When responding to rhymes and poems, such as 'Incy Wincy Spider', although children enthusiastically joined in the actions, only a few said the words. When discussing a shared story, although children had listened well, many pronounced words poorly, for example, 'cwab' for 'crab' and 'fis bons' for 'fish bones'. In a lesson where a small group of children were practising the letter 'l' name and sound, the teacher was aware that some children mispronounced the letter sound 'l' as 'w'. For example, one child pronounced the word 'ladder' as 'wadder'. Children handle books correctly and they enjoy sharing books with their parents at the start of the day. Many children talk about the pictures, naming characters and animals, and provide their own words when 'reading' familiar books. Children quickly learn to recognise their own name and that print carries meaning, through the self registration procedures at the start of sessions. For example, children are encouraged to select their own name card and to place it correctly on the wall chart. Children make good progress writing some letters and copy writing words. For example, one child concentrated well on copy writing the word 'watering' and the letters were well formed.

79 In mathematics, children make good progress because of the range and variety of mathematical experiences offered to them through play activities. They create patterns through threading beads and make sequences with shapes. The children are excited about comparing their heights on charts, they enjoy participating in a variety of number and counting games, and singing and acting out number rhymes and songs. Children sort and match by shape and colour using small world play and develop pattern making using a commercial computer program. With dry sand and miniature toys, children develop mathematical language about capacity such as full and empty. During milk and snack time, children count biscuits and

begin to develop the concept of 'taking away'.

80 In knowledge and understanding of the world children make good progress. They discuss recent events in their lives and draw pictures of special occasions, for example, the birthday of a brother or sister. They talk about previous events in their own lives, such as attending a football match and refer to photograph albums to recollect past events in the nursery. They gradually become familiar with the surroundings and take rubbings of items in their local environment. They create building sites using large construction toys and refer to pictures of people at work in their play. Children are curious about the world and enjoy looking at satellite images and pictures about Earth. Children have good opportunities to explore features of living and man-made things; they learn about plants using the sensory garden. They identify different plants such as chives and rosemary. Children know that plants have different smells and use effective vocabulary to describe them. For example, children described the smell of one plant as 'peanut butter' and another as 'minty'. When using construction toys and wooden blocks, children learn about the simple forces involved in movement and balance. They build tall towers with blocks using well co-ordinated hand and eye movements. Most children make good progress in their technology skills. They cut, fold and join materials and learn to make sensible choices in the resources they use when making objects with boxes. Good quality commercial resources support their learning well. Computers are used regularly and pupils enjoy creating designs in an art program. They quickly learn to control the mouse and direct the arrow on the screen to the place they want to go.

81 Children make good progress developing their physical skills. Nursery children have access to a good selection of outdoor and wheeled apparatus. They develop good co-ordination and an awareness of their space and the space of others. They negotiate safely around each other. They run and jump and some hop. Some children demonstrate sound fine motor skills. There is a range of tools and equipment available and children develop their fine finger skills. They have regular access to a good range of commercial construction equipment and they push and pull to join two pieces together. Most children handle paintbrushes correctly, but few have acquired the skill of using pencils correctly. They use and manipulate malleable materials such as dough or sand well.

82 Children make good progress in creative development. Children have good opportunities to explore sound. Instruments are available for them to use and they have planned musical activities, with a visiting pianist, where they begin to learn new songs and nursery rhymes. Although many children do not know many words they perform the actions to songs such as 'Five in a Bed' and 'Bananas in Pyjamas' very well. Children explore colour as they paint and well-focused activities improve their learning, for example, they identify two colours and name the shapes they are using when printing with foam squares and circles. Children use a variety of techniques to draw and paint pictures from nature, such as trees and flowers. Their portraits show good observational development because they show eyes, nose and mouth in the correct place. Displays show that children produce good observational paintings and interesting work using paint. There are activities planned each day to encourage imaginative play, such as the areas set up with water, sand, computer, wooden blocks and painting. The visually stimulating environment in which they work inspires children.

83 The quality of teaching is consistently good. Staff work very well together and give priority to personal and social development, language and literacy and mathematics. They are secure in their knowledge and understanding of the desirable learning outcomes for children under five. They teach personal and social development well and all staff are good role models for children, providing a caring and secure working environment. Lessons are well focused and a range of approaches is used to reinforce learning. For example, the teacher and other adults in the class often focus on one activity with a small group of children, while other children decide what activities they will undertake from a range offered to them. They praise children frequently, which builds their self-esteem. Staff explain rules carefully, making sure children are secure in their understanding. They have high expectations for behaviour. They plan many group activities to encourage children to share staff attention and to share equipment with each other. They provide appropriate activities to help children develop concentration and perseverance in learning. The teaching of language is good and actively promotes the development of children's listening skills. Children learn to follow instructions well, particularly during physical activity. Staff read regularly to

children from the 'big books' and use clear illustrations to encourage new learning. They work closely with the children and encourage them into discussion. The teaching of mathematics is good and staff take advantage of everyday situations to help children develop a clear understanding of mathematical language and ideas. Staff are secure in their knowledge and understanding of early mathematical development and organise their teaching effectively. Staff provide a range of directed activities to promote mathematics and work closely with small groups of children to ensure understanding. Children are assessed regularly, it is detailed and used effectively to guide future planning and provide children with challenging activities in all the desirable learning outcomes.

2 ENGLISH, MATHEMATICS AND SCIENCE

2 English

84 By the end of both key stages, pupils' attainment in English is below the levels expected for their age. Standards in English are similar to the previous inspection. In the national tests for seven year olds in 1999, the school's results were below the national average in reading and well below in writing, although the proportion of pupils attaining the higher level in writing matched the average. When compared to similar schools the 1999 results were well above average in reading but below in writing, although the proportion of pupils attaining the higher level in both reading and writing was well above the average. In the tests for 11 year olds, the school's results were well below the national average. When compared to similar schools, these results were just below the average, although the proportion of pupils attaining the higher level was well above the average. The difference between inspectors' judgements and the test results is explained by the fact that the school's implementation of the National Literacy Strategy is beginning to have a positive impact on the current Year 2 and Year 6 pupils and that nearly a quarter of the Year 6 cohort was absent for the 1999 tests.

85 By the end of both key stages, pupils' listening skills match the levels expected for their age. Their speaking skills are below these expectations. In Year 2, pupils listen carefully in a range of situations, but only a few pupils are developing their ideas well. Many pupils speak indistinctly and in short phrases. In Year 6, pupils listen carefully, and they respond by making relevant comments. However, only a few pupils are beginning to add sufficient detail when answering questions or explaining their work. One pupil described corporal punishment as 'You get punished - like bad'. When talking to visitors, pupils know when to use Standard English. During the inspection, there was little opportunity for pupils to develop their speaking skills by talking about their work in front of classmates.

86 In Key Stage 1, pupils, including those with special educational needs, make good progress in developing their listening skills and steady progress in speaking. In the reception class pupils listen well to their teacher and they take turns when talking about their work. In Year 1, pupils listen very carefully, but not all pupils are willing to join in discussions. In Year 2, pupils listen well to each other and they begin to add more detail when answering questions, for example, 'I think she might go to the town'. In Key Stage 2, pupils make steady progress overall. In Year 3, pupils listened carefully, and followed instructions, when developing a story sequence in drama. In Year 4, pupils lack confidence in expressing their opinions and feelings. In Year 5, pupils listen carefully, but the same pupils volunteer to answer questions. In Year 6, although most pupils listen well, their answers to questions are frequently in short phrases.

