

INSPECTION REPORT

KIVETON PARK MEADOWS JUNIOR SCHOOL

Kiveton Park, Sheffield

LEA area: Rotherham

Unique reference number: 106885

Headteacher: Mr Kevin Madeley

Reporting inspector: Mr Michael Onyon
18146

Dates of inspection: 21st-24th May 2001

Inspection number: 195655

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Storth Lane Kiveton Park Sheffield South Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Elaine Hall
Date of previous inspection:	4-7 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Onyon 18146	Registered inspector	Science Art and Design Physical education	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Janet Harrison 11077	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jozefa O'Hare 08316	Team inspector	Equal Opportunities English Geography History Music	How high are standards? The school's results and pupils' achievements
Midge Davidson 27568	Team inspector	Special educational needs Mathematics Information communication technology Design technology Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on a large site adjacent to the local comprehensive school on the edge of a large housing estate in Kiveton Park, South Rotherham. It is smaller than other Primary schools, with 191 pupils on roll, compared to the national average of 243 pupils. The percentage of pupil's known to be eligible for free school meals (19.9%) is above the national average. There are 25 pupils (22.5%) identified as having special educational needs. This is broadly in line with the national average. There are four pupils with statements of special educational needs. There are no pupils from ethnic minorities and no pupils with English as an additional language. Most children enter the school at the age of seven with levels of attainment that are below average for the age group.

HOW GOOD THE SCHOOL IS

The school is well led with a clear sense of purpose and direction, achieving satisfactory standards in all subjects except information communication technology, art and physical education where standards are high. Good value is added to pupils' education when comparing their attainment on entry, which is below average overall, to their attainment when they leave at age 11, which is average overall. Pupils have good attitudes to their work, attend school regularly, develop good relationships with each other and teachers, and learn well. The quality of teaching is good overall, motivating pupils to learn well. There is good provision for the care and guidance of pupils, with satisfactory procedures for assessing their progress. The school keeps parents and carers well informed about what is being taught, and encourages parents' involvement in the life of the school. Overall, bearing all these factors in mind, the school provides good value for money.

What the school does well

- Pupils' progress is good, particularly in information communication technology, art and physical education
- Good, and sometimes very good, teaching leads to good learning in all classes
- The leadership and management of the headteacher is strong and effective
- There is a caring atmosphere in all classes to which pupils respond with good attitudes, good relationships and good behaviour, which is particularly well promoted
- Good links with parents and the community support pupils' learning well
- There is good provision for pupils' spiritual, moral, social and cultural development
- The quality of support provided by non-teaching assistants for pupils with special educational needs is good, leading to good progress for these pupils

What could be improved

- The use of the information available, from the school's good systems of the assessment of pupils' progress, to consistently inform the planning of classroom lessons
- Subject co-ordinators could be more involved in the monitoring of standards within their subjects, enabling the headteacher to further develop his good strategic overview and ensure consistently high standards of teaching
- A consistent approach to the use of homework to consolidate and extend pupils' learning

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the previous inspection of Kiveton Park Meadows, the school was found to provide a sound education. Since then, there have been further improvements. The key issues of the previous inspection report have been rectified. The quality of teaching in a small proportion of lessons was judged to be unsatisfactory and there has been a considerable improvement, with the quality of teaching and learning now being good overall. Governors are now fully involved in the strategic leadership of the school and aware of its strengths and weaknesses. Standards of attainment in physical education have been considerably improved and the school is now in receipt of the Sports England Active Mark Gold award. Opportunities have been provided for parents to be actively

involved in the education of their children. Overall, the school has responded very well to the issues from the previous report and has a good capacity to improve further.

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	C	C	C
Mathematics	E	D	C	D
Science	E	C	C	C

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

This information shows that standards in the 1999 national tests for 11-year-olds were in line with the national average in English, mathematics and science. Standards in information communication technology were above the national average. This is because of a planned approach to the teaching of the subject and the sharing of skills and expertise. Significant variations year on year and between subjects have been successfully analysed by the school and compensatory provision is given to identified pupils requiring special support. Trends over time show that, since 1998, standards are rising. When compared to schools that have a similar proportion of pupils eligible for free school meals, published comparisons in standards were similar in English and science and below average in mathematics. However, some eligible parents do not apply for free school meals and the judgement of the inspection team is that the school should be moved into the next group of similar schools, for comparisons. Therefore improving the grades represented above, to B for English, C for mathematics and B for science. Considering the attainment on entry into school, current standards show that the pupils are achieving well. In work seen during the inspection in Year 6, pupils' attainment in reading, writing and speaking and listening is similar to national expectations. Pupils are meeting the targets set for them by the governing body and Local Education Authority. Standards in ICT, art and design and physical education are above national expectations and standards in all other subjects are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils attitudes are good, they are eager to learn, have positive attitudes to school and act responsibly.
Behaviour, in and out of classrooms	The majority of pupils behave well in lessons and around the school.
Personal development and relationships	Harmonious relationships with each other and teachers contribute positively to pupils' learning, helping them to develop well.
Attendance	Good. Attendance is above the national average and most pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

Seventy two percent of lessons were judged to be good or very good, seventeen percent being very good. All lessons observed were at least satisfactory. No lessons were judged unsatisfactory. The reason that there is more good, and very good teaching across the key stage, is that teachers generally have good knowledge of the subjects being taught, often supported through the expertise of individuals with particularly good subject knowledge. There are good relationships between pupils and their teachers. The skills of literacy and numeracy are well taught across the subjects of the curriculum. Teaching meets the needs of all pupils, including those with special educational needs whose learning is supported well. Provision for gifted and talented pupils is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities, including those provided in extra-curricular time, provide effective practical and intellectual experiences that extend pupils' understanding.
Provision for pupils with special educational needs	Specialist teaching of pupils with special educational needs is good. Individual Education Plans contain clear targets, which are effectively used by class teachers.
Provision for pupils with English as an additional language	There are no pupils in the school for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The good provision for pupils' spiritual, moral, social and cultural development helps pupils to acquire strong values and a particularly good appreciation of their own cultural heritage.
How well the school cares for its pupils	Overall good. The school provides a happy and caring learning environment. Systems for the monitoring of pupil progress are good. The results of the assessment of pupil progress are used inconsistently to inform planning. There is good monitoring of pupils' attendance.

The school has good and developing links with parents and is working with increasing success to improve and extend these links. The curriculum is broad and balanced with good provision of extra-curricular activity, including a wide range of sporting, environmental, musical and other cultural activities. There are regular beneficial visits to places of educational interest and visitors to the school effectively extend pupils' learning. There is good provision for pupils' welfare, health and safety, including good arrangements for child protection. Pupils are effectively encouraged to contribute their own ideas about how the school could be improved through their involvement in the school council.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a strategic vision for the school and provides good leadership and management. The monitoring of standards is inconsistent by subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body fulfils its role well. As a new governing body they have a clear understanding of the strengths and weaknesses of the school. However, they are still dependent on the headteacher for information when taking decisions.
The school's evaluation of its performance	The school makes good use of available information from National Curriculum test results. It evaluates its progress and sets realistic targets for future developments. Information from informal assessments by teachers is used inconsistently to target and plan future learning.
The strategic use of resources	Resources are well managed and provide effective support for the developing curriculum. There is increasingly effective use of information technology across subjects. There are sufficient books, which are satisfactorily used to support learning. Available space is very well used. The financial management of the school is good.

There are a good number of teachers and classroom assistants for the planned curriculum. This effectively supports pupils with special educational needs. The accommodation is good overall, although there is no central library available to the pupils. The school has sufficient books, computers, artefacts, display materials and audio-visual technology, and strives to supply best value: for example inviting tenders to supply teacher in-service training. Good financial planning and effective procedures for the ordering and supply of goods ensure that funds are well used to improve standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school. • Pupils make good progress • Pupils' behaviour is good • The quality of teaching is good. • The school listens well to suggestions or complaints. • Teachers have high expectations of pupils. • The school is well led and managed. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework given to pupils • Information about how children are getting on at school • How the school can work closely with parents • The range of activities outside lessons

