

INSPECTION REPORT

MILEFIELD PRIMARY SCHOOL

Grimethorpe, Barnsley

LEA area: Barnsley

Unique reference number: 106617

Headteacher: Mrs Alison Morton

Reporting inspector: Pearl White
21547

Dates of inspection: 5th – 8th February 2001

Inspection number: 194589

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Community School
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Milefield Lane Grimethorpe Barnsley South Yorkshire
Postcode:	S72 7BH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Christopher Sykes
Date of previous inspection:	3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21547	Pearl White	Registered Inspector	Art, Design and Technology Under fives English as an additional language	What sort of school is it? The schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Keith Ross	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents?
13150	Peter Ollis	Team Inspector	Mathematics Religious Education Music, Equal Opportunities Special Educational Needs	
11704	Peter Williman	Team Inspector	Science Information Technology Physical Education	Pupils' attitudes, values and personal development How good are the curricular opportunities offered to pupils?
23977	Anna Smith	Team Inspector	English Geography History	

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved?
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

12

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

13

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

14

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

15

HOW WELL IS THE SCHOOL LED AND MANAGED?

16

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18

OTHER SPECIFIED FEATURES

18

PART C: SCHOOL DATA AND INDICATORS

20

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Milefield Primary School serves the former coal-mining village of Grimethorpe, near Barnsley. It is a one-form entry school attended by 184 boys and girls from four to eleven. In addition the school has provision for 39 full time places for nursery children. An Early Years Unit officially opened in January 2001 combines nursery and reception into an integrated provision for children in the foundation years of education. Following closure of the local mine, the area has suffered from high unemployment, and the number on roll has fallen as houses have been demolished and families relocated. Almost all the pupils are white and 68 per cent of pupils are eligible for free school meals, which is well above the national average. There are 57 pupils on the special needs register, including 10 with statements of Special Educational Needs. About half of the children on the special needs register have moderate learning difficulties, and the other half have severe learning difficulties. Overall the socio-economic background of the pupils is well below average and in general pupils enter the nursery with below average levels of attainment. Milefield is an Education Action Zone School.

HOW GOOD THE SCHOOL IS

This is an improving school. The head teacher, staff and governors have worked hard to address the significant weaknesses and to raise standards in English, mathematics and science. Trends over time show that standards have steadily improved in every year since 1997. At Key Stage 1, in these subjects, standards are becoming close to those of similar schools. At Key Stage 2 in mathematics both average and higher attaining pupils are working at average levels. This is an improvement since the HMI inspection in 1999 when only higher attaining pupils were working at average levels. Teaching is always satisfactory and often good. Good use is made of a variety of different teaching methods. Teachers' good management of pupils ensures that children have a positive attitude to school, behave well and work hard. Children with special educational needs, who are well supported by curriculum support assistants, make good progress. Relationships are good. The head teacher provides very good leadership and is well supported by staff and governors in taking the school forward. The school is found to be effective and provides satisfactory value for money.

What the school does well

- The school encourages pupils to have good attitudes to their work.
- The school makes good provision for pupils' moral and social development within a very caring and supportive ethos.
- There is good provision for pupils with special educational needs.
- **The head teacher provides very good leadership.**
- Procedures for monitoring and improving attendance, promoting good behaviour and supporting pupils' personal development are good.
- The governing body is effective in fulfilling its statutory duties and understands the strengths and weaknesses of the school well.
- Educational priorities are supported through good financial planning.

What could be improved

- Standards at Key Stage 2 in English, mathematics and science.
- Standards in Key Stage 2 in information and communication technology, religious education, design and technology, geography, history, art and music.
- Ensure that these areas of the curriculum are sufficiently broad and balanced.
- Ensure that sufficient time is allocated to enable effective teaching and learning to take place in these subjects.
- Use assessment data effectively to meet the needs of all pupils, particularly the higher attainers.
- Develop the strategies to encourage parental support for children attending school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected under Section 3 by Her Majesty's Inspector and an Additional Inspector in 1999, following the first inspection in 1997 when the school was deemed to need special measures. HMI judged the school to no longer require special measures. Since that time the rate of improvement has been good and the school is judged to have made good progress in addressing the key issues mentioned in the last Section 10 report. The developments since the inspection in 1997 have been sufficient to improve the teaching and learning in all subjects. Most of the action points from the last inspection have been tackled well. Schemes of work for all subjects are now in place. Good progress has been made in raising standards at Key Stage 1. However, at Key Stage 2 the school is still addressing the backlog of underachievement, the majority of pupils now make at least satisfactory progress in lessons. Satisfactory procedures are in place to find out what pupils know, understand and can do, but the data is not used well to effectively match work to the needs of individual pupils, especially the higher attaining ones. Great strides have been made in developing the monitoring and evaluation role of the governors and the head teacher. This has led to good improvements across all aspects of school life, based on a genuine and shared commitment to raise standards for all pupils. The head teacher and staff have worked hard to implement a positive behaviour policy. This shows a marked improvement in behaviour both in and out of the classroom. The school prospectus now complies with statutory requirements. The head teacher gives very good leadership, having supportive staff, an involved governing body and a clear focus on improving standards. The school is well placed to continue its improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	E*	E	E*	E*
Mathematics	E*	E	E	E
Science	E*	C	E	E

Key

The comparative grade A* or E* refers to the school's performance being in the highest or lowest 5% nationally

well above average A

above average B

average C

below average D

well below average E

The school results indicate that standards were very low compared with the standard achieved nationally and in similar schools in English. They were well below in mathematics and science when compared nationally and with similar schools. Observed standards are better than this, and reflect the upward trend in results gained in national tests year on year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and join in enthusiastically in lessons and in other areas of school life.
Behaviour, in and out of classrooms	Behaviour is good in class and around the school.
Personal development and relationships	Children get on well together and the older pupils take good care of younger ones. They show thoughtfulness towards each other.
Attendance	Despite the best efforts of the school, attendance is poor.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 Years	aged 5-7 Years	aged 7-11 Years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching seen during the week of the inspection was satisfactory overall with some good features. In nearly a third of lessons teaching was good or very good. There has been a vast improvement since the inspection in 1997. Teacher's management of pupils is good and good use is made of different teaching methods. Good use is made of the curriculum support staff and the learning assistants and available resources are appropriately used. Teaching, over time, in the Early Years Unit is good as pupils make good progress through the early years of schooling. Teaching of English seen during the inspection was always satisfactory at both key stages. The quality of teaching and learning throughout the school in mathematics is satisfactory overall, but with some good features. Science teaching at Key Stage 1 and Key Stage 2 is at least satisfactory. Teaching in information communication technology is satisfactory overall. The quality of teaching is satisfactory in the non-core subjects at Key Stage 1. At Key Stage 2, however, although the quality of teaching seen during the week of the inspection was satisfactory with some good features, overall the quality of teaching in many of these subjects is unsatisfactory, as insufficient time is allocated to them. The planning for pupils with special educational needs is good and they well taught well. A weakness in teaching throughout the school is the use of assessment data to match work effectively to the needs of individual pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, and contains all of the subjects of the National Curriculum. There is, however, insufficient balance in Key Stage 2, in the time allocations allowed for the non-core subjects.
Provision for pupils with special educational needs	Good provision is made for pupils with SEN, which is a strength of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupil's social and moral development is good, and cultural development is satisfactory. The provision for pupils' spiritual development is unsatisfactory. Little evidence was observed of pupils being given time for reflection.
How well the school cares for its pupils	There are good procedures in place for monitoring and improving attendance, and for monitoring and promoting good behaviour and eliminating bullying.
How well the school works in partnership with parents	Links with parents are satisfactory. The school has developed a number of innovative ways in which to work with parents, but these as yet have not had their full impact.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides very good leadership to the school. She is well supported by senior staff and governors in taking the school forward. There is a shared commitment to provide a good quality education for all the children at Milefield, whatever their abilities and needs. Co-ordinators are keen to play their part in shaping the direction of the school, but, as many are new in post, their roles still have a way to develop.
How well the governors fulfil their responsibilities	Governors contribute well to the effectiveness of the school; they are developing good levels of expertise and work with the head in a well-organised and thorough approach to school improvement.
The school's evaluation of its performance	The head has set up a good system to monitor and evaluate and take action towards meeting the school's target for improvement.
The strategic use of resources	Financial planning by the head teacher and governors is good. Resources are clearly targeted towards the school's priorities. Information and Communication Technology is used satisfactorily, both in office administration and the classroom.

The school is well staffed. The number and experience of support staff is good and they make valuable contributions to the work of the school and in particular to the good progress made by the pupils with special needs. Accommodation is excellent and the play court and equipment for the under-fives are also very good. There are now sufficient resources in school to teach the curriculum, except for library books.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards in school have risen and everyone, including the teachers have more pride in the school; • The introduction of the Early Years Unit has been an improvement of provision for pupils in the foundation stage; • The school tries hard to promote positive attitudes; • The provision provided for ICT; • The school responds very quickly to issues raised. 	<ul style="list-style-type: none"> • There is not enough PE in Year 6, and not enough music and drama in school; • There was not enough geography or history in some classes; • The amount of homework is insufficient.