87 By the end of Key Stage 1, pupils' reading skills match the levels expected for their age. By the end of Key Stage 2, pupils' reading skills are below the expected levels for their age. In Year 2, the majority of pupils read fluently. They make predictions about what they think will happen next. Pupils use their knowledge of letter sounds well to read unfamiliar words and they use picture clues well. For example, one pupil looked at the picture and counted the characters, before reading the word 'four'. Pupils recognise author, title and illustrator and a few attempt to explain what a chapter is. They know the purpose of a dictionary and begin to recognise alphabetical order. In Year 6, pupils are independent readers, but only the more able read fluently, expressively and confidently. Most pupils do not read punctuation carefully, and a few pupils read hesitantly, misreading many words. For example, one pupil

read 'washed' for 'switched'. Pupils know how to use dictionaries and thesauruses. They find information using the index and contents pages, but are unsure about the purpose of glossaries. Pupils find their way around the school's library system, but are unsure about the classification of books in public libraries.

88 Pupils, including those with special educational needs, make good progress in reading in Key Stage 1. In the reception class, pupils use their sight vocabulary of key words and picture clues to help read a few familiar words. They frequently take key words home to practise with their parents. In Year 1, pupils recognise a range of letter sounds including vowels. They read phonic sounds such as 'ow' in words like 'howling'. Some pupils read simple books confidently and are developing expression. In Year 2, pupils use a range of strategies to read new words. Pupils make steady progress in reading in Key Stage 2. In Year 3, pupils read with good expression and use word building skills well. In Years 4 and 5, only a few pupils read fluently, with good expression for direct speech. Many pupils' reading is stilted, although they read carefully and self-correct errors. Pupils understand how to use indexes, but are unclear as to the purpose of glossaries. In Year 6, pupils who are no longer on the reading scheme choose books by title, the cover or the synopsis on the back. They all talk about the plot and characters in their reading and often refer to the page or cover page for reference.

89 By the end of both key stages, pupils' writing skills are below the levels expected for their age. In Year 2, pupils' writing is usually in simple sentences and they use capital letters to start sentences. Only a few pupils are developing ideas well into a sequence of sentences, sometimes using both capital letters and full stops. Pupils often spell words as they sound, such as 'froow' and 'sPoooy', with capital letters sometimes used in words. A few pupils confuse letters such as 't' and 'h', writing 'tad' for 'had'. Handwriting is usually accurate, of a consistent size, and pupils begin to use 'flicks' to start joining letters. In Year 6, most pupils' writing is organised well and they are aware of the purpose of paragraphs. When writing at length, many pupils use a variety of punctuation including speech and question marks. However, as the quantity of writing increases, the use of punctuation decreases and sometimes even full stops are not consistently used. Some common words are still spelt as they sound, such as 'choun' for 'tune'. Handwriting is not consistently joined and a few pupils still occasionally use capital letters in words.

90 All pupils make good progress in writing in Key Stage 1. In the reception class, pupils copy write and learn to spell one and two letter words. They copy write simple sentences, although some pupils join words together and others confuse writing the letters 'a' and 'e'. In Year 1, pupils' writing has progressed from only some words being recognisable, to writing sentences of four or five words. Handwriting is good, with letters beginning to end with 'flicks'. Some pupils learn to spell words such as 'look' and 'like'. In Year 2, pupils make very good progress. For example, some pupils' diary writing of two to three sentences is now extended to a page. Even pupils who were still copy writing begin to write phrases independently. Pupils make steady progress in writing in Key Stage 2. In Year 3, pupils begin to write longer sentences using the word 'and' to make connections. They write for different purposes and audiences. Pupils set out letters correctly when writing 'thank you' letters after a visit. Handwriting is not yet joined and some pupils still spell many words as they sound. In Year 4, pupils' writing is organised and they use an increasing variety of punctuation, including speech marks. However, capital letters are not used well for names and full stops are not used consistently. Handwriting is still not joined and there is little evidence of pupils writing for a range of purposes. Work is sometimes unfinished. In Year 5, pupils use speech marks well, for example, in the phrase 'Trish!' shouted Mum. Capital letters are still not used well for names and spelling is often how the word sounds, for example, 'gost'. About half the class use a joined script. In Year 6, pupils are aware of the use of prefixes and suffixes to help with spellings. They write for a variety of purposes including poetry, descriptive writing and stories. They begin to plan their extended writing well, for example writing 'Part 1' and 'Part 2'. Throughout the school pupils are encouraged to write for a range of purposes and audiences. Work is sometimes redrafted and word processed for display. These are improvements since the last inspection.

91 Pupils have good attitudes to work and most pupils take pride in the presentation of their work. A few pupils become disinterested and lose concentration when teachers' exposition is overlong. Some pupils are immature and find it difficult to concentrate on writing tasks without adult support. Relationships between teachers, other adults working in classrooms and between pupils and their classmates are good.

These good relationships have a positive impact on the progress pupils make. Pupils generally behave well in lessons.

92 The teaching of English is satisfactory throughout the school. It is taught well in Key Stage 1. Teachers have received training to implement the Literacy Framework and this has started to have an effect, although it has yet to make an impact on the standards by the end of Year 6. In the best lessons, teachers identify adult support for groups in lessons. They plan a range of activities which are matched well to pupils' abilities. For example, in a Year 2 lesson, this enabled one group of pupils to work independently without adult support on a challenging but achievable task. There are high expectations of what pupils can do. For example, in a Year 2 lesson the teacher stopped the whole class shared reading of a text, telling pupils they were going to predict what might happen next. Although teachers plan their lessons to a common format, the level of detail in their planning varies. Guided reading takes place outside the Literacy Hour lessons, and some teachers' planning does not identify when this activity takes place. Some teachers do not indicate the time allocated to aspects of the Literacy Strategy. This sometimes results in overlong teacher exposition and insufficient time for pupils to complete writing tasks. It also means some support staff are sitting for long periods as impassive observers. However, this good adult support in group activities for pupils with special educational needs, allows these pupils to make at least steady and often good progress. Teachers voluntarily ran a homework club for Year 6 pupils last year. This was successful and the school plans to repeat this starting next term.

93 Teachers maintain records of pupils' attainment and reading records are conscientiously kept. The school's formal assessments are analysed well and used to set targets and group pupils in classes. Assessment is not consistently planned in lessons. Some teachers use ongoing assessment very well, for example when marking work with pupils. The results are used well to promote progress and to inform future lessons. There is no formal procedure for pupils taking reading books home, but spellings are regularly given as homework in all classes.

94 The English curriculum is broad, balanced and meets National Curriculum requirements. Teachers make good cross-curricular links with other subjects through their topics. They plan carefully to include opportunities for drama activities and opportunities across the curriculum for pupils to write for a range of purposes and audiences. Displayed work shows that pupils use their literacy skills well to support work in history, science, religious education and design and technology. A performing arts group from the local education authority has been supporting Year 3 pupils in drama activities this term.