Inspectors' judgements support parents' largely positive views and agree with the concern expressed about the amount of homework given to pupils. Inspectors agree that there is good quality information provided for parents, in various forms and throughout the school year. Considerable efforts have been made, since the last inspection, to enable parents to work closely with the school and many parents now do so. There is a good range of extra-curricular activities presented for pupils, including after-school clubs, visits away from school and visitors to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When pupils enter the school, their standards are below the national average in the core subjects. They make good progress, and by the time they leave Kiveton Junior School, they attain standards that are in line with those expected nationally. The number of pupils achieving the higher levels is increasing, through appropriately challenging work set for the higher attaining pupils. Those pupils who have special educational needs, make good progress through provision of carefully modified work to meet their particular needs. Considering the attainment on entry into school, current standards show that the pupils are achieving well.
2. The results of Year 6 in the national tests (in 2000) were average in English, mathematics and science. When compared with similar schools, standards were similar in English and science and below in mathematics. However, these comparisons were based on information of numbers of pupils claiming free school meals, which does not include all those who are eligible. Consequently, comparisons should be treated with some caution.
3. Trends over time show that, since 1998, standards are rising. This is due to the systematic manner in which the school tracks pupils' progress and analyses national tests results. Assessment procedures have improved, with individual targets being set for pupils so that they know what they have to do to improve. In addition, the school has put in place numerous initiatives in its determination to raise standards. These are specifically focused on underachievement of boys in English, and of girls in mathematics and science. The Better Reading initiative has been particularly successful in improving reading standards and enthusiasm for books. Male students from Wales High School regularly help with boys' reading. The school has also been very imaginative in addressing boys' underachievement, by engaging the Rotherham Rugby Club players in the reading initiative, as well as in coaching of sporting skills. Enthusiasm for reading is successfully promoted through careful purchases of books to engage pupils' interests. Moreover, books in the classrooms and in corridors are invitingly displayed and they are in very good condition. The school has invested a great deal of money to support reading for all ability groups. Since the previous report, when it was judged that books were limited in quantity, dated and in poor condition, the school has addressed this issue very well. All these factors contribute to improvements in standards. During the inspection, no consistent difference was observed in the attainment of boys and girls, in any subject.
4. The previous inspection judged that the school provided a sound education. Since then, the school has successfully addressed the key issues. The quality of teaching is now good. Standards of attainment in physical education have been considerably improved, from unsatisfactory to good. This has been recognised nationally, through the Sports Council Active Sport Gold award.
5. Inspection evidence indicates that attainment in English, mathematics and science is similar to national expectations in Year 6. Pupils are meeting the targets set for them by the school and by the local education authority. Standards in information and communication technology are above the national average. This is due to the carefully planned approach to the teaching of the subject and to staff sharing of expertise and skills. Standards in art are also above national expectations. In other subjects of the National Curriculum and in religious education, standards are in line.
6. In work seen in English during the inspection, standards are average in all aspects of the curriculum. Pupils make good progress throughout the school, through good teaching and challenging tasks which meet all pupils' needs well. In addition, small group support is provided by non-teaching staff for pupils with special educational needs and in booster

groups. The teaching of literacy skills is particularly effective and results in many of these pupils reaching the appropriate levels for their age.

7. Speaking and listening skills are below average when the pupils start school, but with a stronger focus on these areas of the curriculum and through carefully planned activities, pupils make good progress. Throughout the school, the pupils engage in lively discussions and they listen to one another carefully and to their teachers. The use of drama makes a very good contribution to the development of pupils' language. During the inspection, pupils in all year groups were observed participating in the professional drama presentation of Henry V, with confidence and obvious enjoyment. All teachers followed the production with carefully planned discussions and challenging questions, to deepen pupils' understanding and appreciation of their own rich heritage.
8. Reading standards are average by the time the pupils leave the school. They make good progress throughout each year group and are beginning to read a wide range of literature, including poetry. Reading skills are used well to find information in other subjects, such as history and geography. However, the school does not have a central library where the pupils can research independently to extend their skills further.
9. Standards in writing are average, by the end of Year 6, when the pupils are 11. Pupils write independently in a range of styles and produce some imaginative work in English and across other subjects. Handwriting is clear, in joined script and in ink. Spelling is beginning to improve with greater emphasis on spelling patterns and attention to detail, by the teachers and support staff. The levels of literacy support learning in other subjects. There are good examples throughout the school, where the pupils have worthwhile tasks to use their well developing skills. However, homework is not yet structured to consolidate and extend learning as the pupils move through each year group. Parents have expressed concern over this area of school's work.
10. Standards in mathematics are average by Year 6 and pupils make good progress. Levels of numeracy support pupils' learning in other subjects, such as science and geography. Examples were observed during the inspection, where the pupils used 4 figure references to locate places on their maps. Pupils show competency in numeracy, as observed in Year 6, where they collected data about their class and interpreted the information successfully. A significant number of these pupils attain the higher levels, as observed when they were investigating averages. In Year 4, the majority of pupils reach higher standards in numeracy. For example, they use and interpret co-ordinates in the first quadrant, confidently.
11. Pupils make good progress in science and, by the time they are eleven, they attain standards which are average. Through well-planned investigations, the pupils attain knowledge and understanding in all areas of their science curriculum. For example, the pupils observe and describe the changes that occur when salt is added to water. They reflect on observations and consider them in the light of their understanding of solids, liquids and gases. They make predictions on the basis of their scientific knowledge.
12. Since the previous inspection, standards have risen significantly in information and communication technology and they are now above the national average. All pupils, including those with special educational needs, are competent in using databases efficiently. The work seen in Year 5 indicates that the pupils are in line to meet and to exceed end of key stage expectations. Pupils' attainment in the subject is consolidated through well planned use of skills in other areas of the curriculum. For example, during the inspection, the pupils were observed drafting poems, using the computer. They find information in history and geography, using CD-ROMs. Work on display around the school indicates pupils' good competence in the subject.
13. In religious education, pupils generally attain levels recommended in the Locally Agreed Syllabus. In art and in physical education, standards are above average. The school has sensibly identified the need to evaluate the organisation of the other subjects, so that skills are built progressively on what the pupils have learned earlier. Topic work involving the whole school is to be analysed to ensure that there are no gaps in pupils' learning.

14. Ninety seven percent of parents who answered the questionnaires feel that their children are making good progress in school and that they are expected to work hard and to achieve their best, but twenty four percent expressed concern about the quality of work that pupils' were expected to do at home. Inspectors agree that pupils are making good progress and also that the school needs to use homework more consistently to consolidate and extend pupils' learning.

Pupils' attitudes, values and personal development

15. All pupils, including those with special educational needs, have good attitudes towards school. These attitudes have a correspondingly positive influence on their attainment.
16. The attendance rates at the school are good. Most pupils are keen to attend school and are punctual. However there is a very noticeable drop in attendance at the start and end of school terms, a time when some parents choose to extend the holidays. This can have an adverse effect on the education of the pupils concerned.
17. Behaviour is good in lessons and around the school. Pupils are clear about school rules and expectations and usually rise to meet them. Teachers set good standards in the classroom enabling pupils to learn with confidence. The school has had no occasion to exclude any pupil permanently for poor behaviour in the last year and only one pupil for a fixed period, which is a low rate.
18. Pupils take a pride in their school. They take part enthusiastically in the trips, sports and clubs that are offered. Relationships throughout the school are very good. Pupils know that the classroom teacher values them and respond very positively. Pupils of all abilities mix well together and are friendly across the age groups. There is no significant evidence of any bullying. Pupils treat the school building and equipment with respect.
19. The quality of relationships is good. Pupils understand of the effect of their actions on others. In several lessons during the inspection pupils spontaneously applauded the efforts of others and in discussions listened carefully to others' views. They are keen to volunteer answers and to please their teachers. Several pupils run the school bank and the school council discusses issues to make their school better. They recently contributed to a Rotherham traffic survey, implementing traffic calming measures in the area around school, making a presentation to the Council.

HOW WELL ARE PUPILS TAUGHT?

20. Pupils are generally well taught. During the inspection, in 72% of the lessons observed, teaching was judged to be good or very good. The headteacher has introduced effective and regular monitoring to support teaching and the quality of teaching has improved significantly since the last inspection. All teaching is satisfactory or better. Standards of teaching are similar throughout the school but are particularly good where individual teachers display good knowledge of the subjects being taught. The school has developed a very effective strategy for sharing such subject expertise through teachers working alongside colleagues in the classroom, teaching pupils together. This is particularly effective in the teaching of information communication technology, physical education and music. The setting of homework is inconsistent and is currently unsatisfactory.
21. The teaching of all subjects is at least satisfactory, with good and very good lessons seen in all age groups. Teachers subject knowledge is usually sound, and often good. Literacy is generally well taught and the effective use of the literacy hour is helping pupils to improve and to attain the standards expected by the time they leave the school. In literacy teachers demonstrate good subject knowledge and have implemented the National Literacy strategy well. They plan carefully, in teams, to provide all components of the framework. There are also planned opportunities in other subjects to extend the teaching of literacy, for example in physical education and science, where appropriate subject vocabulary is used and constantly referred to, underlined, in physical education, by the use of printed cards to display words

and phrases. When literacy teaching is good, it harnesses pupils' imaginations from the outset and is appropriately planned to ensure that pupils of all attainments and different ages meet specific learning objectives. Work in literacy is enriched through visitors to school, for example the Shakespeare Theatre Company, who visited during the week of the inspection. A particularly good example of literacy teaching was seen in Year 6, where pupils were constructing a voice poem. The imaginative input of the teacher and the quality of questioning developed an infectious enthusiasm amongst pupils. Teaching strategies and a good use of time, in lessons, ensure that pupils make good gains in learning how to communicate with each other and with wider audiences. Teachers plan for writing activities in subjects such as science, history, geography and religious education. They regularly use questions to develop pupils' speaking and listening skills, although, sometimes, pupils' responses could be developed by the use of further questioning.