The inspection team agreed with the positive views about the school. The amount of homework required is adequate. The inspectors agreed that there is insufficient time spent on music, drama, geography and history in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils are making satisfactory progress overall. The trend of results, year on year, in national assessments since the previous inspection in 1997 demonstrates clear improvement, with the school's results becoming significantly closer to the national average in English, mathematics and science at both key stages. This is evident in the school's test results and in work observed in lessons. This is due to the improvement made in teaching since the last inspection in 1997.
2. Many children begin nursery with poorly developed skills in all areas of learning, but in particular in speaking and listening, mathematics and personal independence. This is confirmed by the initial assessments conducted with these young children. By the time they are ready to start in Year 1, the majority of the children have made good progress and attain the early learning goals in all areas of learning, except for speaking and listening, where standards are below those expected nationally.
3. At Key Stage 1, results in the national tests for seven-year-olds in 2000 were well below national expectations in English, mathematics and science when compared to national standards. These results were average in mathematics when compared with similar schools, but below average in reading and well below in writing. Science was well below that of similar schools. The overall trend, however, shows there has been a steady improvement since 1998 in both writing and mathematics, but in 2000, there was an overall dip in reading results. This appears to be due to the number of special needs pupils in that year group. At Key Stage 1, in these subjects, in the lessons observed and in the samples of work presented for scrutiny, it is evident that standards are becoming closer to those of pupils, of this age, in similar schools.
4. There has been an emphasis on raising standards in Key Stage 2 since the HMI inspection in 1999, when work observed was close to national standards in higher attaining sets. In mathematics in the lessons observed and in the samples of work presented for scrutiny, both average and higher attaining pupils are now working at average levels. Too few pupils, however currently achieve the higher Level 5. In English and science, pupils in higher attaining sets are working at national average levels, with pupils in Years 4 and 5 working well and attaining levels in line with national expectations at that age. However, Year 3 pupils were not at the standard expected. At the end of Key Stage 2 in 2000 standards were very low compared with those achieved nationally and also with similar schools in English and well below in mathematics and science. It is clear that the school still has some way to go before standards are securely in line with national expectations, especially at Key Stage 2, where a backlog of under achievement is still impacting on pupils' performance.
5. Standards in literacy and numeracy are below the national average, but pupils make satisfactory progress at Key Stage 1 and in Years 4 and 5. Over Key Stage 2, there is limited progress as the school addresses the backlog of underachievement. Pupils of all levels and abilities make generally satisfactory progress in reading, number, using and applying mathematics and writing throughout the school. Their skills in speaking and listening are underdeveloped throughout the school and all pupils make unsatisfactory progress. Skills in information communication technology are satisfactorily developed at Key Stage 1 and pupils make satisfactory progress. Standards within Key Stage 2 are improving, however, in Year 6 they still remain below those expected nationally.
6. Standards at Key Stage 1 in all other subjects are in line with those expected of pupils of similar age. This is an improvement since the previous inspection in 1997 when standards were seen to be unsatisfactory in design and technology, information and communication technology, geography

and music. Pupils at Key Stage 1 make satisfactory progress in their learning in all these subjects. Standards in physical education are satisfactory at Key Stage 2, but progress and standards are unsatisfactory in all other subjects at this key stage. The school has focussed on improving the standards in English, mathematics and science. This has led to an imbalance in non-core subjects as insufficient time is allowed for the teaching of these subjects and the planning of opportunities to study these over the school year. These standards, at the end of the key stage, are similar to those reported at the last inspection. Owing to very good teaching, however, standards in singing are currently good throughout the school.

7. Pupils with special educational needs generally make good progress throughout the school and are well supported, both in class and when withdrawn for additional support in literacy and numeracy. Although in national tests at Key Stage 2 boys do better than girls, there was no evidence of this during the week of the inspection. Higher attaining pupils generally are not yet achieving at levels matching their ability. This is particularly noticeable in mathematics.

Pupils' attitudes, values and personal development

8. Pupils have very positive attitudes to their work and their behaviour is good both in and out of the classroom. These attitudes are a strength of the school and have a positive impact upon the opportunities and the quality of learning which pupils enjoy in their lessons. Behaviour at lunchtime, although sometimes noisy, is good-natured and positive. Standards, in all respects, have improved against those identified in the last report in 1997. The leadership of the headteacher and the example of teachers are significant factors in this improvement.
9. Pupils enjoy their schooling and have very positive views of why they come to school and what it can mean to them. Pupils from a range of ages indicate that they enjoy their work and that they value this as a good feature of the school. This reflects the expectations of their teachers and the respect pupils are accorded in their classes. Pupils in all year groups settle quickly into their daily class routines and respond well to their teacher's guidance. This is true also of those who arrive late to school. Pupils move purposefully around the classroom when necessary and settle very quickly and independently to changes of activity. This ensures that the pace of lessons is maintained and supports learning. Pupils in the foundation stage followed a chart to indicate which activity they had been assigned to and were on task very quickly with little guidance from adults. A Year 1 class in numeracy maintained the flow of their learning as they moved rapidly from class to group activity. The learning in a literacy set in Year 6 was good because pupils worked quickly and independently.
10. Pupils' behaviour is good. A notable feature is the politeness of pupils to other children and adults alike. There is calmness about the way pupils behave in school. Pupils value the school's scheme of rewards. They wear their badges with some pride. Pupils noticeably try hard to earn their teacher's good opinion and equally recognise the school's code of conduct. This pride in performance, however, does not extend to the presentation of work in pupil's books, which is often untidy, not reflecting the standard of work seen displayed around the school. The few pupils who have difficulty with behaviour respond well to their curriculum support assistants, and this helps both their learning and integration into the class. The school has excluded fewer pupils in this academic year than the previous period. Those pupils who have been excluded respond well to the partial inclusion policy, which enables them to adjust into school smoothly with minimum negative impact on their learning and that of their classmates.
11. Pupils' personal development is sound. They are regularly involved in daily routines of the school in ways such as taking registers and class duties. Older pupils in particular are given a number of responsibilities, which they carry out effectively and in this way are seen to mature satisfactorily. For example, they captain teams, support lunchtime assistants and take responsibility for lunchtime equipment. Pupils also run a tuck shop and help with the running of a breakfast club. There is a newly established school council, which seeks to represent the views of pupils. The elected

council members canvas the views of their peers before meeting. A recent discussion was about bullying and what pupils think can be done to resolve the problem. Ninety one per cent of parents agree that the school helps their children to become mature and responsible. Although the numbers attending are not always high, pupils value the clubs they are offered. For example, pupils are prepared to get up an hour earlier to attend a computer club before school starts. They look forward to opportunities to attend sports clubs.

12. Attendance overall in the past year was well below the national average for primary schools and is poor and a cause for concern. Attendance levels need to improve. A small but significant number of pupils arrive late but do not disrupt lessons. The school has worked hard to address these concerns by introducing appropriate strategies in partnership with the education welfare officer. The school now needs the support of all parents, particularly for those children who have a poor pattern of attendance and punctuality.

HOW WELL ARE PUPILS TAUGHT?

13. The school has a good team of teachers, curriculum support and learning assistants who work well together. The quality of teaching seen during the week of the inspection was satisfactory overall with some good features. In nearly a third of lessons, teaching was good or very good. There has been a vast improvement since the inspection in 1997, when teaching was unsatisfactory in a quarter of lessons seen and at times poor or very poor. For children under five, the school has maintained the predominantly satisfactory and sometimes good teaching. The focus on raising standards, the implementation of literacy and numeracy hour and the related staff development, together with the implementation of schemes of work, are the main reasons for these improvements. Teacher's management of pupils is good and good use is made of different teaching methods. Good use is made of the curriculum support staff and the learning assistants and available resources are appropriately used. As a result of the consistent quality of teaching pupils respond well; they show interest in their work and demonstrate good concentration. Teachers have clear objectives and, in better lessons, constantly take care to ensure that pupils understand the work before they move them forward. This was a particular feature of the good teaching observed at the top of Key Stage 2 and, as a result, pupils had the confidence to say when they did not understand the work and to ask for help.
14. Overall, there is good teaching in the Early Years Unit as children make good progress in the early years of schooling. Teaching seen during the inspection was always at least satisfactory, and often good. Teachers' good management of pupils supports children's learning well. Lessons are well planned with suitable resources provided to match the needs of pupils. All teachers in the unit have a good understanding of the needs of young children and they are supported effectively by the expertise of the nursery nurse and curriculum support assistants. This good working relationship is one of the strengths of the provision for children at the Foundation Stage.
15. Teaching of English seen during the inspection was always satisfactory at both key stages. Teachers follow the requirements of the national literacy strategy and planning is good with pupils making satisfactory progress. Teachers' knowledge and understanding of the literacy strategy is secure and the Education Action Zone staff enhance the learning of groups of pupils; for example in Year 6 by challenging their use of vocabulary. The quality of teaching and learning throughout the school in mathematics is satisfactory overall, but with some good features. Numeracy is effectively taught and these strengths have a positive impact on pupils' learning. Science teaching at Key Stage 1 is at least satisfactory but at Key Stage 2 some good practice was seen. Teachers' knowledge is broadly sound but there is insufficient understanding of what good science teaching comprises. As a result, pupils do not have sufficient opportunities for hypothesis, investigation and experimentation. Teaching in information and communication technology is satisfactory overall. There are pockets of good and very good practice where teachers have

greater confidence and knowledge. Teachers, together with learning and curriculum support assistants, made good use of the “Interactive Slate.”

16. The quality of teaching is satisfactory for all groups of pupils in all other subjects at Key Stage 1 and pupils make appropriate progress. At Key Stage 2, however, although the quality of teaching seen during the inspection week was satisfactory with some good features, the overall quality of teaching is, however, unsatisfactory, as the amount of time allocated to the non-core subjects is insufficient. Pupils do not have enough opportunities to receive a balanced curriculum in subjects, other than English, mathematics, science and physical education. As a result, standards are unsatisfactory overall in these subjects, for example design and technology and religious education. During the inspection appropriate homework was given to pupils, and collected in for marking. Reading books are taken home regularly and pupils are sometimes asked to research areas for new class topics at home.
17. However, a weakness in teaching throughout the school is the use of assessment data to match work effectively to the needs of individual pupils. The data is used well to put pupils into groups or sets, but teachers then plan at average levels for the whole class. This means that higher attaining pupils are not always challenged or have work set for them at an appropriate level. This is an unsatisfactory aspect of teachers’ planning, which is judged to be satisfactory overall. Planning is frequently directed at whole classes at average levels, and higher attaining pupils in particular suffer as a result. The planning for pupils with special educational needs is good. They are well taught both in lessons and when withdrawn for additional support in literacy and numeracy and, as a result, they make generally good progress. Classroom support assistants are used well by teachers to address the needs of individuals and small groups.

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

18. The curriculum is broad, but not well balanced. It contains all of the subjects of the National Curriculum and religious education. This is an improvement from the time of the last inspection when design and technology, information technology and music did not meet the national requirements. However, the quality and range of learning opportunities is unsatisfactory overall at Key Stage 2. There is insufficient balance in the time allocations to the non-core subjects. In Year 6 for example, religious education was not taught until after Easter so that more time can be given to English, mathematics and science. Provision for personal, social and health education is satisfactory. The governors have agreed a sex education policy and there is appropriate provision for pupils to understand the impact of the use and misuse of drugs. The breadth of experiences provided for pupils in order to achieve the early learning goals is good.
19. The national literacy and national numeracy strategies have been introduced successfully and are beginning to have a significant impact by raising pupils’ standards in English and mathematics. However, the use of pupils’ literacy and numeracy skills across the curriculum is underdeveloped, although there is good practice in the use of pupils’ literacy skills in religious education at Key Stage 1.
20. Policies and schemes of work are in place for all subjects. This is an improvement on the status of curriculum provision reported at the time of the last inspection. The school has introduced the nationally acknowledged guidelines for the majority of non-core subjects and this is beginning to bring consistency and progression to the curriculum. Where there is however, a mixture of programmes in the scheme, progression in subjects is not guaranteed. For example, in science, pupils study solid and liquid states at Years 2, 4 and 5 with only limited progression of task, knowledge or challenge. The length of the taught day meets national guidelines at Key Stage 1 but not at Key Stage 2, so this further hinders the teaching of subjects other than English, mathematics and science.