95 English is managed very well. A scheme of work has been produced which details progressive gains in previous learning across the year groups very well. This is an improvement since the last inspection. The literacy governor and subject co-ordinator meet regularly. Library accommodation is very restricted. Bookshelves stand in front of some bookcases which makes access difficult. Resources to support the National Literacy Strategy are good and new resources are chosen to promote pupils' multicultural awareness. These books are organised very well. They are labelled and are accessible to teachers. Pupils' reading books and small libraries are accessible in all classrooms.

96 English makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to express their views and feelings. Opportunities are taken to promote moral development. For example, when looking at the cover picture on a book, one pupil commented, 'It's not nice to kick anyone'. The teacher used this opportunity well to reinforce the class 'Golden Rules'. Pupils are encouraged to work collaboratively and to applaud the successes of classmates.

2 Mathematics

97 By the end of both key stages, pupils' attainment in mathematics is below the level expected for their age. Standards are not as high as in the previous inspection. However, there were fewer pupils with special educational needs in that year group in 1996. In the national tests for seven year olds in 1999, pupils' attainment was below the national average although the number reaching the higher levels matched

the national average. Pupils' results were better when compared to similar schools where they matched the average and the number of pupils reaching the higher levels was above the average. In the national tests for 11 year olds in 1999, pupils' attainment was well below the national average, it was also well below the national average for pupils reaching the higher levels. Pupils' results were better when compared to similar schools where they were just below the average and matching the average for pupils reaching the higher levels. Results in 1999 were better than in the past. However, these statistics do not take account of the high percentage of pupils with special educational needs. Since the last inspection, the rate of improvement in test results has been variable due to the differing number of pupils with special educational needs in each year group and the nature of their special needs. The difference between inspectors' judgements and the test results is explained by the fact that the school's implementation of the National Numeracy Strategy is beginning to impact on the current Year 2 and Year 6 pupils and that nearly a quarter of the Year 6 cohort was absent for the 1999 tests.

98 In both key stages pupils' attainment in mathematics is improving. The emphasis in numeracy lessons on mental calculation and exploring different strategies to solve mathematical problems is improving pupils' rapid recall of number facts and their ability to explain solutions. For example, by the end of Key Stage 1, pupils mentally recall subtraction facts to 20 when solving problems and count in tens from a range of numbers. Higher attaining pupils find the difference between 2 digit numbers and lower attaining pupils successfully identify addition facts to 10. Pupils work with numbers every day and the introduction of the Numeracy Strategy is having a positive effect on pupils' attainment. They use number lines and recognise the value of tens and units. For example, pupils in Year 1 solve problems with numbers to 10 and select the appropriate calculation for 'ten more' and 'ten less'. This work is developed well in Year 2 when, in a lesson using different strategies to solve number problems using numbers up to one hundred, many pupils counted forwards and backwards in tens, accurately recording their results. Pupils begin to show the time to the nearest hour on the clock and, in discussions, some progress to using the minute hand to show the half-hour. Pupils count in fives and tens to 100, both forwards and backwards, and the most able pupils identify factors of two, five and ten in numbers up to 50.

99 By the end of Key Stage 2, pupils round up and down to the nearest thousand, recall multiplication facts and calculate the perimeter and area of rectangles. Through daily mental mathematics work, pupils develop their knowledge, understanding and the ability to quickly calculate using addition, subtraction, multiplication and division. For example, they develop their understanding of place values calculating in tens, hundreds and thousands, they measure the angles of different shapes and calculate the angles of a triangle. Pupils begin to recognise some number relationships, for example multiples of numbers, but their ability to apply mathematical skills to problems is less well developed. Pupils use simple mathematical formulae to calculate the area and perimeter of different shapes. For example, in a Year 6 lesson pupils calculated the area of different rooms in a house to solve a practical 'decorating' problem. Although the majority understood how to calculate the area of walls, a significant proportion found difficulty in using their mathematical knowledge to work out the total area of all the walls to be decorated.

100 Pupils make good progress in mathematics in Key Stage 1. This is an improvement since the last inspection. Pupils with special educational needs make good progress and are well supported by classroom assistants working closely with teachers to ensure a close match of work to pupils' needs. Pupils in the reception class recognise, count and write numbers to 10 accurately and progress to addition to 5. Higher attaining pupils in Year 1 make good progress in extending their understanding of number bonds to 10 to money transactions and finding out how much change is left after an item has been bought. Pupils in Year 2 work mentally with the four number operations and respond to a range of mathematical language such as 'greater than', 'total' and 'difference'. Higher attaining pupils in Year 2 make good progress in using different number operations to make a total and in matching pairs of numbers with a common difference, whilst pupils with special educational needs successfully extend their understanding of number bonds to 10.

101 All pupils, including those with special educational needs, make at least satisfactory and sometimes good progress in mathematics in Key Stage 2. Year 3 pupils make sound gains in work on calculations with money using amounts up to one pound. This is developed well in Year 4 when pupils extend their skills to working with pounds and pence, doubling and halving amounts. Year 5 pupils make

good progress in lessons measuring and calculating the perimeters of shapes using addition of centimetres and millimetres, and in exploring different strategies in the addition of 2 and 3 digit numbers. With effective classroom support, pupils with special educational needs in Year 5 make good progress in measuring in centimetres and half centimetres. Year 6 pupils make sound progress when multiplying by 10 and by 100 and by 1 and 2 digit numbers. Higher attaining pupils make significant gains in their ability to undertake a mathematical investigation involving area and money, whilst pupils with special educational needs steadily increase their understanding of area. The previous inspection found progress in Key Stage 2 to be slower in the application of knowledge and skills to solve problems and this continues to be the case. For example, whilst making good progress in finding perimeters and areas of rectangles and compound shapes, Year 6 pupils do not always apply their knowledge and use effective strategies to solve practical problems, for example calculating the total area of walls in a room in a problem about decorating. Pupils' mental calculations, ability to talk about mathematics and recording skills develop well throughout the school.

102 There are insufficient examples of planned opportunities for numeracy across the curriculum. One good example to be found is of numeracy supporting a science investigation in Year 6 on rates of heat retention in different materials. Information technology is not used consistently to improve pupils' skills to record and handle data and plays an insufficient part in developing and applying pupils' mathematical understanding.

103 Pupils' attitudes and behaviour in mathematics lessons are good. Pupils of all ages and abilities are enthusiastic in mental and oral sessions and are keen to participate and share ideas and strategies for solving problems. This reflects the good pace of teaching and quality of questioning in numeracy lessons. Pupils work hard at their tasks and present work well. Towards the end of Key Stage 2, pupils work effectively in pairs, discuss tasks purposefully and provide good encouragement to one another. This makes a positive contribution to pupils' social development.

104 The quality of teaching in mathematics is good in both key stages and no unsatisfactory teaching was observed. In both key stages, teachers have a good knowledge and understanding of mathematics and they use suitable methods to ensure that pupils build on their previous experiences. They use mathematical language and questioning effectively to involve all pupils and promote enthusiasm for the subject and good attitudes to learning. Teachers use skilful questioning at the beginning of lessons to review and develop pupils' knowledge and understanding and at the end of lessons to assess the progress made by different groups of pupils. They manage pupils well through planning a range of tasks which are matched to pupils' abilities, supporting their teaching with suitable learning resources and ensuring that pupils have a clear understanding of expected behaviour. In both key stages, teachers plan their lessons well, resources are well organised and work is regularly assessed. Teachers' good use of regular assessments informs their teaching, enabling pupils to make at least satisfactory and sometimes good progress. However, little homework is set to encourage pupils' independent learning skills.