22. Mathematics is always taught at least satisfactorily and often better. The quality of learning observed during the inspection was mainly good. Teachers are effectively using the National Numeracy Strategy to ensure the pupils' mathematical knowledge and understanding develops systematically. Teaching is particularly effective during mental starter sessions during numeracy lessons, developing pupils' mental strategies in working with numbers. Opportunities are also provided to be able to work successfully with numbers through the use of information communication technology, for example in inputting pupil data related to a school census. Mathematics is generally used well to support learning in other subjects, especially in science and good use is made of mathematical vocabulary, with good displays in all classrooms.
23. The quality of teaching observed in science during the week was at least sound and often good. Where teachers have a good knowledge of the subject good pupil learning takes place and the evidence from pupils' work and discussions with them indicate that scientific knowledge and understanding is well developed, with appropriate opportunities presented for pupils to carry out investigations in the subject.
24. Teachers make sound use of the school's good resources to support learning in information communication technology. A particularly effective strategy enables the subject co-ordinator to work alongside colleagues in teaching the subject, using computers in the classroom and the computer suite. During the inspection pupils in Year 3 were able to effectively use a software program to control direction and movement and Year 6 pupils effectively entered and accessed data using spreadsheets.
25. The teaching of religious education is at least satisfactory and sometimes good, enabling pupils' to make good progress, reaching the standard expected by the Locally Agreed Syllabus by the time the leave school at the age of eleven.
26. Expectations of pupils are usually good and pupils understand what they need to do in lessons. Lesson planning is satisfactory throughout the school and there is a satisfactory use of the ongoing assessment of pupils' progress during lessons. However there is inconsistency between teachers in the way in which the information provided by the schools good procedures for collecting the results of assessments is applied to the planning of lessons. Outside core subjects the school adopts a "topic" approach to planning, linking other subjects. Where teachers plan well they ensure that all aspects of the curriculum are included. Where planning is less successful, when teaching is satisfactory rather than good, the pace of pupils' learning in some subjects is not as brisk. For example in a geography lesson involving the use of map references the pace of the lesson could have been quicker, resulting in better learning for pupils.
27. Teachers encourage discussion and, in most lessons, good group work is organised effectively. This makes a significant contribution to the personal development of the pupils. However, on some occasions, opportunities for independent research are missed. Pupils are managed very well and there is a good relationship between pupils and between pupils and their teachers, enhanced by the value that teachers place upon good behaviour, effort and pupils' self esteem. For example when younger children are reticent, teachers encourage

them skilfully to participate in activities and discussions and so demonstrate their levels of understanding.

28. Time is used well in most lessons. Lessons are conducted at a good pace and pupils work well, applying good intellectual, physical and creative effort. They have clear targets to achieve, both for individuals and for groups of pupils. Resources are used well to support pupil learning. Classroom assistants provide good support, particularly in literacy and numeracy lessons. They provide discreet and sensitive support within lessons and well-paced separate sessions. The quality of this teamwork, and the direct support provided by classroom assistants results in good levels of learning, particularly for lower attaining pupils and those with special educational needs. The quality of marking is variable. All work is marked, but too often it consists merely of a series of ticks, with few comments used to help pupils to improve. The best marking includes helpful comments, encourages improvement and acknowledges when this has been achieved commenting specifically on subject content. Homework is not used consistently, throughout the school, to consolidate and extend work being undertaken in class.
29. The school is beginning to meet the needs of higher attaining pupils in mathematics, for example, by placing them in a more able group so that they move more quickly through the curriculum to the next stage of education. The school has recently been accepted on to the Department for Education and Employment's gifted and talented project, in recognition of its success in providing for pupils. Over a number of years a number of pupils have achieved the National Curriculum level 6, in both English and mathematics. This means that the school is well placed to improve the quality of teaching further.

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

30. The quality and range of learning opportunities within the school are satisfactory. The appropriate statutory curriculum is in place. The planning and teaching of the National Literacy Strategy is fully implemented and makes a considerable contribution to the learning and standards of achievement reached by all pupils. The National Numeracy Strategy is fully implemented and makes a satisfactory contribution. The requirements of religious education and collective worship are met.
31. The school plans its curriculum on a topic basis that adds relevance and richness to the range of experiences offered to pupils. Where this is done well, teachers are skilled at linking different parts of the curriculum. For example, when looking at the local area, and studying Cap House Colliery, they are able to transfer research in history on the Census of 1881 to a database in Information Technology, and also link this to poetry writing, art and technology. This approach is well supported by an integrated activities session each day, where pupils have the opportunity to develop more of the foundation subjects linked to their topic, like art, drama and design and technology. There is a lack of consistency, in this approach to planning, through the school and this lack of consistency has contributed to a fall in standards in history, geography and religious education as the result of a reduction in the time allocated to those subjects.
32. Planning for the curriculum at long- and medium-term is satisfactory and relates to learning objectives. Lesson plans seen are detailed and usually indicate different work for pupils of varying abilities, however the format is not consistent and at present, subject co-ordinators are not directly involved in planning and monitoring their subject in every part of the school. As a result they are not always aware of standards and are not able to play a full part in contributing to the School Development Plan.
33. Pupils with special educational needs are well supported. They have clearly defined independent education plans, with clear targets for learning. The deployment of trained staff is good and the quality of work done by these learning support assistants with pupils with special needs makes a significant contribution to their good progress.

34. Learning support assistants are well trained and keep good records of progress. There is a good balance of individual teaching, especially with reading, and classroom support. Adult volunteers are involved in two reading improvement schemes and they also make a significant contribution to the standards achieved by the pupils they help.
35. A few parents feel that there is not a sufficiently good range of extra-curricular activities. During the inspection, a significant number of pupils attended a variety of sports clubs, including rugby, tennis, cricket and running, and also recorders and choir. Seasonal sports are also offered in the winter, as well as gardening and drama. There is a good range of extra-curricular activities, especially in sport, to which pupils of both genders and all ages can attend.
36. The curriculum is also supported by visits to places of interest, usually directly linked to the topic being studied.
37. The provision for spiritual, moral, social and cultural development is good. It was a strength of the school at the time of the last inspection and remains a strength.
38. Provision for spiritual development is good. It is most notably supported in assemblies, when pupils have the chance to reflect and pray. Similarly, the nature of the curriculum offered means that in subjects like English, there are also opportunities to appreciate the magic of words in poetry and to identify with great spiritual leaders, like Martin Luther King.
39. Provision for moral development is also good. Pupils have a clear understanding of what is appropriate behaviour in school. They are able to use discussions within the classroom to clarify their own values and this is extended within other areas of the curriculum, such as discussions over persuasive writing in literacy. High moral standards are an integral part of the ethos of the school.
40. Provision for social development is good. The structures and expected behaviour in school contribute to a peaceful community, where politeness and good manners are valued. Class rules are decided upon and displayed and pupils demonstrate concern for each other and respect for other people's opinions. This good behaviour is modelled well by the adults in the school, who respect and use all responses well.
41. Provision for cultural development is good. The curriculum of the school celebrates its own culture very well, by learning about the local community and its historical traditions. By contacts with multi-faith groups in a neighbouring city, it is beginning to increase the pupils' awareness of people of other cultural traditions. This is particularly well supported in the development of the religious education curriculum and the policy for inclusion developed by the school.
42. Provision for personal, social and health education is satisfactory. There is a programme for sex education and details are published for parents to read in the school prospectus. The drugs awareness programme is satisfactorily incorporated into a topic. Pupils have the chance to share experiences and issues during timetabled discussion periods and all classes are represented at a school council, which meets regularly.
43. The school has good links with its neighbouring high school and local colleges. Older students visit the school to support reading, particularly associated with the school's initiative to promote standards in boys' reading, and also to participate in various projects, such as the Millennium Maths Week. The older pupils make several visits to the high school before their transition. Similarly, there are good key stage links with the local infant school. There are good links to the local community through the school association and the curriculum. Effective use is made of adult helpers in reading projects.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school takes good care of pupils. Pupils say that teachers and other pupils are helpful and friendly and that they feel confident in the school. Support and guidance for pupils

effectively contributes to raising pupils achievement by valuing individual pupils and developing their self esteem.

45. Effective Child Protection procedures, which comply with legislation are in place. Teachers have clear guidelines and several teachers in addition to the headteacher, who is the co-ordinator, are fully trained in procedures. Health and safety procedures are good. The school enjoys the support of a full time caretaker. The buildings are very well maintained and clean. Risk assessments are in place as required. No significant health and safety issues were apparent at the time of inspection.
46. The school has developed careful systems for analysing the results of national testing at the end of the key stage and also careful tracking of pupils' progress in English and mathematics. Each pupil has targets set for them in English and mathematics which are reviewed each half-term, however, in other areas of the curriculum, notably art, information communication technology, design and technology and religious education, formal assessment procedures are not used consistently. Good portfolios of work are kept in some subjects and comments on progress are made, and incorporated in the pupils' annual record of achievement. This enables all teachers to be aware of the progress made by pupils and the comparative level of pupils' achievements. In other subjects the approach is less consistent. Teachers have a different understanding of the criteria used to establish levels of pupil achievement, progress is not moderated and the outcomes of the assessments of pupil progress are not used well to plan future work.
47. The school is in the process of changing to a more formal approach for recording assessment. The use of day-to-day assessment is not consistently used for curriculum planning or successive plans for the next lessons.
48. Teachers put emphasis upon marking alongside pupils. But the use of marking in books is not consistent throughout the school. It does not always contain diagnostic comments or suggestions for improvement and pupils are not always aware of how well their work matches to targets set. As a result opportunities are missed to consolidate and extend pupils' learning. Opportunities are, however, effectively taken to respond orally to pupils' work.
49. Children with special educational needs are well cared for both by their teachers and the learning support assistants. Gifted and talented pupils are suitably recognised; the teachers are aware of their needs and make suitable provision. There is clear equal opportunities provision and no children are left out in any way.
50. The school successfully promotes good levels of attendance. Parents say that their children enjoy coming to school. Most parents are supportive and let the school know of any reasons why their children cannot come to school. Unauthorised absence is higher than national average; this is partly because the school, rightly, does not authorise excessive holiday absence. Registers are kept to statutory requirements.
51. There are very good procedures to monitor and promote good behaviour. Pupils like the way teachers recognise their good work and effort with praise or diligence points and the award assemblies are popular occasions. The school has only had one occasion in the last year to exclude any pupil for poor behaviour for a short period and there were no permanent exclusions.
52. Procedures to monitor and eliminate oppressive behaviour are good. There are good levels of supervision in the school and at lunch times. Pupils feel confident in the abilities of their teachers to intervene and resolve any cases of bullying, which are rare in the school. The school council discusses and helps to diffuse any conflicts between pupils.
53. Procedures to support personal development and the monitoring of pupil progress are good. Pupils are actively encouraged to take part in extra curricular activities and trips. They discuss their achievements and personal targets regularly with their teachers. Assembly time and circle time sessions in the classroom are used effectively to promote good attitudes. Pupils have good opportunities to develop initiative and self-responsibility. They help set out