21. All pupils are given equality of access to the curriculum irrespective of their age, ethnicity, social circumstance or prior attainment. Provision for pupils with special educational needs is good. Care is taken to ensure that, where pupils are withdrawn to provide additional focused support, this is rotated to limit any impact on learning. Pupils with special needs are given a high level of access to appropriate curriculum opportunities through the good support they receive from curriculum support assistants. Their needs are carefully assessed and this is reflected in their individual education plans, which both teachers and curriculum support assistants keep to hand. This ensures that these pupils receive worthwhile experiences and this has a positive impact on their learning.
22. The school provides an appropriate range of extra-curricular opportunities, which are well focused to take account of pupils' needs. For example, there are two computer clubs for pupils in Year 6 and for pupils in Years 4 and 5. These clubs not only develop a wide range of skills, but they give access to information technology to many pupils who do not have the benefit of a personal computer at home. Two pupils in Year 6 successfully drafted and redrafted a composition using an electronic music programme. They then saved it for further work at the next club session, as they could not use it at home. The school makes good use of community support to extend the provision for sport. Pupils are enthusiastic about the football club run by a local coach. This provision is soon to be enhanced by the addition of rugby football club run by members of the Huddersfield Club. The netball club offers boys and girls a further team sport, which can be practised in a good-sized gym hall.
23. Acts of collective worship meet statutory requirements, but there are missed opportunities for the development of the spiritual dimension within them. The provision for pupils' spiritual development is unsatisfactory. Little evidence was observed of pupils being given time for reflection in lessons. The school has not yet consistently developed the ability of the pupils to gain insight into their own values and beliefs, and those of others, and to express them confidently. The school's provision for moral development is good and is reflected through all aspects of the school's life. The behaviour policy has been updated and improved. Pupils have a good understanding of the difference between right and wrong. Teachers act as good role models and practice in developing pupils' moral understanding, which is consistent. Provision for pupil's social development is good. Older pupils are given opportunities to help younger ones, for example in the weekly Breakfast Club, where Year 6 pupils help pupils from Years 1 and 2 with their reading and make and share breakfast with them. Relationships between staff and pupils are good, consistent encouragement is offered to pupils who often respond with positive attitudes to their work. The school makes satisfactory provision for pupil's cultural development, which is an improvement from the previous inspection. Pupils learn about their own culture through events in history and lives of famous people. Year 2 pupils empathise with the lives of young children who worked in the local pit, many years ago. Artefacts from other cultures, for example, Africa are in evidence around the school. There are links with other cultures through literacy and music but generally this area is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school has satisfactory arrangements for the care and protection of its pupils. All staff show care and concern for the welfare and safety of pupils and relationships are good. The majority of parents are appreciative of the care and support provided by the school. The head teacher is the named person for child protection issues. During the summer term all staff are to undertake up-to-date training to help them identify and react appropriately to child protection issues. The school works well in partnership with other responsible agencies to secure pupils welfare. The school is a safe environment and there are effective procedures to report health and safety concerns to record any remedial action taken.

25. Satisfactory procedures are in place for assessing and monitoring pupils' attainment and progress in all subjects except music and religious education. There is good practice in literacy, numeracy and science, especially in Year 5 and 6. The data is used well to place pupils in appropriate groups or sets for learning, but is not yet used effectively to match work to the needs of individual pupils, especially higher attaining ones. Planning is aimed at whole classes or sets, usually at average levels, and this means that higher attaining pupils in particular are not always challenged. The monitoring of the academic performance and personal development of pupils on the special needs register is good. Careful records are kept of their progress and individual education plans are reviewed regularly to ensure that their needs are met as well as possible. Teachers and curriculum support assistants keep the records to hand to ensure that work in lessons, or when withdrawn individually or in small groups, matches their needs well. The provision for pupils with statements is good.
26. There is correct recording of the regular checks made on equipment and fire drills are listed as occurring termly. Risk assessments, which are a statutory responsibility, have not yet been completed for all areas of the schools work. First aid procedures are well implemented and there are a number of qualified first aiders on the staff. Injuries are recorded systematically. The pupils are successfully supported in their transition from one stage of their education to the next. The induction arrangements for children starting in school are good and ensure that they settle quickly and enjoy coming to school. An appropriate programme is in place to ease pupils' transfer to the next stage of their education. The schools procedures for monitoring and improving attendance are good. There are very good relationships between the school and the education welfare officer who work together effectively to target pupils and families who are giving cause for concern. Records for attendance are properly maintained and comply with statutory requirements. The school works very hard to try and improve attendance levels, but now needs the support of all parents, particularly those whose children have unsatisfactory patterns of attendance and poor patterns of punctuality. The school has a clear behaviour policy and anti-bullying policy which reflect the school's positive approach to behaviour management. Rules and sanctions are displayed around the school and are well understood and accepted by pupils. A key issue in the previous inspection report was to improve standards of behaviour for the significant majority of pupils during lessons and at lunchtimes. The school has effectively addressed this concern. However, there is a very small minority of pupils whose behaviour still causes concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

27. The school's partnership with parents is satisfactory overall. The school is welcoming to parents and visitors. The evidence from the parents meeting with inspectors, in the questionnaire completed prior to the inspection and in discussions with parents during the inspection week is that parents are supportive of the school. They hold satisfactory views about the school. However, the inspection team is able to give only qualified agreement to the positive results in the questionnaire. For example, parents judge expectations of pupils to be high, but inspection findings are that the expectations of higher attainers are not as high as they might be. Parents feel that their children are making good progress, but the team finds that they are making satisfactory progress overall. Several initiatives introduced by the school, to strengthen the partnership with parents are in their early stages and have not yet been given sufficient time to have their full impact.
28. The quality of information provided for parents, particularly about pupils' progress is satisfactory. The prospectus provides parents with a helpful insight into many aspects of the schools work and meets statutory requirements. This is an improvement since the previous inspection. The governors' annual report contains brief information about the work of the school and of the governing body. Suitable newsletters, which are informative and written in appropriately friendly style, are sent home regularly. These keep parents informed on such matters as the Early Years Unit, out of school activities, school tuck shop and holiday dates. Not all parents respond to the

school's best efforts to involve them in their child's education. For example, the school has worked very hard, since the previous inspection, to improve pupil's attendance and punctuality. The school now needs the greater support of parents to get their children to school regularly. Pupils' annual written reports are satisfactory overall. The school has evaluated these reports and intends making improvements for 2001. For example, by pupils adding their own comments on how well they feel they have achieved and by showing clear targets for improvement. Parents have commented that they would like more information in reports on what they can do to help. There are an appropriate number of opportunities for parents to discuss children's progress and annual written reports. Attendance at parent's evenings is reported as approximately sixty per cent and is improving.

29. The school does not have a parent teacher association. However, a small number of parents help with the Christmas Fair and making sandwiches for children's parties. A few parents also help with pupil's educational visits. The school is working hard to improve parental involvement in children's learning and has introduced several initiatives. For example, the SHARE project which involves Year 1 and reception parents in the education of their children, a story sack club when parents meet to make resources to support the books utilised in literacy, and a home school reading programme. However, these and other initiatives are in their early stages and have not yet been given sufficient time to have their full impact.

HOW WELL IS THE SCHOOL LED AND MANAGED?

30. The head teacher provides very good leadership to the school. She is well supported by the senior staff and governors in taking the school forward. The head teacher has a clear vision for improving standards at the end of Key Stage 2 in all subjects and providing a well-balanced curriculum. The stated aims of the school stress a commitment to developing an educational community where children feel valued and fulfil their individual potential. Pupils are highly valued and the needs of pupils with special educational needs are well met and relationships are good. The school environment is well cared for. The new head teacher inherited the present school development plan, which together with her own good analysis of the school's needs; she is using well to effect improvement. Since taking over the headship in September, she has put in good systems whereby classroom practice in literacy and numeracy is monitored effectively throughout the school. This has had a positive impact on improving teaching and learning. This practice is now to be extended to senior management and curricular managers. The key issues of the previous inspection have been addressed and the school has made good progress towards resolving them. The head has set up a good system to monitor, evaluate and take action towards meeting the school's targets. There is now suitable delegation and staff with management responsibilities make a positive impact on progress and improvement. A number of teachers have taken over new curricular responsibilities since September. They have made satisfactory progress in developing their areas of the curriculum. However, the long-term planning needs to be addressed, particularly in the non-core subjects, together with staff development in subject knowledge and understanding of these areas.
31. The leadership and management of special educational needs is very good. The co-ordinator is very committed, working very hard to ensure that all records are in good order and kept up to date. Practice fully meets the recommendations of the Code of Practice. Timetables for curriculum support assistants are carefully drawn up with the best interests of pupils in mind and practice is effectively monitored. The handling of special educational needs is a strength in the school and, as a result, these pupils make good progress in their learning overall.
32. The governors contribute well to the effectiveness of the school. They are developing good levels of expertise and work with the head in a well-organised and thorough approach. They are also open to new ideas, enabling them to seize opportunities when they arise. For example, bidding for new money from the Education Action Zone for the new information technology suite and story

sacks for a 'Parent Partnership' project. They have trust in the headteacher but expect her to be fully accountable to them. The governors are active and keep themselves well informed about the strengths and weaknesses of the school by regular meetings and visits. The school has adopted a new performance management policy and there is satisfactory provision for professional interviews with teachers. The governors have set performance objectives for the head for next twelve months.