105 The curriculum is broad and balanced and the scheme of work covers all National Curriculum requirements. Teachers use the scheme effectively to plan well-balanced lessons that implement the National Numeracy Strategy. The co-ordinator provides good subject leadership, monitors teaching and learning and supports colleagues well. There is a commitment throughout the school to teach to the National Numeracy Strategy framework, which is having a positive impact on raising standards. Evaluation of the curriculum and pupils' achievements has resulted in a clear plan of action to address factors linked to low attainment in mathematics in order to raise standards in the subject. All pupils have equal access to the mathematics curriculum and the same opportunities to make progress. Pupils with special educational needs are supported with relevant activities and resources matched to their learning needs. The subject is adequately resourced with a satisfactory range of books, materials and equipment which teachers use effectively to support their teaching of mathematics.

106 By the end of both key stages, pupils' attainment in science is below the level expected for their age. Standards are not as high as in the previous inspection. However, the report noted that there were fewer pupils with special educational needs in that year group in 1996. In the national teacher assessment for seven year olds in 1999, pupils' attainment was well below the national average and the number reaching the higher levels was also well below the national average. Pupils' results were also well below average when compared to similar schools and the number reaching the higher level was just below average. In the national tests for 11 year olds in 1999, pupils' attainment was below the national average; it was also below the national average for pupils reaching the higher levels. Pupils' results were better when compared to similar schools where they were above the average and also above the average for pupils reaching the higher levels. Results in Key Stage 2 were much better in 1999 than in the past. Since the last inspection, the rate of improvement in test results has been variable due to the differing number of pupils with special educational needs in each year group and the nature of their special needs. The difference between inspectors' judgements and the test results is explained by the fact that the school's emphasis on experimental science and pupils thinking for themselves is beginning to impact on the current Year 2 and Year 6 pupils and that nearly a quarter of the Year 6 cohort was absent for the 1999 tests.

107 In both key stages pupils' attainment is impeded by the pupils' lack of fluency in communicating their ideas and results. The introduction of the National Literacy Strategy is having a positive impact and is contributing effectively to the overall improvement in science seen during the inspection. Pupils in Year 2 study different materials to determine simple properties such as texture. In their investigation of living things and life processes, pupils classify plants and describe the conditions needed to sustain life. They investigate the effects of pushing and pulling as examples of forces in their study of physical processes. In all these investigations and studies, pupils improve their skills effectively in experimental and investigative science. For example, in a lesson in Year 2, pupils discussed the effects of twisting play dough and, in discussions, predicted what would happen when they tried to return it to its original shape. Good discussion in these practical lessons makes a positive contribution to pupils' language skills.

108 By the end of Key Stage 2, pupils have studied a wide range of science and talk about their experimental details accurately, however, the written work and presentation is not so well developed. By the end of the key stage, pupils have acquired sound knowledge of a range of scientific topics. They know about teeth and the uses of molars, incisors and canines. They construct and draw electrical circuits and have an understanding of conductors and insulators. Older pupils study life processes and, in discussions, explain the effect of vigorous exercise on their heart rate. In a Year 6 lesson, they made a more detailed study of the components of the heart and learned how the blood is circulated round the body. A few pupils were able to explain that the heart is a pump and a muscle, the majority drew accurate, neatly labelled diagrams.

109 Pupils make good progress in Key Stage 1. They learn about the conditions needed to make a plant grow and identify the importance of warmth and water. They know a variety of light sources, including the sun and moon, candles and torches. Year 1 pupils classify living and non-living things such as crocodiles, ladybirds, pans and rings and illustrate their knowledge by drawing simple accurate diagrams. By the end of Key Stage 1, pupils investigate materials and sort these into sets. They are familiar with a range of scientific vocabulary used to describe objects. They write and know words such as flexible, transparent, soft, hard and dull. Pupils with special educational needs make good progress in science, especially when supported by teachers and non-teaching staff.

110 Pupils make satisfactory progress in Key Stage 2 in developing their scientific knowledge and understanding. For example, in Year 3, pupils know how varying angles of light sources change the size of shadows. In Year 4, pupils learn about electricity, and how to make a circuit. They describe their experiments and suggest reasons for bulbs failing to light. Year 5 pupils learn about the life cycle of plants and use good vocabulary including reproduction, germination and fertilisation to annotate their diagrams. Their knowledge of evaporation and condensation is less secure, although the most able describe the water cycle adequately. Pupils in Year 5 build effectively on their knowledge of the solar system and the majority develop their scientific vocabulary using words such as 'orbit' and 'rotate' accurately. Pupils with special educational needs continue to make good progress in Key Stage 2. They produce accurate diagrams of

plants and clearly label these with suitable words.

111 Throughout the school science makes a positive contribution to pupils' literacy and numeracy skills. There are examples of the use of information technology to support pupils' learning in science; however these are not consistent throughout the school.

112 Pupils respond well to science teaching. They are interested, keen and enthusiastic. In one lesson observed, Year 6 pupils were enthralled by a teacher and pupil demonstration of the heart's function using red food colouring, tubing and a balloon. Pupils enjoy their work, particularly when they carry out practical experiments and investigations. They work well independently or in groups during experiments. They work collaboratively when asked to, sustain concentration and they respond with enthusiasm to challenge. Pupils take care with measurements and record their investigations carefully. Relationships between pupils and teachers are good. Behaviour is good, apart from the isolated instances when some pupils lack focus and become distracted.

113 The teaching of science is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have good subject knowledge and use this effectively in science teaching. Their classroom management skills are used efficiently. For instance, in a Year 3 lesson on light, the focused use of questioning consolidated pupils' knowledge of challenging vocabulary including 'opaque' and 'transparent'. Teachers' planning for science is firmly based on a comprehensive scheme; this is an improvement on the previous inspection findings. However, weekly planning is sometimes vague and does not always clearly identify learning outcomes. Teachers use resources effectively and they use the school grounds for practical investigations. Teachers assess science attainment and progress regularly and these assessments are used effectively to inform their future planning. Provision for pupils with special educational needs is good; teachers and other staff support pupils individually or in small groups.

114 The science curriculum is broad, balanced and meets National Curriculum requirements. A comprehensive policy and scheme have recently been put into place and these have had a positive impact in ensuring that pupils build effectively on their previous learning. This is an improvement since the last inspection. The school has placed emphasis on teaching practical activities and this is now starting to have a positive impact on pupils' understanding. The introduction of homework classes and focused revision has also contributed to improving pupils' attainment and progress. The science co-ordinator is enthusiastic and has good subject knowledge, supports other staff effectively and has established an overview of science teaching in the school. Resources for science are good, and well used. A good example is the anatomical models of the human body which effectively support pupils' learning in Year 6. Pupils are given few opportunities to use information technology to enhance their science work. This is particularly obvious in Key Stage 2, where pupils rarely use graphs and data handling programs to support their work.

2 OTHER SUBJECTS OR COURSES

2 Art

115 The quality of work on display throughout the school is good and shows good progress made in both key stages by all pupils, including those with special educational needs. The school has maintained its high standards since the previous inspection.