and clear away class activities, and act as sandwich or door monitors. Several children take responsibility to effectively operate the school bank, encouraging others to save regularly. Parents are pleased with the gains in maturity their children make as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Parents are pleased with the school. They say that their children are making good progress at the school, teaching is good and they feel comfortable to approach the school with any concerns. Some parents however questioned the homework policy. The inspectors agree with parents' positive views and share their concerns about the use of homework in consolidating and extending pupils' classroom work.
55. The school has worked hard to build on and improve links with parents since the last inspection. This effort has been effective, resulting in a good educational partnership. Parents say that they are all encouraged to become involved, although they do not have a clear understanding of the expectations of pupils' homework. The school conducted a useful audit to find out how best to involve parents and introduced several effective initiatives. The school invited parents to train as 'better partners in reading'. Currently several parents help with this scheme in school and some others use the training to help with their children's reading at home. The project has been very successful, resulting in some marked advances in reading standards.
56. Parents generally give good support to the school and their children's education. Parental attendance levels at the consultation meetings with teachers have increased and are now around 90%, which indicates a good degree of interest in their children's progress. Parents are also regularly involved with target setting meetings with teachers. The school hosts occasional curriculum workshops such as the recent design and technology and mathematics project where children designed and made mathematical games. These projects provide useful opportunities for parents to visit and share their children's work. The Kiveton Kites gives good support to the school, holding discos for the children or fun events such as fashion shows. They recently bought a giant chess set for the children to enjoy at playtimes.
57. Written communications, including the prospectus and governors report to parents, are of good quality. The annual written progress reports on children's progress are carefully prepared. They give clear information about children's progress and attainment, particularly in the main subjects of English, mathematics and science. In English and science the reports do not currently link in with the pupil's targets for improvement and this would be useful addition. The Kiveton Park Meadows newsletters keep parents closely involved with life and successes in the school, as do the weekly and annual award giving assemblies. An effective Home School Agreement is in place. The school effectively consulted parents and the agreement effectively supports the progress of pupils throughout the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school is well led. The headteacher, staff and governors work well together and are focused upon raising standards. There has been very good improvement since the last inspection. Action has sharply focused upon the key issues of the last report that have been addressed very well. In particular standards of pupil attainment have risen in physical education and the trend in standards, in the core subjects of English, mathematics and science, has risen since 1998, and the school consistently meets the targets agreed with the Local Education Authority. The headteacher has played a significant part in this process. There is a dedicated team of staff committed to providing high quality education for their pupils and the newly formed governing body fulfils all its statutory obligations. The school has good capacity in its systems and ethos for still further improvements.
59. The leadership of the school is good. The headteacher gives strong, professional leadership. He has many qualities, among which are organisational skills and an ability to gain the trust and commitment of staff, pupils and parents. He uses these skills well to motivate a school which is becoming increasingly more effective whilst retaining its traditional caring nature. A

capable and hard-working deputy supports him and all who work at the school are most conscientious. The school effectively uses self-evaluation materials provided by the Local Education Authority to evaluate its priorities and monitor its ongoing work. As a result the school is raising standards, particularly in the core subjects.

60. Governors support the school well. A new governing body was constituted and has been in existence for five months. Previously a joint governing body served both the school and the Infant school. They play a good part in shaping the direction of the school and have an appropriate structure, making good use of their skills on committee's. The governing body agrees both the school's budget and its development plan. It monitors educational standards and the success of the school satisfactorily. It has a clear grasp of strategic planning, an example being its decision to support the "Partners in Reading" project, aimed at raising standards. A number of governors also take part through listening to pupils read. The governors have a clear understanding of the community that the school serves and, together, with the headteacher, share both a vision for the future of the school and high expectations for its success.
61. There are sound procedures to monitor, evaluate and develop teaching. The headteacher understands the strengths and weaknesses within subject areas and works with staff to support and encourage improvement in weaker areas. Whilst subject co-ordinators work well with colleagues to develop the teaching of a number of subjects they are less consistent in the monitoring of standards. Some co-ordinators, for example information communication technology, have a good understanding of standards, others do not. The position would be better if all subject co-ordinators had the same level of understanding. There are plans to involve co-ordinators more, in the monitoring of teaching. A good system of performance management is in place and this has played a significant role in improving standards in literacy and numeracy.
62. Arrangements for development planning are satisfactory. There is a clear process of consultation with staff as the planning is drawn up, with a detailed review of the outcomes of previous planning. Governors are actively involved appropriately, in the process of development planning and review. There are clear arrangements relating to success criteria and responsibilities and accountabilities. Financial planning is clearly linked to development planning, with priority given to the needs of the curriculum. The school's use of educational technology is good, with examples seen in teaching and financial planning and monitoring. It has efficient financial management systems and the administration supports the work of teachers very well. Funds for specific purposes, such as special educational needs and numeracy and literacy, are allocated appropriately against well-defined objectives. They are spent effectively.
63. Day-to-day management of the provision for pupils with special educational needs, by the Special Educational Needs Co-ordinator, is good. Funding is used well to provide good quality Learning Support Assistants who play an important part in helping standards to improve, taking on considerable responsibility. Systems for record keeping and monitoring progress are good. Data related to attainment on entry to the school and the results of assessment tests are used to set targets and priorities and, as a result the school predicts its results accurately. Support from outside specialist agencies is managed well. The governing body is well informed through the hardworking special educational needs team and the special educational needs governor.
64. The governing body is well aware of best value principles. It understands the quality of education provided by similar schools and evaluates its standards, compared with them, as best it can. As an example, a specification was put together for the provision of science training for staff and providers invited to tender. The headteacher and governing body, together, carefully evaluate the level of need and question carefully the value of new initiatives, a practice continued since the previous inspection. Effective procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The school clerk provides a detailed analysis of the school's financial position and procedures and the most recent audit was extremely positive.

65. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum and religious education. There is a good mix of experienced and newly qualified teachers, with a very good programme of support in place for those new to the school. Co-ordinators have a clear understanding of their responsibilities in terms of providing for their subject and developing subject expertise, however some are more successful than others in monitoring standards achieved by the pupils and the level of professional development needed by their colleagues. There are well-qualified, skilful classroom assistants, effective support for pupils' literacy and numeracy skills, "booster" support for pupils in Year 6 and the very effective provision for gifted and talented pupils.
66. Accommodation is good and appropriate for the needs of the curriculum. There are large spacious classrooms with good cloakroom and toilet areas giving easy access to the outside play area. Outside facilities are good with a large grassed area and nearby "nature" area. A large-scale chessboard is a feature of the playground giving all pupils the opportunity to play, on a rota basis. Learning resources are, overall, satisfactory; they are good for information communication technology and physical education. There is no central library but each classroom has a library area, satisfactorily stocked and the books selected have been chosen carefully to give good quality support to learning in all subject areas and to present a balanced picture of life in a multi-cultural society.
67. This is a school focused upon the raising of standards. The quality of teaching is good and this has a positive effect on pupils' learning. Leadership and management are effective: the headteacher, governors, staff and parents work closely together to pursue higher standards. The school has demonstrated a good capacity for improvement and is providing good opportunities for better levels of attainment. Overall the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In their work to further raise standards and improve the quality of education at the school, the governing body, headteacher and staff should now;

- (1) Achieve a more consistent use of the information available from the school's good systems for the assessment of pupils' progress by;
 - *ensuring that all teachers use the newly introduced National Curriculum pupil progress monitoring records, in all subjects*;
 - spreading the existing good practice of those teachers who use the pupil target setting systems well, to set challenging and realistic targets for pupil attainment;
 - *all teachers effectively collating the outcomes of pupils' assessments to best inform the long, medium and short term planning of the curriculum, ensuring that all subjects of the curriculum are given appropriate focus.(Paragraphs 26, 31, 46,47, 84, 91,92, 111, 116, 124.)