33. The school is well staffed in the number, qualifications and experience of teachers in order to meet the demands of the national curriculum and the needs of the pupils. However, over the last few years, there has been instability in staffing, due to staff absence and difficulty in finding permanent teachers. This has resulted in some classes having a number of supply staff over a year. The number and experience of support staff is good, and they make valuable contributions to the work of the school and in particular to the good progress made by the pupils with special educational needs. The school has an appropriate staff induction policy that supports both teaching and non-teaching staff well. New members of staff, including newly qualified teachers, are given good support enabling them to settle quickly and successfully into their new roles. There are satisfactory arrangements for staff development that include performance management.
34. The accommodation is excellent: classrooms are light, airy and spacious. The school hall provides sufficient space for indoor games, gymnastics and school assemblies. There is also a computer suite, two covered courtyards, which provide ample space for early years indoor play and music lessons; a community area and medical room. Displays of work cover walls throughout the school celebrating pupils' success and contributing positively to the very pleasant school environment. The caretaker and cleaning staff make a strong contribution to the life of the school by maintaining a very clean and comfortable environment. Externally the school grounds are extensive, with sufficient space for three football pitches. The provision of resources is satisfactory overall. It is good for pupils in the Early Years Unit and for physical education. It is very good in information and communications technology. Provision in the school library is unsatisfactory because there are too few books to meet the demands of the curriculum.
35. Financial planning by the head teacher and governors is good. They have a secure overview of the school's finances and are well supported by a very good school administration officer who always seeks to obtain the best value when purchasing resources for the school. The head teacher, the school administration officer and Chair of Finance ensure that all spending is linked to the needs of the pupils, and they monitor the budget effectively. Financial planning is appropriately linked to the priorities set out in the school development plan. Subject co-ordinators as yet, do not manage their own budgets or bid for funds to maintain and improve the educational provision in their particular subject areas. There is a substantial underspend this year, which will be spent on developing the new Early Years Unit and on teaching assistants who give good quality support to the pupils in their care. Money spent on targeting Years 2 and 6 pupils who are borderline in reaching the expected levels in English and mathematics is also having a positive impact on standards. All specific grants are used effectively to improve the standards attained by the pupils for whom they are designated. Pupils with special educational needs are well supported and make good progress as they move through the school. The computer suite is at present under-used.
36. The school administration is good and is quietly effective in supporting the work of the school. The most recent audit in 2000 made a few minor recommendations and the school has successfully addressed all of these. It also recognised that internal financial controls were operating effectively. Taking into account the overall satisfactory quality teaching, the good attitudes of the pupils, the standards achieved and the unit cost per pupil then the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. To maintain pace of improvement, already identified in the school, the head teacher, members of staff and governing body should:

- (1) Raise standards in English by giving pupils:
 - planned opportunities for developing their speaking and listening skills,
 - a wider range of opportunities for creative and imaginative writing,
 - an appropriate range of opportunities to develop their writing skills across the curriculum.(Paragraph No 5, 52, 55, 56)
- (2) Raise standards in Mathematics, especially at Key Stage 2 by:
 - developing pupils' mental skills systematically,
 - teaching a wider range of strategies enabling pupils to tackle their work more effectively,
 - ensuring that higher attaining pupils are always challenged.(Paragraph No 59, 61, 62, 63)
- (3) Raise standards in science by:
 - providing suitable opportunities for pupils to
 - a) develop their investigative skills,
 - b) exercise their initiative and independence,
 - c) develop teachers' understanding of what the teaching of science is all about.(Paragraph No 66, 67, 68)
- (4) Raise standards in Key Stage 2 by
 - ensuring that sufficient teaching time is provided to science, information and communication technology, religious education, design & technology, geography, history, art and music on a regular basis to ensure that pupils' skills, knowledge and understanding are progressively developed as they move through school.(Paragraph No 5, 16, 18, 20, 74, 75, 79, 83, 87, 109, 107).
- (5) Raise standards by
 - using assessment data effectively to meet the needs of all pupils, particularly the high attainers, so that they have appropriate learning objectives and are appropriately challenged,(Paragraph No 17, 57, 59, 68)
- (6) Improve attendance by:
 - further developing the strategies to encourage children to come to school regularly.(Paragraph No 12, 26)

In addition, to the key issues listed above, the following less important issues should be considered for inclusion to the governors' action plan: –

Plans are not at present sufficiently focused on the nationally acknowledged programme for under fives so as to ensure all children have full entitlement to the 'stepping stones' for learning. (Paragraph No 38)

There are missed opportunities for the development of the spiritual dimension in assemblies. The provision for pupils' spiritual development is unsatisfactory. (Paragraph No 23)

Long-term planning needs to be addressed, particularly in the non-core subjects, together with staff development in subject knowledge and understanding of these areas.
(Paragraph No 20, 30, 69, 75, 79.)

The role of the subject co-ordinators is not sufficiently developed to give them opportunities to monitor their subject or manage their own budgets.
(Paragraph No 30, 71, 94,106)

The computer suite is under-used and information technology is not consistently applied across the curriculum, particularly in the core subjects.
(Paragraph No 34, 93, 94)

Provision in the school library is unsatisfactory because there are too few books to meet the demands of the curriculum.
(Paragraph No 34, 58)

Whilst handwriting skills are taught the quality of written presentation is inconsistent. (Paragraph No 56, 10)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	2	21	33	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28.5	184
Number of full-time pupils known to be eligible for free school meals		125

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	2	57

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

Pupil mobility in the last school Year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.91
National comparative data	5.2

Unauthorised absence

	%
School data	2.45
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final Year of Key Stage 1 for the latest reporting Year	Year	Boys	Girls	Total
	2000	10	11	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	6	6	9
	Total	13	13	17
Percentage of pupils At NC level 2 or above	School	62%	62%	81%
	National	83%	84%	90%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	6	2
	Girls	6	5	1
	Total	13	11	3
Percentage of pupils At NC level 2 or above	School	62%	52%	14%
	National	84%	88%	88%

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

Attainment at the end of Key Stage 2

Number of registered pupils in final Year of Key Stage 2 for the latest reporting Year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	9
	Girls	3	2	5
	Total	7	9	14
Percentage of pupils At NC level 4 or above	School	27(48)	35(41)	54(78)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	8
	Girls	3	3	5
	Total	7	10	13
Percentage of pupils At NC level 4 or above	School	27	38	50
	National	(67)	(69)	(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	184
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school Year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	15	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	1:21
Average class size	23

Education support staff: YR - Y6

Total number of education support staff	3
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

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

Total number of education support staff	2
Total aggregate hours worked per week	62

Number of pupils per FTE adult	1:10
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Financial information

Financial Year	1999-2000
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	£
Total income	419156
Total expenditure	406108
Expenditure per pupil	1651
Balance brought forward from previous Year	29688
Balance carried forward to next Year	42736

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

136

Number of questionnaires returned

88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	2	1	2
My child is making good progress in school.	60	37	2		1
Behaviour in the school is good.	52	34	10	1	3
My child gets the right amount of work to do at home.	32	52	11	3	2
The teaching is good.	58	38	1	1	2
I am kept well informed about how my child is getting on.	47	40	7	6	
I would feel comfortable about approaching the school with questions or a problem.	58	36	3	2	1
The school expects my child to work hard and achieve his or her best.	63	32	2		3
The school works closely with parents.	47	40	7	3	3
The school is well led and managed.	45	41	7	1	6
The school is helping my child become mature and responsible.	50	41	7	1	1
The school provides an interesting range of activities outside lessons.	36	36	11	6	11

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

38. There has been continued improvement at the foundation stage since the last inspection with a newly created Early Year's Unit being opened in September. The aim of this is to give integrated provision to nursery and reception age pupils. It provides a sound basis on which to build, to ensure all children have a good start to their education. The assessment procedures are good and it is from these that teachers plan the early learning experiences for children. These plans, however, are not at present sufficiently focused on the nationally acknowledged programme for under fives so as to ensure all children have full entitlement to the 'stepping stones' for learning.
39. Many children begin nursery with poorly developed skills in all areas of learning, but in particular in speaking and listening, mathematics and personal independence. This is confirmed by the initial assessments conducted with these young children. By the time they are ready to start in Year 1, the majority attain the early learning goals in all areas of learning except for speaking and listening.
40. Nearly all the children enter the nursery class with immature skills in **personal, social and development**. The teaching is good, however, and by the time they leave the reception class they will be achieving the early learning goals in this area. This shows good achievement and reflects the skilful teaching in the Early Year's Unit, where nursery and reception age children are constantly encouraged to feel confident about what they can achieve. This was seen in a numeracy session when children were encouraged to answer questions with confidence, even when they are wrong.
41. Children are well behaved and are learning to take turns, as shown, for example, when good teaching encouraged them to enjoy talking about birthdays, when they gained in confidence and took turns to speak and share what they liked to do. They play well together in-groups, co-operate and are beginning to care for their personal needs. They are able to concentrate and persevere in their learning. They are eager to explore new learning and demonstrate independence in selecting an activity, as shown when staff used charts with nursery age children to identify which activity they were to do next. They remembered well where to go and went off eagerly to play. Reception age children express their feelings and behave in appropriate ways, developing an understanding of what is right and wrong. Children of all ages play and work together well. They are taught to show consideration towards each other. The children are generally enthusiastic about their learning. For example, when talking about the visit of the firemen the previous week. Teachers and other adults also promote children's personal development effectively, by ensuring that the equipment and resources that the children use are easily accessible to them and help them to become independent.
42. Children make good progress in the development of **literacy** and satisfactory progress in their **communication and language development**. Both nursery and reception age children enjoy listening to stories and readily share books with each other and with adults. For example, in a literacy group, both adult and nursery age children enjoyed reading 'Hide and Seek' together. The adult enthusiastically introduced children to the story, engaging them in dramatisation and interactive conversation with the pictures in the book. Children make good progress in the development of literacy as the quality of teaching is good, and appropriate emphasis is placed on early literacy skills. Teachers encourage nursery age children to know that words and pictures carry meaning by sharing a variety of stories, songs and nursery rhymes in large group sessions. Reception children are able to listen attentively when the teacher introduces 'The Tooth Fairy' a reading book, which has good repetition and rhyme. Most children are able to follow text, with some children being able to answer questions and to predict, reading along with the teacher and recognising new words such as 'said' and 'sorry'. Children make good progress in understanding how a book is organised, as seen when a group of younger pupils were becoming familiar with an

early reading book. The support staff for children who have special educational needs, work well with their children who were learning names of characters in a book and associating sounds with patterns in rhymes. In the unit, although the number of books is limited, they are well displayed. Reception age children are good at using sounds and learning the meanings of new words as the teachers use well elements of the Literacy Framework. A good understanding of phonics is developed, for example, when magnet letters are used to assist pupils in building up words. Children were able to link sounds with letters saying, 'L for Lee and Land Rover'. Children learn well how to sequence a sentence when remaking a cut up sentence.