116 Pupils in Key Stage 1 experiment with colour and shade and know how to mix different colours. They use a wide range of techniques and materials to produce drawings and paintings, which are of a good standard. The lively pictures based on the 'Dark, Dark Tale' in Year 2 recreated the suspense, spookiness and darkness of the story by Ruth Brown. Pupils recognise patterns and styles of different artists including those from other cultures. They produced very good drawings in the style of the Russian painter Chagill and spiky effects and bright colours were used effectively to produce an impressive classroom display. Pupils draw from observation and some show attention to detail. For example, in Year 1 a good link was made to science when pupils sketched a variety of plants and flowers to be found in the grounds. Pupils

make good progress as they gain experience of a growing range of techniques for printing, modelling, mixing and applying paint and working with fabric and paper on collage and weaving. They work imaginatively and with confidence and use tools effectively.

117 Pupils in Key Stage 2 are given a wide range of experiences of different artists and styles of drawing and painting. They examine the work of artists such as Monet and Lowry as well as the style of art produced in the past in Greek and Roman times. Pupils appreciate tone, colour and texture and use their understanding to make and decorate Greek vases and Roman mosaics. Good sketches, by pupils in Year 3, of Roman soldiers show a growing awareness of proportion and the finished pictures were of good quality. Some pupils use an art program on the computer effectively to design pictures and enhance their work in other subjects. Pupils' work in art develops well as they master the skills of drawing, painting and modelling.

118 Pupils respond well to their art lessons. They enjoy their work and try to do their best. Pupils listen carefully to explanations and instructions, follow class routines and take care when using equipment. Relationships in class are good. Pupils enjoy seeing what others are producing and applaud their efforts. They readily share tools and materials and take responsibility for clearing away equipment.

119 The quality of teaching is good. The majority of teachers have a good grasp of the subject and lessons are planned with clear indications of what pupils will do and the resources needed. Pupils are introduced to the work of celebrated artists at an early age and are encouraged to discuss them and to apply their techniques to their own work. For example, in the reception class pupils created interesting pictures of themselves in the style of Picasso after studying the 'portrait of Dora Maar'. This early work is developed well in Year 2 when pupils discuss the abstract work of M B Woods and create very good abstract patterns of their own using a variety of different materials. Teachers make good use of technical vocabulary and expect pupils to do the same. Classroom organisation and management of pupils are good. Effective use is made of other adults to support pupils' work. Teachers make good links with other subjects and use art to illustrate aspects of history, science and religious education. Good examples of this are the large-scale displays of pupils' art on the theme of a Muslim festival.

120 The temporary co-ordinator has good subject knowledge and supports colleagues informally when requested. The school's commitment to high standards is reflected in the quality of pupils' work on display throughout the school. Pupils are inspired to do their best. Resources are satisfactory and effectively support the range of activities undertaken. A useful collection of books and high quality reproductions is being built up.

2

2 **Design and technology**

121 No lessons in design and technology were seen during the inspection. However, sufficient evidence was available from pupils' work, displays, planning and interviews with pupils and teachers to enable judgements to be made.

122 Progress in design and technology is unsatisfactory in both key stages. This is because the school has no consistent approach to its programme of teaching. This represents a fall in standards since the previous inspection. In Key Stage 1, pupils make satisfactory progress with cutting and fixing skills. Younger pupils produce well executed skeletons using silver strips fixed to black paper. Year 2 pupils learn how to use paper fasteners to make season circles. Opportunities for planning and making products are limited and pupils do not build effectively on their previous skills. The current approach to design and technology restricts pupils' entitlement to the subject.

123 In Key Stage 2, pupils continue to make satisfactory progress with cutting, gluing and assembly. However, many of their activities are carried out in art and not as part of the design and technology curriculum. For instance, Year 3 pupils demonstrate good skills when cutting out profiles to make silhouettes. Year 6 pupils use their making skills to produce well finished papier-mâché pots in the style of

Ancient Greek ceramics. By the end of Key Stage 2, pupils have little experience in a range of design and technology skills. They are unclear of ideas such as designing for a purpose, modification and improvement of their products, and evaluation.

124 In discussions it is clear that pupils are interested in design and technology and are keen to use their practical skills when provided with opportunities. Pupils are enthusiastic about the subject. They enjoy the activities and are proud of their achievements. In subjects such as art, that are closely linked to some design and technology activities, pupils listen carefully to teachers and follow instructions. Levels of co-operation are good and pupils share materials sensibly.

125 Teachers have satisfactory knowledge of design and technology but do not always put this into practice. Planning for design and technology is unsatisfactory and there is currently no consistent monitoring of the subject. The curriculum co-ordinator is newly appointed and has already identified the shortfalls in design and technology and there are clear plans for its development. Resources are satisfactory. Every classroom has sufficient tools and there is a good supply of materials such as turned wheels, strip wood, card and adhesives. Currently these resources are under used.

2 **Geography**

126 Although few geography lessons were observed during the inspection, sufficient evidence was available from pupils' previous work, teachers' planning and discussions with teachers and pupils to allow judgements to be made. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with special educational needs make good progress in Key Stage 1 and satisfactory progress in Key Stage 2 in the targets set for them. Standards have been maintained since the last inspection.

127 In Key Stage 1, pupils visit the local park and the Butterfly Centre; the youngest pupils identify features of places and how they are used. Year 1 pupils extend their understanding of physical features in work on an underwater environment. Particularly good progress is made by Year 2 pupils in developing a sense of place and increasing their awareness of a range of human features which give a place its character, for example, in writing postcards home from Cleethorpes and in a study of Worsbrough village. At the end of the key stage, pupils make good progress in the use of landscape photographs to identify different features. Throughout the key stage, pupils increase their understanding of how environments are managed, and Year 2 pupils make good links between the management of a place and how it is used. They recognise, for example, that a visitors' centre needs to be attractive, tidy and free of pollution. Pupils make good progress in their fieldwork skills, and by the end of the key stage, they use simple maps, plans and co-ordinates to identify various features in the local environment.

128 In Key Stage 2, pupils make satisfactory progress, for example in gaining knowledge of localities and in the skills of finding out about places. Similarly, pupils make sound gains in their understanding of physical geography where knowledge about water features, such as the local reservoir, is developed through learning about river systems and the water cycle. However, there are weaknesses in the development of pupils' locational knowledge and in their use of maps and atlases.

129 Pupils have positive attitudes to geography. They are curious about places and talk with enthusiasm about previous work undertaken. In lessons, pupils show interest and are keen to discuss geographical ideas. They answer questions sensibly and listen well. During group activity, they support each other through well focused discussion. They organise themselves and settle quickly to work. Their behaviour is good. The presentation of work is satisfactory in both key stages.

130 The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, pupils' progress is promoted well through a combination of high expectations, good subject knowledge and an appropriate focus on developing fieldwork skills. All teachers have a secure knowledge and understanding of skill development in geography. They question skilfully and encourage pupils to ask questions. Planning is thorough and clearly shows how pupils build effectively on their previous

experiences. Where the teaching is good, lessons focus well on the learning objectives, clear instructions are given to pupils and teachers spend time with each group to check for understanding. Teachers promote pupils' social development well through a growing awareness of caring for the quality of the environment. Studies of features in the local area and other localities make a good contribution to pupils' cultural development.