- (2) Involving subject co-ordinators more in the monitoring of standards within their subjects by;
 - *giving them the opportunity to observe and evaluate the quality of teaching and learning;
 - sharing their observations and evaluations with colleagues, in order to raise standards of attainment;
 - monitoring the marking of pupils' work to achieve consistency amongst teachers;
 - ensuring that their input to the School Development Plan, for their areas of responsibility, is increased, enabling the headteacher to focus more clearly upon strategic objectives.(Paragraphs 28, 32, 48, 61, 78, 85, 102, 106.)

- (3) Develop a consistent approach to the use of homework to consolidate and extend pupils' learning by;
 - ensuring that all pupils of similar ages and levels of prior attainment receive a planned and focused amount of homework, related to their work in class;
 - effectively involving parents in the process.(Paragraphs 14, 28, 54, 55, 77.)

*as identified in the School's Development Plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	55	28	0	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	191
Number of full-time pupils eligible for free school meals	-	36

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	45

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	17
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	1.3
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	26	18	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	25
	Girls	17	14	16
	Total	36	32	41
Percentage of pupils at NC level 4 or above	School	82 (67)	73 (59)	93 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	23
	Girls	16	15	16
	Total	31	32	39
Percentage of pupils at NC level 4 or above	School	70 (63)	73 (50)	89 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.1
Average class size	27.6

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	70

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
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	£
Total income	319880
Total expenditure	314166
Expenditure per pupil	1689.06
Balance brought forward from previous year	16085
Balance carried forward to next year	21799

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	191
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	0	3	0
My child is making good progress in school.	59	38	0	0	3
Behaviour in the school is good.	38	52	3	0	7
My child gets the right amount of work to do at home.	38	38	21	3	0
The teaching is good.	55	41	3	0	0
I am kept well informed about how my child is getting on.	55	34	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	7	0	0
The school expects my child to work hard and achieve his or her best.	52	45	0	0	3
The school works closely with parents.	38	48	10	0	3
The school is well led and managed.	48	38	3	3	7
The school is helping my child become mature and responsible.	34	55	7	0	3
The school provides an interesting range of activities outside lessons.	31	52	17	0	0

Other issues raised by parents

The questionnaire responses reflect the issues raised by parents.

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

ENGLISH

68. The national test results for 2000 show that standards in English are average when compared with all schools and with those in similar contexts. Since 1998, when there was a dip in standards, there has since been a steady upward trend. The low attainment in 1998 was linked to the disruption to pupils' learning, resulting from a high staff turnover in Key Stage 1. A comparison of pupils' progress in each year group shows that they make good progress. The comparison indicates that pupils of all abilities, including those who have special educational needs and those who have been identified as being gifted and talented, achieve well in English. Their levels of attainment on entry into the school are below average. Girls consistently out-perform boys in the subject. However, the school has put into effect numerous initiatives to address this issue. The Better Reading Initiative, whereby the pupils receive regular assistance from trained members in the community, is also beginning to pay dividends. In addition, the school has spent considerable effort and care in purchasing books to appeal to all groups of pupils' interests. During the inspection, no significant difference in attainment was seen between boys and girls.
69. The previous inspection judged standards to be average and satisfactory progress in all aspects of English. Inspection evidence shows that there has been considerable improvement in pupils' overall attainment, since that time. This is due to the improvements in teaching and clearer understanding of assessments. Pupils' standards are carefully analysed and their progress is monitored regularly. Targets for improvements have been set by the school and in conjunction with the local education authority. A particular strength of these arrangements is the involvement of pupils and their parents. In addition, targets are reviewed every half term and new ones set, once the pupils have achieved them. Starting from below average standards on entry, the pupils achieve well by the time they leave school. There are now more pupils working at levels that exceed the national average.
70. Standards in speaking and listening are average at the end of Year 6. All pupils, including those with special educational need and the higher attaining pupils, make good progress and develop good social speaking skills. The stronger focus on communication skills throughout the school is having an impact upon the pupils' attainment. The teachers provide many speaking and listening opportunities in English and in other subjects, as observed at the time of the inspection. Following the successful production of *Henry V* by the Shakespeare Company, in which all pupils participated, teachers built upon their enthusiasms, by discussing the pupils' favourite parts. In the mixed Year 3 and 4 class, for example, the pupils showed remarkable understanding of the intricacies of the play, including treason. They debated the characteristics of the players and how these were evident in the dialogue. *'Bardolph is the name, steel is the game'* quoted one pupil, in support of his opinion. All discussions are inclusive for every ability group. The teachers take great care to ensure that pupils participate fully, through skilled questioning and through showing the pupils that their contributions are valued. The conclusion of lessons allows them to talk about their work and this leads to pupils' growing confidence so that they can express their ideas when speaking to the whole class.
71. The school, having identified the need to improve pupils' speaking and listening skills, has put into effect numerous plans to promote progress. This whole school approach is beginning to pay dividends. In all classes, teachers encourage their pupils to talk about their work and to enjoy the power of the English language. In the Year 6 class, the teacher presented the pupils with examples of speeches by Martin Luther King and Winston Churchill. Skilful questions were asked in respect of the war leader's speech, such as *'What effect does this repetition have on the listener?'* The pupils offer ideas such as, *'We get the message. We will fight and succeed'*. One of the pupils was particularly impressed with the *Dream* speech by Martin Luther King and suggested that *'This speech makes me want to watch the film again and to learn it off by heart'*. It is evident, that English makes a good contribution to pupils' spiritual, moral, social and cultural development.

72. Standards in reading are average, by the time the pupils leave school. They make good progress as they move from year to year and show significant achievement. The teachers use a range of strategies to teach their pupils to read confidently. They take care to introduce and to consolidate pupils' knowledge of sounds and blends, where necessary. Pupils with special educational needs make good progress through specific and targeted activities planned for them. As pupils move through the school, they are presented with a wide range of literature to meet their interests. Since the school has focused more strongly on reading, and, in particular, on boys' underachievement in English, there is evidence of marked improvements. The school has been very inventive in addressing the issue of gender difference in the pupils' attainment. One of the most successful strategies has been the setting up of 'Better Reading' initiative, where local community members are trained to help with reading sessions in the school. These are undertaken on a regular basis, and help the pupils to consolidate their reading skills and to sustain interests in books.
73. Pupils make good progress in writing, and by the end of Year 6, their levels of attainment are at least average. A significant proportion of pupils attain a higher level in this element of English. The school, having identified the need to improve spelling and styles of writing, have put into effect carefully planned programmes to address these weaknesses. The teachers ensure that skills are not taught in isolation and provide their pupils with opportunities to practise in other subjects, including information communication technology. As a result, pupils make good learning gains. The higher attaining pupils write extended pieces of work, arranged into paragraphs, using complex sentences and a wide range of punctuation marks. These pupils attain the higher levels in English. The proportion of pupils reaching the higher levels is rising through the good opportunities that the teachers provide for drafting activities in all year groups. The pupils learn to plan, revise, and to make improvements in content, style and in structure. Pupils' handwriting is usually in ink, neat, legible and in fluent, joined script. Pupils write for numerous purposes, with a specific audience in mind, such as job descriptions stories, poems, instructions, reports, persuasive arguments and script writing.
74. Literacy skills support learning well in other subjects. While there is no central library to help the pupils with independent work and with research projects, nevertheless, the good quality resources are used well by the teachers and the pupils. Teachers seize opportunities to develop good reading and writing skills. In a good geography lesson in Year 4, the pupils used their developing research skills to find information about Filey. They demonstrated that they understand how to scan the text to gain an overall impression and to extract the information required. As they go through the school, the pupils learn to write notes from sources, such as books, articles, CD-ROMs, form talks and on visits. They expand these into well-organised pieces of writing, on wide ranging topics, such as comparing a village in Pakistan with Kiveton.
75. The overall quality of teaching is good, with some very good lessons observed in Year 6. The rate of learning reflects this teaching. In one lesson, the teacher inspired his pupils to be creative in their use of words and figurative language, when writing about the pit closure in Kiveton. His enthusiasm for poetry encouraged the pupils to be creative. His words, 'to write from the heart, do not conform to any pattern', helped them to produce some expressively written poems. He used repetitions and phrases to good effect. Teachers ensure that their pupils understand the learning targets for each lesson and, during the final session, they summarise the key learning points to see if they have been successfully achieved. Teachers throughout the school are secure in their knowledge of English to teach the important skills and so give good advice to pupils as they are working. They organise their lessons well, including the management of group activities. Lessons are planned imaginatively so that the pupils' interests are maintained. Teachers use various strategies, such as role-play, skilful questioning and active approaches to inspire their pupils. Activities are modified for pupils with special educational needs, but, nevertheless, the staff encourage them to give of their best. The contribution of non-teaching and support staff is particularly effective in assisting these pupils in their learning. The higher attaining pupils are provided with consistently challenging tasks to meet their needs. Relationships are very good between staff and the

pupils. There is a feeling that everyone matters in the school, and this results in a purposeful atmosphere, conducive to good learning.