43. All staff encourage children to understand that writing is for different purposes and confidently 'have a go' when writing for a relevant purpose, such as writing messages on a pad in the 'Children's Ward'. Reception age children are also seen writing their name when creating 'number plates' for the fire engines they had made. There was good teaching when children were encouraged to give captions for photographs about the visit of the firemen. A few children were able to have ago at writing their own words on a white board while others copied carefully under the captions written by the adults. Supplies of paper, pens, crayons and pencils are available and children readily use them.
44. Although speaking and listening are given due priority across the curriculum, the majority of children at the age of five will not attain the standards that are in line with the early learning goals. They are underachieving in this area of learning. The younger children are given the opportunity to memorise finger rhymes. They are attentive and follow the adult's actions intensely. However, they find great difficulty in both saying rhyme and accompanying it with finger actions. Children are given appropriate opportunities to negotiate with others; for example a group of three and four-year-old children debated for some considerable time how they would take turns being the 'patient' the 'doctor' and the 'nurse' in their 'Children's Ward.' All the adults use talk to good effect and are active listeners. They show children that they value their efforts at communicating. However, at times teachers miss opportunities to engage children in planned and spontaneous conversation, particularly when children are playing in the imaginative corner and using construction materials.
45. **Mathematical development** is well taught, and, by the end of the reception year, most children will have reached the early learning goals for mathematics. The majority of reception age children can count to ten and some can count to twenty. Staff worked well together with reception age children to provide satisfactory resources to assist them in learning how to create addition sums. The children demonstrated how they could take one object away and give the number left. Children used mathematical language with confidence and were able to add numbers in their head. Such as, 'I need two more to make ten, and you need to take one away.' In the unit, a nursery nurse helped nursery children to see the mathematics all around them, particularly in the area of shape. Good teaching ensured that an opportunity to link the learning of shape to a creative activity was used well, and the children improved their knowledge of circles, triangles and squares.
46. Children enter the nursery class with a very basic general **knowledge and understanding of the world**. They are, however, provided with a variety of experiences in this area, and at the end of the reception year, due to good teaching most children will have made good progress and reached the early learning goals. Teachers build on children's knowledge to help them understand more about the people who work for us. The curriculum this half-term has been well planned around a visit to school of the local firemen. Children have learnt to recognise and name some of the clothes, equipment and vehicles used by their visitors. They talked about the firemen's 'hats' 'hoses' fire engines' and 'fireman's lift'. Children talked about the visit and what they liked. Reception age children demonstrated this very effectively through the models they made of a fire engine. Children use the computer with confidence and some can already control the mouse and recognise many letters on the keyboard. A number of reception age children can use the keyboard well to write their names There are many opportunities for children to use the computer independently.

47. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. For example, when a group of reception children were playing a fishing game the adult questioned them carefully until half of them understood that the metal paper clip was attracted to the magnet. Children of different groups can select resources and use tools safely to construct and build. A group of reception age children enjoyed making vehicles, including fire engines with construction toys. They have a good sense of how things join together and are often imaginative in the way designs can be improved. There are, however limited opportunities for pupils to talk about the past and present, and to learn about their own cultures and beliefs and those of other people.
48. The imaginative development of the play court area for the Early Year's Unit has been a major factor in helping the children to make good progress in their **physical development**. Nursery age children are learning to run, jump, balance and climb, using a good range of equipment and show awareness of the needs of others in the space around them. Older children have good opportunities to develop their physical skills when they go to the hall for an early introduction to gymnastics. Good quality teaching ensures that at the end of the reception year most children will have made good progress and reached the early learning goals. Staff also teach skills such as cutting and sewing in a satisfactory way, to help children gain safe control of these finer movements.
49. Teaching is good and staff provide many suitable opportunities for **creative development**. Progress is good, attainment is generally sound, and the majority of children will meet the early learning goals. Children explore colour, texture and shape satisfactorily when cutting and sticking to make a fire engine. Nursery age children explore sound and show an increasing ability to listen and use imagination through their imaginative play. Reception children are experimenting happily in musical activities both in a formal setting, when lead by an adult, and in a free play session in the play court area. They are able to clap to the rhythm of their first names and respond well when using percussion instruments to 'stop' and 'go' sequences. Creative activities in the unit are well organised to encourage children to explore, create and talk purposefully. Children showed good control when one child cut cellotape to stick boxes together to make the drivers seat on his fire engine. Pupils have good control of paintbrushes and are able to paint colours separately. Children are generally well motivated and work imaginatively with the range of activities provided. Through art, music, stories and imaginative play children show an increasing ability to use their imagination.
50. The good progress made by children in the Early Years Unit is mainly through teaching, which is good overall. The teaching during the inspection week was at least satisfactory and sometimes good. Teacher's good management of pupils supports children's learning well. Lessons are well planned with suitable resources provided to match the needs of pupils. All teachers in the unit have a good understanding of the needs of young children and they are supported effectively by the expertise of the nursery nurses and curriculum support assistant. This good working relationship is one of the strengths of the provision for children at the Foundation Stage. Staff however, are not always employed efficiently, for example when they are sometimes involved in domestic duties during the teaching day.

ENGLISH

51. Trends show that standards have steadily improved in English over the past three years, year on year. The 2000 National Curriculum tests, however, show standards in English at the end of Key Stage 1 to be well below the national average. The results were also below in reading and well below in writing, when compared with those of similar schools. At the end of Key Stage 2, standards were very low when compared with national averages and with similar schools. Standards have been slow to rise as the school has addressed a backlog of underachievement. In

the lessons observed and in the samples of work presented for scrutiny, inspection evidence shows that standards at the end of Key Stage 1 are becoming close to those achieved by pupils in similar schools. Standards at the end of Key Stage 2 however, remain below national averages but are moving closer to those of similar schools. Pupils in a higher attaining set at Year 6 are working at average level, as was reported in the HMI report in 1999. Pupils in Years 4 and 5, however, are also attaining levels in line with expected levels for their age.

52. Standards in speaking and listening at Key Stages 1 and 2 are below expected levels. Pupils start school with low levels of abilities in spoken language. At both key stages, pupils listen attentively to teachers, are polite and follow instructions satisfactorily but they have limited planned opportunities to develop and improve their spoken language skills. At Key Stage 1, when asked questions, pupils often respond very simply, and teachers do not always encourage them to extend sentences beyond one word answers. When opportunities for role-play are provided, such as in a Year 1 class, with a special educational needs group, around the story of Goldilocks, pupils are eager to become involved, but their ability to speak confidently is limited. In a Year 3 class, pupils struggled to give verbal instructions on how to make a cup of coffee. Some pupils in Year 6, when given the opportunity to discuss the importance of rules, found it difficult to take turns, called out and became silly. This prevented them from making the best use of the opportunity presented.
53. Standards in reading at Key Stage 1 are now close to national averages. The school has placed an emphasis on developing pupils' reading skills and support staff work very closely with class teachers to ensure maximum opportunities for pupils to practise their reading skills. Pupils experience a wide range of reading texts, including fiction, non-fiction and poetry. In Year 1, pupils read labels from non-fiction texts about 'The Honey Bee'. Year 2 pupils recall the main points of traditional stories such as 'Cinderella', make predictions about story endings and compare books with similar themes such as 'Alex and the Glass Slipper'. However they are not as confident in reading out loud during shared text work and often rely on other pupils and the teacher to lead reading. Individually, pupils read confidently, but have limited views about their choice of books or their love of reading. Pupils with special educational needs use letter sounds, word blending and picture clues well to help them with their reading and they make good progress in relation to their abilities.
54. By the end of Key Stage 2, standards in reading are unsatisfactory overall. However, higher attaining pupils in Year 6, the majority of Year 5 pupils and half of the pupils in Year 4 are working at average levels. Year 4 pupils study a range of information books to develop their knowledge and use of contents and index, and they are familiar with the use of a glossary. Pupils in Year 5 read out loud fluently from the text 'When the War Ended', and are able to use skimming techniques to find out information and reach conclusions, demonstrating an understanding of what has been read. Individually, pupils use an appropriate range of strategies to decode words, but many pupils lack expression in their reading and do not communicate a joy of reading. Library skills are under developed across the key stage, and a significant number of pupils are unable to retrieve information and locate books using a systematic approach.
55. Standards in writing by the end of Key Stage 1 are in line with national expectations. Pupils make an early start in building up a range of basic words to construct their own sentences. In Year 1, simple book reviews are written and shopping lists are created. Opportunities to write stories such as 'The Monsters Adventure' enable pupils to develop their growing knowledge of the rules of grammar and punctuation. In Year 2, pupils compose letters to The Hungry Giant, write instructions on how to make a clay diva and create poems using rhyming sounds. Whilst handwriting skills are taught across the key stage, the quality of written presentation is inconsistent. There is evidence of some opportunities to develop writing across the curriculum, for example, in religious education where pupils retell the Christmas story in their own words, but this is not consistent across the curriculum.

56. By the end of Key Stage 2, writing standards are below national expectations. In Year 3, there is an over emphasis on technical exercises and the use of worksheets, and as a result, pupils' abilities to write are under developed. There is little evidence of extended writing and pupils struggle with the basic rudiments. Pupils in Year 5 take notes to record summaries from their reading, use different styles of writing to create advertisements and write instructions for making chocolate chip scones. In Year 6 higher attaining pupils define clauses, others study prefixes and suffixes, which are then used in diary writing. However, there is limited evidence of extended writing in pupil's work. Across the key stage, there are too few opportunities for writing across other areas of the curriculum. The teaching of handwriting skills is inconsistent, which results in wide ranging quality in pupils' presentational skills.
57. The quality of teaching is satisfactory overall at both key stages and this is resulting in steadily improving standards. Teachers follow the requirements of the national literacy strategy and planning is good, although there are some examples of confusion between what the children are going to learn and what they are going to do. Teachers' knowledge and understanding is secure, most lessons have clear introductions, and aims are shared with pupils. In good lessons, teachers pose effective questions to promote the use of spoken language. All teachers have good relationships with their pupils and in the majority of lessons pupil's behaviour is satisfactory or better. However, a weakness in teaching throughout the school is the use of assessment data to match work effectively to the needs of individual pupils. The data is used well to put pupils into groups or sets, but teachers then plan at average levels for the whole class. This means that higher attaining pupils are not always challenged or have work set for them at an appropriate level. Learning support staff make a significant contribution to the progress pupils make in acquiring and developing literacy skills. Education Action Zone staff enhance the learning of groups of pupils, for example in Year 6, by challenging their use of vocabulary. Pupils work is marked conscientiously and teachers use positive comments to reward efforts. The school is embarking on sharing targets for improvement with pupils and there is evidence that this is having a positive effect on the quality of work produced by the pupils.
58. Co-ordination of the subject is satisfactory. There is appropriate knowledge of the literacy strategy brought about by effective in-service training. The co-ordinator monitors planning and has assisted staff in the creation of a portfolio of assessed written work which is used to good effect to level pupils work. The school is well resourced in terms of books for literacy hour, but the library is not well resourced and is under used by pupils.