131 Geography makes a sound contribution to the development of literacy, for example in writing postcards from other places. Similarly, it supports numeracy through work on co-ordinates. Information technology plays an insufficient part in developing pupils' geographical skills and understanding. The subject is insufficiently well resourced in terms of plans, maps and globes and the facilities on the new information technology resources are not yet being fully exploited. The co-ordinator does not have a sufficiently well defined role in monitoring teaching and learning in geography.

2

2 **History**

132 Pupils, including those with special educational needs, make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Standards have been maintained since the previous inspection.

133 In Key Stage 1 pupils develop a sense of the passing of time through stories, visits to historical houses and through working carefully with objects from the past. By the end of the key stage, pupils are aware of different periods and draw on earlier experiences to make meaningful comparisons about everyday life in different times. For example, they reflect on learning about Brodsworth Hall when examining artefacts from the 1930s. Pupils make good progress in learning from sources through careful observations, asking and answering questions, and extracting information from pictorial sources and texts. As a result, pupils at the end of the key stage work successfully in finding out and recording details about the past in a variety of ways.

134 Whilst pupils make satisfactory progress overall in Key Stage 2, there are some examples of good progress in lessons. For example, Year 6 pupils progress well in using different picture sources to deduce evidence about the past and to select and organise information from texts to answer questions relating to causes and consequences of the Blitz. In learning about the Romans and Ancient Greeks, pupils develop their understanding about the legacy of the past and the influence of beliefs and religion on people's lives. Pupils in Year 3 extend their understanding of different causes of the Roman conquest of Britain and of the various ways that a modern day house may be compared with a Roman villa. Pupils also make steady progress in their understanding about the importance of evidence in learning about history, and how historical museums and reconstructions such as the Arc and Eden Camp, support learning about the past. For example, pupils in Year 3 develop ideas about replicas through observing a replica model of a Viking warrior.

135 Pupils have good attitudes to their work in history. They enjoy working with source material and artefacts, are careful in their use and show a respect for evidence from the past. Pupils in Key Stage 1 are curious about other periods. They listen attentively to accounts and explanations and are keen to ask and answer questions about historical sources. In one lesson, Year 2 pupils applauded spontaneously when the teacher successfully operated a toy from the 1930s, indicating their positive attitude to learning about history. Pupils in Year 6 work well in pairs, discussing and analysing sources and participating enthusiastically in question and answer sessions.

136 The quality of teaching is good and no unsatisfactory teaching was observed. In the best teaching stimulating use of resources engages pupils' interest and enthusiasm and encourages them to show respect for historical evidence. Teachers' secure knowledge of the period being studied, good questioning skills and a clear focus to develop historical skills enable pupils to make good progress and to respond to the subject positively and with enjoyment. They use effective questioning to assess pupils' previous knowledge and make sure that they are all aware of the learning objective in the lesson. Teachers use wall displays and artefacts effectively to promote learning.

137 History makes a positive contribution to pupils' moral development through the consideration of causes and consequences of major events, for example invasions and the Blitz. Pupils' social development is supported well through respecting codes of behaviour when visiting public places of historical interest such as museums. Similarly, visits to historic buildings and sites and learning about cultural legacies contribute well to pupils' cultural development. The role of information technology in supporting historical knowledge and skills is insufficiently developed. History makes a sound contribution to the development of literacy, for example in writing letters to museums, in extracting information from texts and in writing explanations of past events. There are few but sound links with numeracy, for example in the use of dates and timelines. Whilst effective use is made of resources to support pupils' enquiry skills, there are insufficient school based artefacts to ensure effective teaching and learning. Currently the availability of quality artefacts relies overmuch on teachers' personal collections. The co-ordinator does not have a sufficiently well defined role in monitoring teaching and learning in history. As a result, systems are not in place to support raising standards in this subject.

2 Information technology

138 Few information technology lessons were observed during the inspection. However, these together with the scrutiny of pupils' work, examination of classroom displays, discussions with teachers and pupils and incidental observations during other lessons, provide sufficient evidence to enable judgements to be made.

139 By the end of both key stages, pupils' attainment in information technology is below the levels expected for their age. By the end of Key Stage 1, pupils' attainment matches the level expected for their age in using a simple word processor, an art program and a tape recorder. However, they do not have the skills to sort and classify information or to investigate options in real or imaginary situations. By the end of Key Stage 2, pupils' attainment is below what is expected nationally because of inconsistent use of information technology and insufficient use of information technology to record and handle data in other subjects. There are too few opportunities for pupils to use computers to control and monitor experiments and investigate options in real or imaginary situations, for example, finding their way through a story program where their decisions affect the way the story develops. The school is aware of this and has good plans to improve pupils' use of information technology. The school has not improved standards since the last inspection, partly because of the change to different computer systems, and partly because of the time it takes to implement the full National Curriculum requirements.

140 Pupils make unsatisfactory progress in Key Stage 1. However, they know how to start a tape recorder by pressing the correct button. They learn about directions, such as forwards and backwards, and use this knowledge to explain how they control and move an arrow on the screen. A good link is made to geography in Year 1, when pupils use a series of weather symbols and place them on a map of Britain. They use computers to support their work in English. For example, in discussion, pupils in Year 2 explained how they write sentences on the computer, correct mistakes, use the space bar and return keys. They write in different fonts and change the size of texts and some pupils explained how they could save and print their work. They learn to write for different purposes; for example, they create different sentences to support literacy work with rhyming words. Pupils write imaginative poems, such as 'The Wobbly Strawberry Jelly' and they create pictures in an art program and write underneath 'Yellow like the sun, Blue like the flowers'.

141 Pupils make unsatisfactory progress in Key Stage 2 because the new resources have not yet been utilised sufficiently to allow pupils to use computers to control events, monitor changes in the environment or explore real and imaginary situations. A start has been made by pupils in Year 3 to explore imaginary situations; in discussions, pupils explained how they move a screen robot and move to different levels in an adventure simulation. Pupils make steady progress in their ability to use a word processing package, an art program and how to handle simple data in mathematics. For example, pupils in Year 6 explained how they were using a commercial package to record their experiment with two dice and create graphs of their

results. Throughout Key Stage 2, pupils use word processing packages to improve their writing, they edit and move text around the screen and, older pupils in particular, are confident to load, save and print their work in different colours. Pupils in Year 6 spoke enthusiastically of their visit to a residential centre and the work they completed using information technology. They created stories, chose illustrations from other programs and moved them to a particular location in their own story and saved the finished product on their own disc. Pupils, in both key stages, with special educational needs make unsatisfactory progress because of the inconsistent use of information technology and the limited access to resources.

142 Pupils have very positive attitudes; they enjoy working with computers and help each other with advice. They take turns on the keyboard and understand how to use programs effectively. They are all eager to know more and to investigate new aspects of the subject. They are well-behaved, listen to instructions and, when given opportunities to work independently, they concentrate well on the tasks. They take justifiable pride in the quality of their completed work.

143 The quality of teaching is satisfactory in both key stages in those aspects of information technology that are taught. Teachers' confidence has improved following training courses and the adoption of a new information technology scheme of work. The use of information technology is inconsistent throughout the school. During the inspection, especially in the morning, computers were switched on in all classes but were often unused. The new resources, situated in the hall, were very rarely used during the week and are not fulfilling their full potential. However, in the afternoon when using information technology, teachers question skilfully, organise their lessons well to allow pupils to work independently and they informally assess pupils' progress. Sometimes information technology is used successfully to support work in other areas of the curriculum such as English, science and art. However, this is not consistently developed throughout the school.