76. Teachers generally use assessment information effectively to plan activities that build on previous learning. Marking is effective, where the teachers acknowledge the pupil's efforts, but also give pointers on how he may improve the work further. In Year 6, the teacher wrote 'You need to be more critical in your choice of words'. However, while marking is generally good in English, it is not yet consistently undertaken throughout the school. Lack of progressive and structured homework adversely affects the preparation of pupils for the secondary school.
77. The co-ordination of English is good and has contributed greatly to the overall improvements in standards. The newly appointed literacy governor is very knowledgeable and keeps an overview of the subject, by observing lessons, talking to staff and to the pupils. The co-ordinator's role is not yet fully developed. For example, she is unable to monitor teaching and learning in lessons, losing the opportunity to share elements of good teaching amongst colleagues. The headteacher systematically monitors all aspects of the subject, including planning. The co-ordinator for the subject monitors standards, by evaluating results in the national statutory and non-statutory tests. Identified weaknesses are discussed at staff meetings and action put in place to resolve them. The success of this can be seen in the imaginative initiatives regarding boys' under-performance in English and the whole staff approach to improving style of writing. Following the previous inspection report, a careful audit of books was undertaken, old and worn books discarded and careful purchases made to raise standards in reading and to meet the pupils' interests.

MATHEMATICS

78. Pupils' attainment in national testing at the end of key stage 2 in 2000 was broadly in line with the national expectations for learning at the age of 11. Observations during the inspection indicate that attainment overall is satisfactory, with a slightly larger number of pupils attaining above the levels expected at the end of the key stage. This reflects a good level of achievement from below average attainment on entry to school. In Year 6 pupils are able to define the meaning of words 'range, mode and medium' when dealing with data concerning a theme park. In Year 5, pupils can identify the fraction equivalent of percentages. In Year 4, pupils plot co-ordinates in the first quadrant to create shapes that support their study of symmetry. In Year 3, pupils are also studying symmetry, and investigate lines of symmetry in plan shapes by cutting and folding. Satisfactory standards have been maintained since the previous inspection.
79. The levels of achievement are directly related to the quality of teaching in this subject, which is usually good and sometimes very good. Teachers demonstrate a good knowledge of their subjects and the requirements of the Numeracy Strategy. They often use imaginative ways of presenting new learning challenges; for example when learning about fractions, decimals and percentages, pupils were able to place their fraction labels on an expanded number line on the board.
80. Teachers make very good use of support staff, whose intervention makes a significant impact on the progress made by pupils with special educational needs in maths lessons. For example, while investigating the use of puzzles to learn mathematical concepts, a learning support assistant was able to use careful questioning to allow her group to evaluate the kind of mathematical thinking they needed to solve the problems.
81. Teachers manage pupils very well. They use well-established routines and well-prepared materials. No time is wasted during lessons. Teachers use specific vocabulary well and expect pupils to use it too. As a result of good teaching, the quality of pupils' learning is also good. They respond well to fast-paced mental mathematics sessions when good use is made of wipe-clean boards and number books. The effective use of these resources enables teachers to assess effectively who has answered correctly and enables them to target special questions, which improve pupils' understanding.

82. Pupils maintain interest in the lessons and contribute well to discussions. When objectives for the lesson are well explained at the beginning, pupils are able to make good assessments of what they have learned by the end of the lesson. This was particularly well illustrated during a lesson when pupils were designing their own mathematical puzzles and were asked to think of the particular mathematical operations they were involved in using. Pupils think maths is fun. They are usually fully involved and enjoy taking their turn in writing on the chalkboard. In a lesson concerned with ratios, one boy effectively produced his tabulated results asking for contributions from other members of the class. Pupils explain their methods of calculation and actively participate in the lesson. They listen attentively to the teacher and to their peers and give credit to all methods and opinions. This attitude is modelled well by teachers, who use all answers to extend learning possibilities. In the most effective lessons, the quality of the relationship between teacher and pupils makes for a good working atmosphere.
83. A significant amount of analysis has been carried out on the results of national testing. The tracking of pupils' progress in this subject is contributing to the continuing improvement in standards. Those pupils who are identified with a particular aptitude in Year 6 are given opportunities to extend their experience in mathematics. In those lessons where targets are carefully matched, children are challenged well and make even better progress. The outcomes, of the assessment of pupils' progress, are inconsistently used by teachers to plan ongoing lessons. Some teachers, particularly at the end of the key stage, use the information well.
84. However, the quality of marking is inconsistent across the school and although teachers like to work alongside pupils and give oral feedback, the records do not always show diagnostic or supportive comments which enable pupils to understand how far they have progressed towards achieving their targets. The headteacher, as subject co-ordinator, regularly monitors lessons, giving detailed feedback. Good quality teaching observed provides a model of good practice, helping to raise standards across the school.
85. Particularly noticeable in this subject is the extent to which teachers use information communication technology themselves in their teaching, especially towards the end of the Key Stage, where lessons were observed presented by computer-generated slides. Similarly, pupils apply their information technology skills to their own work in mathematics, for example the use of spreadsheets, increasing their knowledge and understanding and enabling them to fully apply their number skills.

SCIENCE

86. Pupils enter the school at the beginning of Year 3, at the age of 7, with levels of attainment that are below average. Pupil achievement is good throughout the school and standards of attainment are at the national average at the end of the key stage. Standards of attainment have been maintained since the last inspection. The school effectively tracks the progress made by pupils, in the subject, showing that good value is added.
87. The results of national tests for 2000 show that the percentage of pupils achieving the expected level 4 and above at the end of Key Stage 2 was above the national average and average when compared to similar schools. Results from 1996 to 2000 indicate significant fluctuations from year to year, with a steep fall in 1998 and an upward trend through 1999 and 2000. Pupils achieving the higher level 5 were at the percentage expected nationally. Given that the parents of many children who are eligible for free school meals do not take up the entitlement, the school should be in a different group, when comparing similar schools, with a significantly better grade for its performance. Observations during the inspection indicate that pupils currently in Year 6 are on course to meet the targets set by the school and that the target is appropriately challenging. Whilst boys achieved at a higher level than girls in 2000 it is expected that there will similar levels of achievement in this year's test results.
88. During the early stages of the Key Stage teachers build solidly from the level of attainment on entry to the school. This was illustrated well when pupils were classifying animals and

plants, recording their observations accurately in a table. Pupils made good predictions and recorded their results accurately. Satisfactory standards are achieved in all areas of science; pupils carry out investigations successfully and understand the content of the National Curriculum at an appropriate level. In other classes in Key Stage 2 pupils predict accurately how to measure the speed of the evaporation of water and how to construct a fair test. In Years 5 and 6 pupils have an appropriate understanding of the steps undertaken in planning, carrying out and recording the results of a scientific investigation. They identify correctly the potential safety hazards that could arise during their work. For example, how they must take care using hot water when investigating the solubility of materials. Their scientific knowledge expands well through interesting teaching and clear explanations: they know about the earth and planets and have a clear understanding of the solar system.

89. Throughout the school, pupils enjoy their science. Those in Years 3 and 4 are fascinated by the facts they are learning about animals and plants and are looking forward to their visit to Filey, classifying shells and leaves. In Years 5 and 6 pupils work together well, in discussions, listening carefully to their peers, sensitive to the points they are making. Pupils' attitudes to science are good and very good illustrated by their interest in all lessons observed, whether practical or more teacher led. Behaviour is also good in whole class and group activities. The majority of pupils are keen to answer questions, make suggestions and carry out investigations. The high standards of behaviour and attitudes, coupled with very good relationships, help develop the quality of learning.
90. Teaching is never less than satisfactory and often good. At its best teaching helps to promote good learning by pupils, often because of the interest generated. The best teaching is exciting and reflects good subject knowledge and work that is suitable both for single age and mixed age classes. Teachers' knowledge of science is generally sound or better. However not all find it easy to match work to the needs of the range of pupils. Sometimes the needs of higher attaining pupils are not fully met because some teachers do not always use information from assessment to move on to more challenging work quickly enough. Teachers throughout the school make particularly good use of pupils' literacy skills as evidenced by the use of key words in scientific vocabulary. Information communication skills are developed well in word processing when the results of investigations are recorded and sensors used to measure temperature. Science makes a good contribution to the development of numeracy, mainly when pupils measure and weigh. Pupils are managed well and suitable resources are readily available. Whilst marking is done regularly its quality varies. At its best it responds well to pupils work and offers careful evaluation and points for development. Some marking consists only of ticks and comments about spelling or punctuation, ignoring the scientific content.
91. The pupils follow a broad and balanced curriculum that helps to ensure a good balance between the development of pupils' knowledge and the sharpening of skills. This helps pupils' learning. Assessment procedures are satisfactory and there are examples of it being used well to inform the future planning of lessons. However, all teachers do not use the information consistently. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. In particular, pupils are led through investigations so they experience the excitement of finding out for themselves, although they work co-operatively and support each other. The co-ordinator leads the subject appropriately and it is through the good quality teamwork of the staff that standards have been maintained. As a result of good teamwork the subject has a good capacity for future improvement.