MATHEMATICS

59. Standards have improved significantly since the previous inspection in 1997 and results in national tests at both key stages, averaged over three years, show that the improvement has been steady year-on-year. Observed levels of work are broadly in line with national standards for average and higher attaining pupils at both key stages. Due to weaknesses in the use of assessment data and planning, too few pupils are achieving the higher Levels 3 and 5, and this is having a significant impact on the school's results in national tests. Pupils' mental skills, recall of number facts and use of a range of strategies to arrive at answers, remain weaknesses at Key Stage 2, where poor levels of work in the past are still impacting on pupils' levels of performance.
60. Pupils at Year 1 are able to find two numbers that add up to eight, and know the difference between odd and even numbers. Pupils in Year 2 are able to subtract ten and nine from two-digit numbers mentally, and successfully explain a range of strategies for doing this. They have a satisfactory understanding of symmetry, and are confident and enthusiastic when talking about their work. From the scrutiny of work it is clear that average and higher attaining pupils are generally working successfully at levels in line with the national numeracy strategy in all aspects of the mathematics curriculum. Lower attaining and pupils on the special needs register are sometimes working at levels near to average, but sometimes need close support to complete work

correctly. In Year 2, for instance, they generally cope successfully with the addition, subtraction and multiplication involving two-digit and single digit numbers, but are not generally successful where both numbers have two digits. In these cases, their knowledge of place value is not secure.

61. Pupils in Year 3 are able to count in tens and fives with confidence, but are less secure when counting in threes. Almost all pupils, including lower attaining ones, have a satisfactory knowledge of the properties of common two-dimensional shapes, and are able to sort them according to whether they are regular or irregular. Many pupils in Year 4 were observed to be reasonably confident when multiplying or dividing numbers by ten or 100, but some are still not secure with this. Their recall of number facts is unsatisfactory, however. No pupils could give the answer to eight multiplied by six. Pupils know the terms 'length' and 'perimeter', and are able to calculate the area of different shapes, some by counting squares and a few by multiplying the length by the width. Lower attaining pupils needed close support to complete this work successfully. Pupils handle data satisfactorily and use pictograms well to display the information they have collected, for example, their favourite colours or the different ways they travel to school.
62. Pupils in Years 5 and 6 are set for mathematics and each set is mixed age. Pupils in the middle set understand the use of decimal notation to show tenths and hundredths, and use the knowledge well when working with money. They are able to order a set of measurements to two decimal places accurately, and are able to identify equivalent fractions and decimals. It was clear during an observation in the Year 6 class, however, that pupils are still not secure with place value to 1,000. A significant number were not secure multiplying by ten and by 100, for example, writing that $1.9 \times 10 = 190$. Very few pupils were able to divide by 1,000. In an observation in the top set, pupils' mental skills were unsatisfactory. Most pupils' lack confidence when answering. Many thought that $0.1 + 0.9 = 10$, and most pupils answered that one hundredth was 0.001. Half the class thought that a half was greater than a quarter. Pupils, however, are generally more confident working in their books, and higher attaining and some average attaining pupils are achieving at average levels. In general, pupils have an insufficient range of strategies to hand to help them when they tackle their work. It was evident from the work presented for scrutiny that there has been an improvement since January in the teaching for lower attaining pupils in Years 5 and 6, and for those on the special needs register. Work is now better focused and addresses their needs more effectively. Most are able to add three three-digit numbers accurately, or subtract a three-digit from a three-digit number. All are able to divide shapes into halves, thirds, quarters, sixths and eighths. It is clear that pupils at Key Stage 2, especially those towards the top of the key stage, have not caught up the ground lost in previous years and, although they show interest and a willingness to learn, this is having an adverse impact on the progress they make.
63. The quality of teaching and learning throughout the school is satisfactory overall, but with some good features. Strengths of the teaching are relationships, the management of pupils and the good use made of classroom support assistants for lower attaining pupils and those on the special needs register. These strengths have a positive impact on pupils' learning. Pupils respond well to their teachers and other adults. They show interest in their work and apply themselves well. They are keen to learn, even when they find the work difficult. Teachers have clear objectives and, in better lessons, constantly take care to ensure that pupils understand the work before they move them forward. This was a particular feature of the good teaching observed at the top of Key Stage 2 and as a result, pupils had the confidence to say when they did not understand the work and to ask for help. A weakness in teaching, however, is the use of assessment data to match work effectively to the needs of individual pupils. The data is used well to put pupils into groups or sets, but teachers then plan at average levels for the whole class. This means that higher attaining pupils are not always challenged or have work set for them at an appropriate level. Teachers do not always notice when pupils complete work quickly and confidently, and so could be moved forward at a quicker pace than the others.
64. The leadership and management of the subject are satisfactory. There are effective strategies in place for the teaching of numeracy skills and this is leading to a steady improvement in standards.

Targets are set for all pupils based on assessment data and teachers observations, but these could be more rigorous for more able pupils. The temporary co-ordinator has a clear idea of what needs to be done to raise quality and standards further.

SCIENCE

65. The trend of results in national assessments and tests over the past three years demonstrates clear improvement, with the school's results becoming significantly closer to the national average. Standards at present, however, are unsatisfactory overall. In 2000, teacher assessments at Key Stage 1 placed standards as well below the national average and, equally, well below those of similar schools. The school explains that these results reflect the pupil's inability to respond to written assessment. In the lessons observed, and in the samples of work presented for scrutiny, standards currently at Key Stage 1 are broadly satisfactory. At Key Stage 2, however, standards are below the national average. In 2000 the proportion of pupils attaining Level 4 and Level 5 was well below the national average. The attainments, however, of higher achieving pupils were in line with those of pupils in similar schools. There has, therefore, been some improvement in standards since the last inspection in 1997. Pupils with special educational needs receive good quality support and make good progress in learning.
66. Pupils enter Key Stage 1 with a generally sound knowledge. By the end of the key stage appropriate teaching enables pupils to use worksheets to make effective records of their observations, for example, on the qualities of materials. They keep suitable records of their investigations, for example into the changing state of solids, such as chocolate and ice when heat is applied. They demonstrate a satisfactory understanding that an investigation has a purpose and that a reasonable prediction should be made as to the outcome. However, while most pupils describe their experiments appropriately, they do not make clear statements of what those experiments have demonstrated and this is a general weakness. Higher attaining pupils use suitable scientific and expressive language, and are able to articulate causal statements as, for example, why electrical circuits will or will not function.
67. At Key Stage 2, pupils are given insufficient opportunities to develop investigative and experimental skills. Their work is generally more knowledge-based, with little evidence of opportunities for planning investigations and experiments. As a result, pupils develop a generally sound knowledge of the aspects they have studied but are not well equipped to answer appropriate scientific questions. However, the picture across the key stage is not consistent. Pupils in Year 3 use too many worksheets as a basis to their science. Pupils in Year 4 have a good knowledge of the parts of plants and the process of photosynthesis but have insufficient skills to devise investigations and experiments to explore this in a practical way. Pupils at Year 5, however, demonstrate that they could use their learning of electrical circuits successfully to explore the impact of varying the strength of a power source and the number of bulbs in a circuit. They used their knowledge of electrical diagrams well to record their discoveries. By the end of Year 6, too few pupils demonstrate an understanding of "a fair test", for example, when considering the effect of distance on perceived sound levels. Further, pupils find it difficult to make explanations of the phenomena they encounter. Following a well-researched lesson on the function of the heart and circulatory system pupils were able to carry out an activity to explore the result of exercise on heart rate. They carried out the activity effectively and made a record of their results. However, there are insufficient opportunities for pupils to ask their own questions about heart rate and to develop their own investigations.
68. No teaching was observed at Key Stage 1, but the scrutiny of work, discussions with pupils and a review of displays, indicates that teaching is satisfactory. At Key Stage 2, the quality of teaching is satisfactory overall with some good practice. Teachers' knowledge is broadly sound but there is insufficient understanding of what good science teaching comprises. Pupils as a result do not have sufficient opportunities for hypothesis, investigation and experimentation. Teachers manage their pupils well and this has a positive impact on pupils' learning and the pace of lessons. The

few pupils who have behaviour difficulties are effectively integrated into lessons and their learning progresses well alongside their classmates. However, a weakness in teaching throughout the school is the use of assessment data to match work effectively to the needs of individual pupils. Curriculum support assistants are well briefed and give good individual pupil support. Pupils enjoy their lessons and are well behaved. They listen carefully to their teachers and are eager to answer questions. They settle very quickly, quietly and sensibly to their work. When there is the opportunity for group work, pupils access and share equipment well. They are co-operative in helping each other and in sharing ideas in a friendly, supportive manner.

69. Although an appropriate policy and schemes of work are in place there is a lack of consistency and progression to the long-term planning of the subject through the school. As a result there is some repetition of similar activities and a lack of extension and challenge to the work provided. This has an adverse impact on standards of pupils at all levels of ability. The introduction of the nationally accepted guidance is beginning to have a positive impact upon the quality of teaching and learning particularly at Key Stage 1. There is, however, inconsistent application of this guidance, as yet, through the school. The use of information technology in science is at an early stage. There are some good quality resources in place and they are used effectively, for example, the use of sensor technology to assist investigation of change.
70. A good assessment procedure records pupil's development but the best practice observed, that of identifying individual targets for pupils as a result of assessment, is only evident in one class. Some work is not levelled to make judgements of progress effective. A portfolio of moderated work provides a sound basis to assist judgements, but confidence and practice in its use is not sufficiently developed at Key Stage 1 to support assessments of work. The school recognises that the documentation is insufficiently used and needs updating and broadening to ensure that the full range of pupil ability and standards are provided for. For example, the portfolio contains no evidence of Level 5 in any of the attainment targets, and this does not encourage teachers to challenge pupils to achieve at higher levels.
71. The co-ordinator has recently taken the subject responsibility on a temporary basis and is suitably qualified for the task. She has a good understanding of the future development needs for the subject. She has, however, insufficient opportunity as a part-time teacher in the foundation stage, to monitor and influence the teaching of the subject other than by curriculum scrutiny.