144 The information technology curriculum is not sufficiently broad and balanced in both key stages and does not include all the required elements of the subject, such as 'sensing and monitoring'. Currently, statutory requirements are not met. However, there is now a clear policy and guidelines from which teachers are producing their plans. These plans are detailed and clearly indicate what pupils in each year group should know, understand and be able to do. The co-ordinator has produced a good action plan that identifies the training necessary to meet the requirements of the National Curriculum. This has already started and there is a very good link with the local college who provide support for staff in the use of the new resources. The co-ordinator supports individual members of staff and promotes their use of information technology skills during lessons and provides good informal support when required. Clear assessments are built into the scheme, based on National Curriculum level statements. The school now has very good resources and is well placed to make further improvements.

2 Music

145 Pupils of all abilities, including those with special educational needs, make at least satisfactory and occasionally good progress in music. This is an improvement since the last inspection.

146 In Key Stage 1, pupils perform well when they sing a range of songs tunefully, displaying confidence and enthusiasm. They control their breathing well and demonstrate good rhythm and pitch. Pupils use many percussion instruments and are familiar with the sounds they make. For example, in a reception class music lesson pupils used a variety of untuned instruments to accompany different songs. They kept time well and one commented that the wooden blocks sounded like heavy rain when they were banged together. Pupils appreciate music, particularly in assemblies where they listen attentively to a variety of music from Britain and abroad. Pupils in Year 2 listen attentively to two different songs and identify the different moods created by 'My Grandfather's Clock' and 'Pack up your Troubles'. They sing them tunefully using appropriate expression and rhythm.

147 In Key Stage 2, pupils sing confidently and accurately. They control their phrasing well as they sing in unison. They beat out a rhythm by clapping or by using percussion instruments and maintain an

accurate tempo. Discussion with older pupils shows that they name different orchestral instruments and recognise the sound each creates. They identify how the mood of the music is created in the verse and chorus. For example, in a Year 6 lesson linked to history pupils listened to 'The White Cliffs of Dover' and explained how the cheerful chorus gave hope for tomorrow. They sing with appropriate rhythm and expression and clearly enjoy the activity. Pupils listen attentively to music of different kinds and, in discussion, they describe how the music 'Chariots of Fire' reminded them of an exciting race. When performing, some pupils read simple musical notation. A good example of this was in the assembly on the theme of 'God's Beautiful World' when the recorder players and choir played and sang for the whole school. The assembly celebrated pupils' achievements very well and made a significant contribution to pupils' spiritual, moral, social and cultural development.

148 Pupils in both key stages respond well to music and have a positive attitude. They are enthusiastic during lessons, listen well and behave well. Pupils show consideration and co-operation towards each other and are very supportive when their classmates are performing. They treat instruments with care and consideration and show pride in their musical achievements. They listen quietly to music in assemblies and respond well to these opportunities for musical reflection.

149 The quality of teaching is good throughout the school. Teachers show good classroom management and create an effective learning environment. They make good use of the visiting pianist in singing lessons and lessons are conducted at a brisk and lively pace. A good feature of the teaching is the positive relationships that teachers have established with pupils. This helps pupils to feel confident in trying out new things or in offering their response to music knowing that their contributions are valued. Teachers effectively assess standards and encourage pupils to practise and improve. They challenge pupils of all abilities, which makes a positive contribution to their attainment and progress.

150 The subject co-ordinator is knowledgeable and supports colleagues effectively. The commercial scheme of work provides useful guidelines, which teachers use effectively in their planning. The extra curricular activities such as the choir and recorder groups have a positive effect on musical standards within the school. Music supports pupils' spiritual, social and cultural development well and the quality of collective worship is enhanced through music. The musicians perform in a local home and hospital and the different productions staged during the year are described enthusiastically by pupils and greatly improve the self esteem of participants.

151 Progress in physical education throughout both key stages is good. This is a similar picture to that seen at the last inspection. All pupils, including those with special educational needs, make good progress in developing and practising new and acquired skills as well as consolidating previous learning. Pupils in Key Stage 1 experience gymnastics, games and dance and develop confidence in their work. They make good progress in gymnastics and games skills. They learn to be aware of others through running, dodging and using gymnastic equipment. They made particularly good progress in developing an awareness of space in a well planned Year 1 lesson practising a variety of activities using bean bags, hoops and posts. They work independently, in pairs and in groups to develop and improve their performance. Pupils understand safety rules and follow them effectively in their activities.

152 Pupils continue to make good progress throughout Key Stage 2. By the age of 11, they perform and refine sequenced activities using equipment and carry out well controlled backward and forward rolls. Pupils in Key Stage 2 are very agile, and have good physical stamina. They demonstrate these characteristics when using large equipment for jumping and climbing skills. Their experiences of dance are stimulated by acting out stories from other cultures, such as that of Rama and Sita. Pupils enjoy their work and make good progress in physical education, particularly when they receive extra coaching from outside specialists.

153 Pupils in both key stages are interested in their lessons and they show enthusiasm when performing. They are keen to take part and always give their best. They respect the achievement of other pupils and freely applaud when their peers perform well. This is a good feature, and illustrates the school's emphasis on sporting behaviour and social development. Pupils are given an opportunity to develop the literacy skills of speaking, and particularly listening, during their lessons. They also develop their numeracy and mathematical skills when they count and score and follow directional movements in gymnastic and games sessions.

154 Teaching is good in both key stages. Teachers have good knowledge in physical education. They are confident and this contributes to the progress of all pupils. Although planning for physical education is inconsistent, the effect of this is mitigated by teachers' enthusiasm and knowledge. Pupils are well managed in practical and sporting activities and all health and safety considerations are taken into account. This is a strength of the subject. Teachers evaluate pupils' progress during lessons and use the information well to ensure pupils build effectively on their previous experiences.

155 The recently appointed physical education co-ordinator is keen to develop the subject and has plans to expand the curriculum through the introduction of orienteering. She is well supported by the head teacher who values sport's contribution to pupils' personal and social development. The school offers pupils a wide range of extra curricular activities. These include football, rugby, cricket, chess, netball and basketball. Effective use is made of coaching schemes offered by Barnsley Football Club, the Yorkshire County Cricket Board and the Rugby Union. These experiences enrich pupils' physical education, and for many, are a highlight of their school life. Pupils are regularly entered in inter-school competitions, and both netball and football teams have been successful in the recent past. Resources for physical education are satisfactory and well used. There are sufficient hard and grassed areas to provide good opportunities for outdoor activities.

1The inspection of this school included a focussed view of swimming which is reported below.

157 Pupils in Year 3 are taught to swim at the Local Authority pool. They make good progress in a short time and most can swim 25m by the end of the school year. Figures provided by the school indicate that by the end of Key Stage 2, the majority of pupils can swim. Instructors at the Local Authority pool have good knowledge and teach pupils well. They are well supported by teachers, parents and the school caretaker. Pupils respond very well to their swimming lessons. They are keen and enthusiastic, listen carefully and carry out instructions properly. They derive obvious enjoyment from their swimming lessons. Accommodation for the teaching of swimming is good. Facilities include a shallow pool for learners. There are sufficient resources, such as floats, to support pupils' progress.