ART AND DESIGN

92. By the time that pupils reach the age of 11, at the end of the key stage, pupils' standards of attainment and the quality of learning are above the expectation. Pupils make good progress throughout the school and achieve well. They produce good work in all areas of the art curriculum. For example in Year 3 pupils learned from examples of work in progress to use paint and collage effectively with a clear purpose. Their collages are based upon a landscape scene from Henry V, following a visit from a Shakespeare Theatre company. In Year 4 pupils' plan their work well, selecting appropriate materials and modifying it according to purpose.
93. Progress is maintained through Years 5 and 6. In particular, standards of observational drawing continue to improve: very good drawings of plants and flowers were seen during the inspection. Standards of three-dimensional work also improve as a result of interesting assignments, for example "Mythical Tales". Art from other cultures is also woven into pupils' work and they produce good quality work based upon art with its origins in the mining community, very effectively linking the work with history and geography. Pupils produce colourful pictures in the style they believe famous artists would have done, a good example being the work of the artist Munch "The Scream". When working on studies from nature, pupils effectively build on earlier work to draw and paint some interesting depictions of a lunar eclipse.
94. The school has benefited from an Arts Project that very effectively combined the visual arts with literature and enabled a clear focus to be developed over a sustained period. Teaching is good and results in pupils achieving good standards. Teachers subject knowledge is good and they have good relationships with pupils enabling thoughtful discussion when planning their work. Questions are used well to encourage pupils to reflect on their work. There is a good pace of learning with clear expectations clearly understood by pupils. For example when planning a poster in Year 4, the teacher very effectively intervened at appropriate times to move pupils on and to reach a conclusion by a given point. A thoughtful scheme of work has effective links with a range of subjects, including literature, history and design technology. Whilst there are examples of pupils using information communication technology to produce artwork, the school is in the process of expanding its use. The subject makes a good contribution to the school's provision for spiritual and cultural development, for example where the headteacher very effectively used a piece of art, in assembly, to promote spirituality.
95. Pupils' attitudes to the subject are good, they enjoy their work and co-operate well in planning their art. They talk with enthusiasm about a variety of artists. Behaviour in lessons is good. In particular pupils are sensitive to the needs of their peers and include others, of all abilities in their discussions.
96. Good standards have been maintained since the time of the previous report. The school has a committed and knowledgeable co-ordinator and is in a good position to build on its present good standards.

DESIGN AND TECHNOLOGY

97. By the time pupils reach the age of 11, the standards attained in Design and Technology are satisfactory. The previous inspection report indicated that standards at that time were above those expected nationally at the end of Key Stage 2. The implementation of the National Literacy Strategy and National Numeracy Strategy has meant that pressure on the time available for the teaching of Design and Technology has had an impact upon the quality of work.
98. In this inspection few lessons were observed and judgements are based upon an assessment of work displayed, discussions and records kept. In the lessons observed, younger pupils use planning sheets well. They are able to discuss in small groups what play equipment should be incorporated in their playground design. They are able to select, by negotiation, four

items and draw pictures showing the structure of the equipment. They understand from previous work that an A-frame provides stability. They could relate their design to a specific age group. Well-constructed sheets are used throughout the school to record ideas. These incorporate space for lists of materials and evaluation of the product being made. These planning sheets, which cover the whole Design and Technology process, give opportunities for pupils to comment upon design, to review an approach to building and evaluate their work.

99. Pupils make satisfactory progress throughout the school and achievement is appropriate. The quality of use of finishing techniques improves, as the pupils get older. Models of rooms with two working lights and treasure boxes with burglar alarms successfully link scientific understanding of circuits with Design and Technology skills. These products are well painted and decorated. The rooms and boxes utilise frames with rigid corner joints, demonstrating effective measuring, cutting and joining techniques.
100. In this subject, as with many others, the products designed and made are relevant to the pupils because they are linked successfully to the topic being studied. In the lower part of the school, pupils design and make their own 'iron man', demonstrating a link to literacy and also science, as the moving parts are pneumatic. During the year, pupils have the chance to practise their Design and Technology skills in various special projects, organised by the school and Local Authority.
101. At this time, the subject content and means of assessment are under review and the co-ordinator does not currently have the opportunity to successfully monitor the development of the subject. The school is to review the subject, as a priority in its School Development Plan.

GEOGRAPHY

102. Standards in geography are in line with those found in most schools. The previous inspection judged standards to be above average for the age group. However, since then, the school has had to make adjustments to the timetable, to accommodate literacy and numeracy hours. At present, the subject is organised on a topic basis, which is then undertaken by each year group. This arrangement does not ensure that skills are progressively built as the pupils move from year to year. The school has sensibly identified the organisation of geography for early review, in order to identify any gaps in pupils' learning. The new co-ordinator for the subject has been unable to monitor teaching and learning, as her role has not been fully developed. The headteacher monitors planning and pupils' progress in the subject and keeps an overview of teaching.
103. During the inspection, the pupils were involved in a topic on contrasting localities of Kiveton and Filey. Years 5 and 6 are investigating environmental issues, regarding both places. Geographical skills such as mapping are being satisfactorily developed. The pupils learn to transfer their mathematical understanding to co-ordinates to finding routes and locations. The majority of pupils know how to use the four-figure grid references correctly in Year 6. They know, understand and interpret geographical symbols used in atlases. Their studies of other countries have included Pakistan and India. Through their work, the pupils know how to use secondary sources, to gain information about the way people live in other countries. Good use is made of educational visits to deepen pupils' knowledge. The pupils recognise changes over time that have taken place in Kiveton, since the pit closures. In a discussion with Year 6, the pupils recall their work on the regeneration of their locality. They collected suggestions as to how the area may be improved.
104. Teaching quality is generally good. This was apparent in Year 4, where the teacher planned her lesson in detail to meet the needs of the full ability range in her class. This teacher used assessment information well in order to plan work specifically to meet the needs of all her pupils. This is less successful in mixed ability and age grouping, where the less able pupils in the younger group carry out the same work as the higher attaining pupils in the older group. These arrangements slow the rate of learning for some pupils.

105. The planned curriculum is appropriate, resources sound, easily accessible to staff and pupils and used well to promote good teaching and learning. Whilst staff work as a team to evaluate progress and to plan, the co-ordinator does not have the opportunity to monitor and evaluate the quality of teaching and learning, to establish the strengths and weaknesses of the subject.

HISTORY

106. The last time the school was inspected, standards in history were above average. However, the school has appropriately had to make adjustments to the overall timetable, in order to accommodate literacy and numeracy hours. Standards observed during the inspection are now in line with national expectations. Pupils make good progress throughout the school and achieve well.
107. History is planned on a topic basis throughout the school, on a four-year cycle. This arrangement generally works better in this subject than in geography and is having a beneficial effect on attainment in the subject. Nevertheless, the school has rightly identified the review of study units, to ensure that pupils leave the school with good levels of attainment. There is a balanced mix of local history for progression of skills, using primary sources and the development of enquiry skills, based on secondary sources. This results in the pupils gaining a broad picture of history, rather than segments of knowledge.
108. In a discussion with Year 6, the pupils showed understanding and knowledge of Romans, Tudors, Victorians and Britain, since the thirties. Form educational visits to places, such as Bosworth field, the pupils recalled historical facts of the Yorkists and the Lancastrians, in some detail. In studying the Census from 1881, the pupils were able to draw conclusions on how people in Kiveton lived. They noticed that people died at a much younger age, because of lack of medical care and the condition of the drinking water. The pupils had a mature understanding of the changes that have occurred since the Second World War in Britain and the wider world. They remembered learning about the tensions between the 'Allies and the Soviet Union'.
109. No History lessons were timetabled during the inspection. However, the teachers seized the opportunity, following the theatre production of Henry V, to discuss historical aspects of the play. In Year 3, for example, the pupils indicated that they understood the passage of time. In a drama lesson the teacher effectively built upon the visit of the Shakespeare Theatre Group to revise pupils' knowledge of the War of the Roses. The session was also used to develop pupils' speaking and listening skills successfully, through description of the audience or what the Globe Theatre was like at the time. In the mixed Years 3 and 4 class, the teacher gave her pupils a good opportunity to recall the historical facts of the time the play represented. The pupils showed considerable understanding of the way that Henry V made the claim to France, via the family tree.
110. The school enriches the pupils' history curriculum through visitors, as well as visits. Local community members are involved in talking about the time they were evacuated from Brighton, during the war and how their families settled in the locality. The chief archaeologist from Rotherham brings Roman artefacts and talks to the pupils about that era. Historical groups make presentations, using drama, in which the pupils are involved. These activities effectively help the pupils to understand history at some depth. The subject is well led by an enthusiastic co-ordinator. The outcomes of pupils' assessment are used well by some teachers to carefully plan lessons, but less well by other teachers.

INFORMATION TECHNOLOGY

111. The standards attained in Information Communication Technology are above those expected at the end of the key stage, by the time that pupils are 11. This is an improvement upon those seen in the last inspection. The improvement in standards is dependent upon two main factors. Firstly, the school has equipped both classrooms and computer suite so that pupils have good access to hardware (personal computers) and appropriate software.

Secondly, the use of specialist skills in teaching at the end of the key stage especially enables pupils to learn in a planned and inspiring way.