ART AND DESIGN

72. During the inspection only one art lesson in Key Stage 2 was seen. Judgements, therefore, are largely based on evidence from work displayed around the school and teachers' planning. Pupils in Key Stage 1 make satisfactory progress and standards are in line with those of pupils of a similar age and have been maintained since the last inspection. At the end of Key Stage 2, however, standards are below those expected of pupils of a similar age and this is unsatisfactory progress since the last inspection when standards were judged to be in line. As the pupils move through the school their progress is limited as not enough time is being devoted to the art curriculum.
73. Pupils throughout Key Stage 1 have satisfactory opportunities to explore a range of art activities. They are developing skills in crayoning and painting, for example, while creating a picture of a cake shop. Pupils use clay to make divas linked to the story of Rama and Sita. Year 1 paintings of sunflowers are of a high standard. Year 2 pupils have designed and sewn felt to make some attractive hand puppets. A whole-school focus on developing skills in sketching has resulted in a good standard of observational drawing being produced in Year 4. Pupils have carefully observed, sketched and painted the inside of fruit. Pupils of all ages have opportunities to develop their own interpretations of the work of famous artists. There is evidence that the study of the work of Van Gogh has had good influence on the charcoal and pastel sketches of daisies made in Year 5.

Older pupils' sketches, however, show that they have had limited experience in observational drawing and sketchbooks are not used regularly.

74. The quality of teaching is satisfactory for all groups of pupils at Key Stage 1. In Key Stage 2 the quality of teaching in the one lesson observed was good. The teacher's planning was good and the sharing of clear objectives with pupils assisted them in developing good ideas when recreating the style of Van Gogh. A good explanation by the teacher on how to use different media to depict shape and tone resulted in good standards of work. Support staff were effectively used to give pupils, who are in need of special educational support, more individual attention. However, overall, the quality of teaching at Key Stage 2 is unsatisfactory, as the amount of time allocated to art is insufficient. Pupils, therefore, do not have enough opportunities to practise the necessary skills to equip them to investigate a range of materials and processes in their work. All teachers display pupil's work well around the school. The support of an artist in residence has contributed greatly to the curriculum as can be seen by the Season Wheel sculpture displayed in the entrance hall. Pupil's response to art was satisfactory and they were able to work in collaboration when required and settle to work quickly.
75. A new art co-ordinator has been appointed who recognises the weaknesses and low profile of the subject in Key Stage 2 and has plans to raise its status in order to provide pupils with a broadly balanced curriculum. The current leadership and management of the subject is satisfactory. Documentation to support teachers in their planning and practice is satisfactory. The school has adopted a nationally acknowledged programme of work units. It does, however, need to be more closely matched to the school's particular needs to ensure a progressive scheme of work. Due to the demands of other areas of the curriculum, limited time has been given to the teaching of art and in light of the new curriculum this needs to be reviewed. Art makes a satisfactory contribution to the provision made for developing pupils' cultural awareness, but there are limited spiritual opportunities.

DESIGN AND TECHNOLOGY

76. Standards in design and technology are in line with national expectations at the end of Key Stage 1, but are below at the end of Key Stage 2. Although standards have improved at Key Stage 1 since the previous inspection, standards have not improved at Key Stage 2 and this is unsatisfactory. Only one lesson in Key Stage 2 was seen, so judgements are largely based on evidence from work displayed around the school, interviews with children and teachers planning.
77. Pupils in Year 2, make satisfactory progress, and those with additional educational needs make good progress, when designing and making products and their attainment is in line with that expected for pupils at the end of the key stage. Pupils make simple wheeled vehicles from their own annotated drawings and plans. They combined skills learnt in art and design lessons when modelling with clay and recycled materials, with more specific skills in cutting and joining in technology. At Key Stage 2, a lesson was observed in Year 3 where pupils had suitable experiences in food technology when they considered different kinds of fillings for sandwiches and issues surrounding their design and manufacture. They used good design and technology language to construct, assemble and evaluate and were aware of good hygiene practice. In Year 5, pupils had created Roman Bullas, which demonstrated that they are acquiring skills in following instructions. Wire sculptures and paper-mache models show that Year 6 pupils have worked with different materials and tools to design and make different sculptures. The progress made, however, by pupils at the end of Key Stage 2 is unsatisfactory, as they do not have the knowledge, understanding, or necessary skills to make quality models.
78. The quality of teaching is satisfactory for all groups of pupils at Key Stage 1 and this enables them to make satisfactory progress in their learning. In Key Stage 2, although the quality of teaching seen was good, the overall quality of teaching is unsatisfactory as pupils do not have enough

opportunities to practise and develop the necessary design and technology skills needed to make them competent in this subject. In the lesson observed, the teacher, who was a supply teacher for the afternoon, very quickly created good relationships ensuring pupils listened carefully and quickly made sandwiches with a variety of fillings. The teachers good subject knowledge enabled pupils to learn key words relating to constructing, assembling and evaluating.

79. The current leadership and management of the subject are satisfactory. The recently appointed co-ordinator recognises that the curriculum time available is too limited in Key Stage 2 and has plans to raise its status in order to provide pupils with a more broadly balanced curriculum. She also realises that teachers have limited subject knowledge and she has the skills to rectify this in the future.

GEOGRAPHY

80. Standards at Key Stage 1 are in line with those expected of pupils of similar age. This is an improvement since the previous inspection, when standards were judged to be unsatisfactory. Standards, however, at Key Stage 2 are unsatisfactory and this is similar to the last inspection. Geography was not timetabled during this inspection, so it was not possible to observe any lessons. Judgements are based on talking to pupils and scrutiny of their work.
81. Pupils at Key Stage 1 use an appropriate geographical language and have suitable initial mapping skills. They draw simple maps of the local area, identify buildings and suggest suitable ways to travel to school. Using 'Barnaby Bear,' pupils identify places on a United Kingdom map, showing where Barnaby has visited. Year 2 pupils have been studying the seaside, using key vocabulary and identify appropriate differences between the seaside and Grimethorpe. Across the key stage pupils' complete weather studies satisfactorily, and are aware that the weather has an effect on people and their surroundings.
82. Whilst pupils at lower Key Stage 2 make satisfactory progress with mapping skills, pupils in Year 6 have difficulty in locating places on a map, are unsure of co-ordinates and are not confident in using an atlas. Year 4 pupils have a suitable knowledge of the geographical features of the Viking lands as part of their history work and Year 5 pupils study life in India. Discussions with Year 6 pupils show that their geographical skills and knowledge and understanding are unsatisfactory. For example, they were unable to use an atlas to find India and could not find Grimethorpe on a map.
83. The quality of teaching is satisfactory at Key Stage 1. Teaching at Key Stage 2 is unsatisfactory. The scrutiny of pupils' work indicates that teaching is inconsistent, with insufficient attention given to developing a systematic acquisition of skills. The manner in which the school blocks teaching time, together with the low amount of time given to the subject, restricts pupils learning opportunities, and as a result, pupils make unsatisfactory progress in their learning overall.

HISTORY

84. Standards at Key Stage 1 are in line with those expected of pupils of similar age and this is an improvement since the last inspection, when standards were unsatisfactory. Standards at Key Stage 2 are below national expectations and this is a reverse of the findings of the previous inspection, when standards were in line at Key Stage 2.
85. Across Key Stage 1, pupils have a suitable understanding of historical perspective and know the difference between 'then' and 'now'. Year 1 pupil's have a satisfactory knowledge of Victorian England, for example, using a poster entitled 'Tub Night', they identify differences and give explanations for these differences between Victorian and modern bathrooms. Year 2 pupils use historical artefacts, watch video clips and study photographs of children in history to good effect.

They empathise with the lives of children who worked in the local pit and are able to describe how modern day life is better for the children of Grimethorpe. Key Stage 1 pupils study historical events such as The Gunpowder Plot, using evidence from the time such as paintings and posters. They sequence and record the facts they have learned in written accounts.

86. No lessons were observed in Key Stage 2, but evidence from the analysis of pupil's work and discussions with pupils shows that historical knowledge, understanding and enquiry skills are underdeveloped. Year 4 pupils know the difference between Victorian and present day schools. Timelines of British Kings and Queens are created, but are sometimes incorrect. Year 5 have studied The Romans and made comparisons between Roman and Celtic warriors, but discussions with pupils indicate an inconsistent grasp of periods of time and knowledge of events. For example, some pupils thought that Boudicca was a Roman Queen.
87. The quality of teaching at Key Stage 1 is satisfactory. Teachers have secure subject knowledge and use artefacts and questioning effectively to develop pupils' interest and understanding. As a result, pupils make satisfactory progress in this learning. Scrutiny of pupils' work indicates that teaching at Key Stage 2 is unsatisfactory. There are considerable periods of time when history is not taught. For example, four terms between Years 5 and 6 This significantly hampers the learning of skills and the acquisition of knowledge.
88. The co-ordinator has worked hard to improve standards at Key Stage 1, and is fully aware of the changes and improvements that now need to be made at Key Stage 2 to develop the subject across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. Pupils at Key Stage 1 make satisfactory progress in their learning. This is an improvement on the levels of attainment reported in the previous inspection. Standards within Key Stage 2 are improving, however, in Year 6 they still remain below those expected nationally. These standards at the end of the key stage are similar to those reported at the last inspection and reflect the backlog of underachievement of pupils. Pupils moving through Key Stage 2 are benefiting from the introduction of a scheme of work based upon the nationally agreed guidelines, and this represents an improvement in provision for the subject.
90. Pupils entering Key Stage 1 have some appropriate skills in managing a keyboard and a mouse. They use these skills effectively to respond to programs requiring simple sequencing and matching. They have appropriate experience in developing patterns and exploring colour when using art programs. Pupils in Year 1 develop these skills well and can control more complex programmes, for example, opening a program on the story of Goldilocks, adjusting the graphics and adding text to tell the story. They made good use of their phonic skills to support their writing. Teachers effectively developed pupils' learning through good organisation and management of both pupils and resources. They provide a secure environment for practising skills, but equally for exploration and learning from errors. By the end of the key stage pupils are confident and reasonably independent in using programs involving word processing, graphic design and control.
91. Pupils at Key Stage 2 are beginning to make significant strides in their learning and confidence with information technology. The large investment the school has made in a high quality computer suite and computers in classrooms is beginning to have an impact on standards, but this is, as yet, at an early stage. Some fifty percent of pupils in Year 4, and a larger proportion of pupils in Year 5, confidently and independently go to the Internet to research information on, for example, plants and the history of the First World War. They download and print selected information successfully. There is little evidence of editing skills in their work, and this is an area for development. These classes are beginning to make good use of graphic programs to create designs, such as mosaics in their studies of Roman history. They are developing confidence in the

use of the digital camera to record performance in drama and stories in history. Most pupils can plan routes, using logo and turtle, efficiently. They are beginning to use e-mail, but this is not yet a well-developed aspect of their learning. However, at the end of the key stage, while individual pupils are very confident and competent in the applications of information technology, too few pupils have an understanding and sufficient ability across the range of skills and applications. This reflects their limited opportunities for learning in previous years.