156

156 **Religious education**

158 By the end of Key Stage 1, pupils' attainment in religious education matches the expectations of the Locally Agreed Syllabus. By the end of Key Stage 2, pupils' attainment is below these expectations. Standards in religious education are lower than in the last inspection.

159 By the end of Key Stage 1, pupils know some stories from the Bible, such as the story of Noah. They are aware that some people go to church to pray and that special events such as weddings and christenings are celebrated there. Pupils talk about values such as friendship and they reflect on the beauty in the world around them. Pupils know that Muslims pray in a mosque and that they use a prayer mat when praying. They have some awareness of the Muslim festival of Eid. Pupils think about themselves, their feelings and their relationships with other people at home and at school. By the end of Key Stage 2, discussions with pupils indicate that they only have fragmentary knowledge and understanding of the major world religions. They are confused about the important leaders of the major faiths. Their knowledge and understanding of the Muslim faith is patchy. For example, pupils suggest that Muslims pray in a temple. They say 'they go on long walks', but have difficulty explaining why. Pupils know some Bible stories, but do not readily name the Bible as the Holy Book for Christians. When discussing important Christian festivals, pupils confuse the Jewish festival of Hanukkah with Christian festivals. They are not aware that Jesus was Jewish.

160 Progress in Key Stage 1 is satisfactory. In the reception class pupils hear, and talk about, stories from the Bible such as Noah. In Year 1, pupils make good progress learning about the Muslim festival of Eid and Muslim family life. When talking about the story of 'Beauty and the Beast' they show awareness of values such as kindness and caring for others. Progress is unsatisfactory in Key Stage 2. In Year 3, although pupils have visited the local church, they talk about the cross 'with Jesus on it', and do not use the correct religious terms. Pupils have an understanding of the moral of good overcoming evil in the story of Rama and Sita. In Year 4, pupils already know the main events in the story of the birth of Jesus and some of the stories about His life. In Year 5, pupils have heard some stories about Jesus. They are learning about Christian Saints, such as Bede and Hilda, but in discussions they do not refer to them as saints. Very few pupils know that the Book of Genesis is the first book in the Bible. In Year 6, pupils know some people go to church to pray and suggest there are 'very nice things' in churches. They confuse the places of worship of the major world religions. A few pupils express their own ideas of God as a special person.

161 Pupils are interested in lessons in Key Stage 1. They listen well and are gaining confidence talking about their feelings within very good relationships. Many pupils do not listen attentively to their teachers in most lessons in Key Stage 2. They often fiddle with resources on their desks and only a few pupils offer answers to teachers' questions.

162 Teaching is satisfactory. Teachers manage pupils very well in lessons, with high expectations of good behaviour. They use questioning skills very well to assess pupils' progress in lessons. In a Year 1 lesson, the teacher had identified observational assessment in lesson planning. Another teacher in Year 3, prepared very high quality resources about Hanukkah, which supported pupils very well in their learning. However, teachers' planning is variable and not all teachers plan in sufficient detail to ensure that pupils' activities are matched well to their differing needs. Well presented displays, in some classrooms and the hall, enhance the curriculum well. The co-ordinator was appointed in September. She has attended co-ordinator meetings prior to the revised Locally Agreed Syllabus coming into the school and has prepared an effective outline of work for this term.

163 Religious education meets statutory requirements, and there is sufficient time allocated to the subject, which is taught regularly in all classes. However, the curriculum is not well planned. There is no school guidance to support teachers and there has been little progress made since the last inspection. Some teachers plan from a commercial scheme recently introduced, whilst others are planning from the recently revised Locally Agreed Syllabus. This planning matches some of the requirements of the Locally Agreed Syllabus but teachers do not always indicate the attainment targets being taught. At present, the theme of assemblies often leads to religious education lessons or teachers try to fit religious education into their topics. This results in the school being unable to guarantee that pupils make progressive gains in their learning across year groups. There are no formal procedures for assessment and annual reports to parents do not always report on the subject. Resources for religious education are poor.

164 Religious education contributes well to pupils' spiritual, moral and social development. Teachers encourage pupils to express their personal feelings and to respect what others have to say. Good opportunities are taken to reinforce the difference between right and wrong through discussing stories which have a moral theme. Pupils are taught to respect the views of other people. The contribution to pupils' cultural development is less well developed, because pupils' knowledge and understanding of the major world religions is fragmentary.

156 **PART C: INSPECTION DATA**

156 **SUMMARY OF INSPECTION EVIDENCE**

165 Five inspectors visited the school for the equivalent of nineteen inspector days. During this time sixty one lessons or part lessons were observed, covering all aspects of the National Curriculum and religious education. Inspectors listened to a representative sample of pupils read and talked to pupils about their work. Acts of collective worship and periods of registration were also observed as well as mealtimes, playtimes, arrival and dismissal procedures.

166 A large sample of pupils' previous work was examined, which included work completed in all curriculum areas from pupils of all ages and prior attainment. Displays in classrooms and public areas of the school were also examined.

167 The previous inspection report, completed in May 1996, and the school's action plan in response to it were examined.

168 A wide range of school documentation was examined including school policies, minutes of the governors' meetings, the school development plan, teachers' planning files, records of pupils' attainment and progress and samples of annual reports to parents. All documents and records relating to pupils with special educational needs were also scrutinised.

169 Interviews were held with all subject co-ordinators, the special needs co-ordinator, the school secretary, the caretaker, the chair of the governing body and other governors, non teaching staff, parents and visitors to the school.

170 The head teacher met daily with the registered inspector and was interviewed by all members of the inspection team.

171 The views of parents were sought at a meeting prior to the inspection and through the completion of a questionnaire that was sent to all parents.

156 **DATA AND INDICATORS**

156 **172 Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	200	4	56	107
Nursery Class	34	0	2	n/a

156 **173 Teachers and classes**

156	Qualified teachers (YR – Y6)	
	Total number of qualified teachers (full-time equivalent):	8
	Number of pupils per qualified teacher:	25

156	Education support staff (YR - Y6)	
	Total number of education support staff:	6
	Total aggregate hours worked each week:	112.5

156	Qualified teachers (Nursery class)	
	Total number of qualified teachers (full-time equivalent):	1
	Number of pupils per qualified teacher:	34

156	Education support staff (Nursery class)	
	Total number of education support staff:	2
	Total aggregate hours worked each week:	60
	Average class size:	28.6

156 174 **Financial data**

Financial year:	1998 - 1999
	£
Total Income	342,042
Total Expenditure	340,097
Expenditure per pupil	1,532
Balance brought forward from previous year	1,083
Balance carried forward to next year	3,028

Number of questionnaires sent out: 200

Number of questionnaires returned: 95

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	22	66	7	4	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	43	0	2	1
The school handles complaints from parents well	26	59	8	5	2
The school gives me a clear understanding of what is taught	15	67	12	5	1
The school keeps me well informed about my child(ren)'s progress	32	53	5	10	0
The school enables my child(ren) to achieve a good standard of work	36	57	5	2	0
The school encourages children to get involved in more than just their daily lessons	22	56	13	8	1
I am satisfied with the work that my child(ren) is/are expected to do at home	23	54	7	13	3
The school's values and attitudes have a positive effect on my child(ren)	31	57	7	4	1
The school achieves high standards of good behaviour	28	46	14	10	2
My child(ren) like(s) school	60	35	3	1	1