112. Pupils develop skills in word-processing, use of 'logo', spreadsheets, searching the Internet for information and sending e-mail. Pupils' progress is very good and there are good levels of achievement. By the end of the key stage pupils are effectively constructing a web page, containing details of their local church. They use sensor devices to link to work in music. In years 4 and 5, they are learning to use spreadsheets to represent and collate data from work done in the classroom, from planning a party or stocking a shop. The oldest pupils have been able to demonstrate the results of an investigation on fossils in a multi-media presentation. Work from each class is stored in computer files within the classroom and significant evidence of work related to current topics is displayed around the school. There is a good balance of word-processing, captions in various fonts and graphical displays, which include imported pictures and repeated patterns.
113. Pupils are confident and keen to participate in Information Communication Technology lessons. Skilled teaching enables them to perfect skills whilst producing work closely linked to current topic studies. Pupils are able to construct a branching family database using information from the local 1881 Census, linked with their project about the local community. There is a good balance between classroom preparation and the practice of skills using machines, resulting from effective planning.
114. The quality of teaching is good, illustrating teachers' good subject knowledge and an enthusiasm that inspires the pupils. Time is usually used well, incorporating a good introduction to lessons, teaching skills well, establishing clear expectations and followed by well planned opportunities for pupils to consolidate and extend their knowledge and understanding through their use of hardware and software. Both teachers and pupils use good information communication technology vocabulary.
115. At present, the computer suite is not used to its full capacity, or regularly timetabled. Although pupils' work is saved successfully, the use of formal assessment is inconsistent. These issues are being considered in the co-ordinator's action plan for the future to maximise the effective use of the good quality resources available and to support colleagues in the teaching of the subject.
116. A significant contribution to pupils' competency in information communication technology is the fact that teachers, many of whom used information communication technology skills for record keeping, lesson planning and display, model good practice.
117. The school has effective methods to control access to particular web sites and programs that have been developed by the Information Communication Technology co-ordinator, who works well, alongside colleagues, in the classroom, to promote good quality teaching and learning. Along with two other teachers from the school he also contributes effectively to the training of staff in other schools within the Local Education Authority and manages the subject well. Opportunities are currently missed to maximise the use of the computer suite.

MUSIC

118. Standards in music are average overall. The previous inspection judged standards to be above those expected of pupils of this age. However, the school has had to modify the time spent on the subject to accommodate literacy and numeracy hour.
119. While standards of music are average overall, the quality of singing is good. Pupils in Year 5 and 6, sing in two parts, tunefully and expressively. They sustain notes and control their breathing successfully. The pupils know and understand musical terms and use these when discussing how they can improve their performance. They are aware of their audience and adopt a performing mode, by observing the teacher conductor and listening to each other's singing. The pupils become aware of how different parts fit together and they work hard to achieve an overall effect.

120. During the inspection, pupils were not observed using instruments to create music. However, there is sufficient evidence to indicate that the pupils have opportunities to create music, as part of the wider development of pupils' artistic attainment. Subjects, such as art, dance, history and drama are combined with music for the Millennium celebration, for example. There are annual musical productions, involving the whole school. Pupils also have opportunities to learn to play instruments, such as violin, flute and clarinet. In addition, there is a recorder club, in which both boys and girls participate. Activities, such as inter-school musical productions in conjunction with Wales High School and the participation of the choir in community events, all help to widen pupils' experiences of music.
121. The school is very conscious of the needs of all its pupils, including those with special educational needs, and ensures that all are fully included in all aspects of the music curriculum.
122. Teaching is usually good. The teachers' secure subject knowledge enables the pupils to achieve well in music. The rate of learning is good in Years 5 and 6 classes, where the lessons observed were good and very good. Learning targets are carefully explained at the beginning of the lessons so that pupils are clear about what is to be learned and what they must do, to succeed. Effective management of the pupils enables them to practise and produce good performances of songs. They listen to one another carefully and are becoming skilled at analysing their own work and that of others, and at offering constructive criticism. The teachers' positive, encouraging manner and the very good relationships all ensure that that pupils appreciate and show respect for the efforts of others.
123. The subject is well managed. The co-ordinator works alongside teachers on a fortnightly basis, as part of professional development for the teachers. She leads by example, in the high quality of her own teaching. As a result, this arrangement helps to develop the curriculum and teachers' confidence. The co-ordinator knows and understands how the subject should now progress, to include, for example, composing and performing and listening and appraising. Further purchases of resources for these areas are planned, to ensure that the pupils are presented with good quality music from other cultures and traditions. As yet, the school does not fully utilise music in other areas of school, or example, in assemblies, or consistently use the outcomes of pupils' assessments to fully inform future planning.

PHYSICAL EDUCATION

124. The previous inspection found that standards and progress in physical education were below the standard expected and improvement in the subject was identified as a key issue for the school. Very good progress has been made and by the time pupils reach the age of 11, standards are now good and above levels expected nationally. The school has achieved the Sports England Active Mark Gold Award, and presents a number of good quality extra-curricular physical education opportunities for pupils, in addition to good quality lessons. The effect has been an improvement in pupils' knowledge, skills and understanding in physical education and games across the key stage. Pupils make good progress and achieve well.
125. Pupils understand the reasons for changing into appropriate clothing for the subject and the effect of exercise upon their body. They have a particularly good understanding of the effects of warming-up before exercise and the warm-down afterwards. In gymnastics they improve their co-ordination and benefit from taking part in strenuous activities. They can aim, pass and catch a variety of items and apply them well in small-sided team games. Higher attainers are able to pass balls accurately when moving and when challenged in competitive situations. In gymnastics, pupils perform a range of jumps with good precision and control. By Year 6 most can hold their weight on different body parts with considerable poise, and they work well with partners and in small groups, for example when developing a dance sequence in a Year 5 lesson. The pupils also achieve well in games because they are taught skills and techniques systematically. This was illustrated in a Year 6 lesson when the teachers effective planning and organisation were influential in activities involving throwing, catching and bowling in cricket. A Year 6 lesson, in gymnastics, illustrated a good quality

sequence of movements constructed by pupils, linking floor-work and apparatus, the culmination of what had been learned and practised over a series of lessons.

126. The quality of teaching is good, with teachers displaying a good knowledge of the subject and pupil progression. Where teaching is at its best, teachers are able to demonstrate the skills they wish pupils to achieve, and using the correct terms to describe them, as noted in gymnastics and dance lessons. Teaching focuses on developing skills, knowledge and understanding in a systematic way, building upon what has gone before. The structure of lessons enables pupils to face increasing challenges and takes pupils to the edge of their capabilities. There are good links with literacy and numeracy, with a clear use of appropriate vocabulary and the use of distance and measurement. Pupils are effectively involved in considering their own performance and offering suggestions about improvements in the performance of others.
127. In all the lessons observed pupils show an interest in their work and concentrate well, using the time in lessons well. They are keen and enthusiastic making a good physical and creative effort to meet the demands of the subject.
128. Pupils throughout the key stage learn to swim, in weekly lessons at Dinnington High School. Standards are above average. They respond well to effective instruction that enables them to be safe and confident in the water. By the time they leave school all pupils can swim a minimum of 25 meters and many do much more, gaining both distance and personal survival awards.
129. The school has moved on well since the time of the last inspection, methodically addressing the areas that needed to be improved. The co-ordinator leads from the front and contributes a great deal to high quality leadership of the subject. All teachers are involved not only in teaching the subject, but in presenting a range of extra-curricular sports activities including rugby, netball, football, hockey, tennis, cricket and athletics. Many have gained teaching and coaching awards in the teaching of particular sports. A good policy and scheme of work effectively guides progression and contributes to the high standards achieved. Good links have been established with local sports clubs and the subject contributes significantly to pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

130. Pupils reach standards in religious education that are in line with those expected by the Locally Agreed Syllabus and make good progress as they move through the school.
131. The school has a policy that properly reflects the Locally Agreed Syllabus for Rotherham. The programme for each year group is clearly defined and this helps to ensure continuity and coverage. At the beginning of Key Stage 2 pupils begin to explore their feelings and reactions to certain situations and to think about their environment and the world around them. They gain knowledge and understanding of the basis of Christianity, including important festivals and of some of the other main religions. They progressively express views and opinions about religious and other issues and analyse some of the similarities and differences between their own and other beliefs. Pupils reflect upon the importance of tradition, symbolism and special occasions.
132. Pupils, including those with special educational needs make good progress, largely as the result of the good quality support provided for them. In Year 3 pupils recall some of the stories of the Bible, whilst by Year 6 they understand the more abstract implications. Understanding of themselves and their immediate family is extended to consideration of community and relationships. There is increasing awareness of individual responsibility and the effect of actions upon others. This was well demonstrated in a debate in Year 6, promoted by the visiting theatre group, in which there was thoughtful discussion about the contrasting feelings of individuals caused by conflict between families and countries.
133. Teaching, observed throughout the school, is good. Resources and materials are well prepared and maintain the interest of pupils. Teachers introduce a range of materials that

successfully interests their pupils and lessons are conducted at an appropriate pace. Relationships within the classroom are good and lessons are orderly and productive. Good teaching occurred in a Year 3 lesson related to the events surrounding the story of the prodigal son in which the subject matter was discussed with sensitivity and lack of dogma and in which pupils were encouraged to consider the underlying implications and significance of the events.

134. The co-ordinator for religious education has a clear understanding of her role and responsibilities, although there are not yet opportunities for her to monitor teaching and learning, in order to share good practice. There is a satisfactory range of resources for the subject. Close and productive links have been established with local churches and very useful visits have been made to the inter-faith centre in Bradford. Representatives of local church groups contribute effectively to school assemblies and lessons.