92. Pupils across the school enjoy the opportunities they have to use and explore information technology, both in their classrooms and in the computer suite. They often show delight and amazement at what can be achieved. They follow the codes of practice set out for them well and accept that technology will sometimes fail and they make sensible attempts to correct problems. They respond to teacher guidance well and are patient if they need help. They use the hardware with respect and share their equipment easily with classmates. Pupils who attend the computer clubs enjoy the opportunities and take advantage of pursuing individual interests, such as music composition.
93. Although only a limited amount of lessons could be observed, observation of the use of information technology, a scrutiny of pupils' work, interviews with pupils, and a review of displays, indicate that teaching is satisfactory overall. There are pockets of good and very good practice where teachers have greater confidence and knowledge. Where teachers have confidence, pupils enjoy a broader curriculum. When teaching was seen, good management and planning led to well paced and appropriate activities to match the needs of pupils. Teachers, together with learning and classroom support assistants, made good use of the "Interactive slate," in initial explanations, in plenary reviews and particularly in supporting lower attaining pupils. Although the computer suite is timetabled and there is an appropriate logging system to monitor its use, information technology is not applied consistently across the curriculum, particularly in the core subjects.
94. The subject is well lead by a competent co-ordinator, who has only had the responsibility for a short period, but who recognises what needs to be done to bring about further improvement. She leads by example, but has too few opportunities to influence classroom practice through the school. The spread of good practise is a significant issue to the raising of standards and pupil's confidence. For example, the co-ordinator has initiated a supportive self-assessment system for pupils to record their individual progress. Currently, it has not been applied to many classes. The computer suite and resources, which are of good quality and wide range, are well organised, but not always well used.

MUSIC

95. Standards in music are in line with national expectations at the end of Key Stage 1, but are below at the end of Key Stage 2. Although standards have improved at Key Stage 1 since the previous inspection, standards have not improved at Key Stage 2 and this is unsatisfactory. Due to very good teaching, standards in singing are currently good throughout the school.
96. Pupils in Year 2 talk enthusiastically about their work in music. When interviewed, they were able to clap complicated rhythms accurately and, when asked about songs they had learnt, spontaneously began singing them. They spoke with interest about a song from West Africa they had learnt and West African music they had listened to. In a lesson observed, pupils sang accurately and with a sense of melodic shape. Pupils sing enthusiastically in assemblies, and standards are generally good. They recalled with enjoyment little pieces of music they had written and performed, and music they had performed at Christmas. They could name some instruments in the orchestra and knew how they were played.
97. Although standards in singing are good, standards in music overall are unsatisfactory at the end of Key Stage 2. Pupils in Year 6 who were interviewed said that they liked music, but that they have

only had singing lessons this year. The curriculum is organised so that they would not normally start music until after Easter. Although they could say that they played instruments last year, listened to music and sang, they could recall no detail other than saying they had listened to some Indian music and had sung a French song. They have no knowledge of any pieces they have heard or the composers. Their knowledge of musical instruments is unsatisfactory. It is clear that pupils' skills, knowledge and understanding have not been consolidated sufficiently in the past and pupils have a lot of ground to catch up.

98. Standards in singing, however, are currently good throughout the school. Pupils respond enthusiastically to very good quality teaching offered by a teacher with specialist musical skills. Pupils are taught good techniques, are challenged to do their best and improve, and respond accordingly. In a lesson observed, pupils in Key Stage 2 worked hard to prepare a four part round which was then given a creditable performance in the next morning's assembly.
99. The quality of teaching at Key Stage 1 is satisfactory and this enables pupils to make satisfactory progress in their learning. In the one lesson observed the teacher met the needs of the pupils well, ensuring that they were familiar with the words of the song to be learnt and that they knew something about how the song came to be written. This raised pupils' interest and they worked hard to learn it successfully.
100. Only two lessons were observed at Key Stage 2. In the singing lesson the teaching was very good, but in the other the teaching was unsatisfactory. In this lesson the teacher failed to get to grips successfully with unsatisfactory behaviour and this hindered the progress pupils made. The resulting performances were well below the standards to be expected from Year 5 pupils. The quality of teaching is unsatisfactory overall at Key Stage 2 because insufficient opportunities have been provided for pupils to develop their skills, knowledge and understanding in a systematic and progressive manner across all aspects of the music curriculum. As a result, standards are below expectations by the end of the key stage.
101. The current leadership and management of music are satisfactory. The present co-ordinator has been in post since September and has already reviewed the subject. She is aware of the problems caused at Key Stage 2 by the lack of balance in the curriculum and this is under review.

PHYSICAL EDUCATION

102. All pupils, including those with special educational needs, make sound progress throughout the school and reach standards that are expected for their age at the end of both key stages. Standards have been maintained since the previous inspection. No games lesson could be seen during the week, which reflects the limited time available within the timetable to ensure both a balanced curriculum and continuity for the subject. Pupils mix well and form partnerships quickly and easily. They also value the sports clubs such as soccer and netball, and give them good support.
103. Gymnastics, dance, athletics and games are taught at both key stages at some time through the year, with swimming being included at Year 4 and a focus on athletics for the summer term. No lessons were observed at Key Stage 1. However the plan of work, together with observations of lessons immediately pre - and post-key stage, indicate that pupils have made progress in their learning and standards are satisfactory overall.
104. Pupils in the earlier years of Key Stage 2 demonstrate clear control and balance in gymnastics as they mirror each other's movements in pairs. They vary the pace of movement, add rotations and develop simple sequences, but do not always improve the quality of their work. In athletics, pupils experiment with different starting positions and lengths of stride and how they affect speed. Later in the key stage, higher attaining pupils are balanced, poised and graceful whilst dancing. Although

pupils, individually and in-groups are given some chances to demonstrate their skills, overall, improvement opportunities for demonstrating good practice and evaluating their work are insufficient.

105. The teaching observed at Key Stage 2 was satisfactory with some good practice. Classes are well managed to enter the gym in a calm manner and to be ready quickly for the activity. The necessary warm up and cool down periods are routinely included to the main themes of lesson. Pupils are given clear instructions, which ensures the whole class is on task. Pupils are enthusiastic and value the time available for the subject. They change their clothing quickly and have good routines to ensure they are ready for the lesson. They work hard in lessons and follow instructions well. Curriculum support assistants give good support to enable pupils with special needs to be included and develop in all activities. Good use is made of simple resources to ensure the smooth progress of lessons.
106. The scheme of work is too simple to fully inform teaching, especially in the case of less experienced or non-specialist teachers. The co-ordinator, who is a specialist and has recently assumed responsibility for the subject, has identified this weakness as a priority in her action plan. She has a good knowledge of the strengths and areas for development, but has insufficient opportunity as a part-time teacher in the foundation stage, to monitor and influence the teaching of the subject other than by curriculum scrutiny. However, good quality resources are well managed, kept secure and are easily accessible for lessons.

RELIGIOUS EDUCATION

107. Standards in religious education are in line with the requirements of the Agreed Syllabus at the end of Key Stage 1, but are below at the end of Key Stage 2. This is a worse position than at the time of the previous inspection, when standards were also in line at the end of Key Stage 2. The unsatisfactory standards at Key Stage 2 are due to the fact that the subject is not always taught on a regular basis and pupils are given insufficient opportunities to develop the necessary knowledge and understanding.
108. Pupils at Key Stage have a satisfactory knowledge and understanding of Christianity and some of its important beliefs. Pupils in Year 1, for instance, are able to retell the Christmas story in their own words. In their current work, pupils in Year 2 have a suitable knowledge of Hinduism. They know that it is a religion centred on India and are developing an appropriate understanding of the importance of the 'joint family'. They know that Christianity is an important religion in this country, that Jesus is a central figure, that he worked miracles and that he died on the cross. They know that the Old and New Testaments are important books. They appreciate that prayer is important to believers, and that people pray to God when they need help or want to ask help for family or friends.
109. In a lesson observed in Year 3, pupils had a satisfactory knowledge of things that are special to different people and religions. In the context of Christianity, they showed a satisfactory knowledge and understanding of prayer, celebrations such as weddings and christenings, the altar, the use of statues and the cross. In a lesson in Year 4, pupils developed a satisfactory knowledge of the story of the temptation of Jesus, and were able to relate it to Lent. They appreciated that lessons can be learnt from this and applied to people's lives, for example, the Christian ideal of undertaking penances in imitation of Jesus. In a Year 6 lesson, however, attainment was unsatisfactory. Many pupils had an unsatisfactory knowledge of the Parable of the Sower and, when questioned, only three pupils knew of other important religions such as Judaism. Pupils in Year 6, who were interviewed, said that they did not have religious education every week last year and could not recall anything that they had done. They knew that Christianity was the main religion of this country, and knew the names Hinduism and Judaism, but were very confused about the beliefs of the different religions. Most thought that Jews believe that Jesus is the Son of God. It is clear that pupils have not had regular experiences in religious education – Year 6 have only

started religious studies this term – and pupils’ knowledge and understanding do not meet the requirements of the Agreed Syllabus.

110. The quality of teaching at Key Stage 1 is satisfactory and this enables pupils to make satisfactory progress in their learning. In the one lesson observed, the teacher had clear objectives and explained the work to pupils with great care. Pupils in return were attentive and showed interest in the work. At Key Stage 2, although the quality of teaching seen ranged from satisfactory to good, the overall quality of teaching is unsatisfactory because insufficient opportunities have been provided for pupils to develop the necessary knowledge and understanding in a systematic and progressive way. This leads to unsatisfactory standards by the end of the key stage. In the lessons observed, relationships were good and teachers effectively involved pupils through good questioning techniques and through giving them good opportunities to share their own experiences and make contributions. In the Year 4 lesson, for example, pupils made some good contributions about the sort of penances people could undertake during Lent.
111. The current leadership and management of the subject are satisfactory. The co-ordinator has only been in post for a short time, but has already reviewed the subject and is aware of the weaknesses at Key Stage 2. Pupils in Year 6 have now started their religious studies instead of waiting until after Easter. There is, however, a lot of ground to catch up and this is not likely to be achieved before pupils leave at the end of the key stage. A strength in the work at key stage 1, is the good use pupils make of their literacy skills to record their work. Pupils at all levels record their work in writing, using their own words. This good practice is lost at Key Stage 2.