

INSPECTION REPORT

DEARNE HIGHGATE PRIMARY SCHOOL

Goldthorpe, Rotherham

LEA area: Barnsley

Unique reference number: 106581

Headteacher: Mrs S Williams

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 25 - 28 February 2002

Inspection number: 196419

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Nicholas Lane
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Rotherham
South Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Waldron

Date of previous inspection: 14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	Christopher Taylor	Registered inspector	Geography History Music Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19343	Marion Howel	Lay inspector		How high are standards? b) 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?
22274	Vera Rogers	Team inspector	Special educational needs Art and design English	How good are curricular and other opportunities offered to pupils?
17685	Linda Spooner	Team inspector	Equal opportunities Foundation stage Information and communication technology Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dearne Highgate Primary School caters for boys and girls aged three to 11 years. The school is bigger than most primary schools with 244 full-time pupils of compulsory school age and 52 children who attend part-time in the nursery. The school serves an area of local authority and privately owned housing on the outskirts of Goldthorpe, a former mining village situated between Barnsley and Rotherham. Numbers have remained stable since 1997. Most pupils join the nursery class with levels of attainment below those expected for their age, and many have poorly developed communication and language skills. Twenty four per cent of pupils - above the national average - are known to be eligible for free school meals. Fourteen per cent of pupils - broadly in line with the national average - are on the special educational needs register. Seven of these pupils - above the national average - have statements of special educational needs. Most pupils with special educational needs have moderate learning difficulties. Only two pupils are from ethnic minorities and no pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

Dearne Highgate Primary School is an improving school that provides a sound education for its pupils. Teaching and learning are satisfactory, overall, throughout the school, with much good teaching. Pupils' attitudes to learning and their behaviour are good, but attendance is well below the national average. By the end of Year 2, pupils achieve standards in line with the national averages in English, mathematics and science. Standards are not yet in line with the national averages by the end of Year 6, but pupils are currently making good progress and standards are improving. The school benefits from sound leadership and effective management. As expenditure per pupil is above the national average, the school provides satisfactory value for money.

What the school does well

- Pupils' positive attitudes, supportive relationships and good behaviour help to create an effective learning environment.
- Provision for pupils with special educational needs enables them to make good progress.
- Younger pupils have high standards in information and communication technology (ICT), and standards in physical education are above average throughout the school.
- The school's provision for moral and social education plays an important role in assisting pupils' personal development.
- The efficient management of the school by the headteacher and senior staff ensures that the aims and values of the school are clearly reflected in its work.

What could be improved

- Standards of more able pupils in English, mathematics and science are not yet high enough.
- There is not enough use of ICT to assist teaching and learning across most subjects of the curriculum.
- Attendance is well below the national average.
- Homework for older pupils is not set consistently enough to raise standards or to prepare pupils adequately for secondary education and for independent study.
- The management role of subject co-ordinators is not developed well enough to raise standards of teaching and learning in all subjects except English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in April 1997, the school has made sound progress in raising standards in English, mathematics and science. It has made good progress in implementing new policies and schemes of work, and sound progress in improving the quality of teaching, developing the role of subject leaders and rectifying the relatively poor attainment of boys. It has not yet been successful in ensuring that work is matched closely to the needs of all pupils as work for higher-attaining pupils is not always

challenging enough. It has made good progress in establishing effective child protection procedures, making access to the nursery secure and in improving the management of the school. In addition, teaching and learning have improved and standards have risen throughout the school. Pupils' attitudes and behaviour have remained good, but attendance is still well below the national average. The provision for pupils with special educational needs has also improved. The school has identified appropriate areas for development and has a good shared commitment and capacity to make further improvements.

STANDARDS

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

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

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

In English, standards in 2001 were well below the national average. In mathematics and science, the school's results were in the bottom five per cent of schools in the country. In English and science, standards were well below the average in schools with a similar proportion of pupils eligible for free school meals. In mathematics, standards were in the lowest five per cent of similar schools. Results in 2001 were poor because the class was taught by a succession of supply teachers during the long-term absence of their class teacher. In addition, nearly a third of the pupils taking the tests in 2001 moved to the school during Years 5 or 6 and the majority had very low levels of attainment when they joined. Pupils who had been at the school longer had much higher standards. The school failed to achieve its targets in English and mathematics, but these targets were set before the arrival of the additional pupils in Years 5 and 6. Inspection findings show that attainment in the current Year 6 is still below the national average in all three subjects, but pupils are now making good progress and standards are improving steadily. Standards are close to national expectations in all other subjects except in physical education, where they are higher than usual. Attainment at the end of Year 2 is close to the national average in reading, writing, mathematics and science. It is close to the standards expected nationally in all other subjects except in ICT and in physical education, where standards are higher than usual. Pupils with special educational needs make good progress because of the helpful support they receive from classroom assistants. Challenging targets have been set to improve standards in English and mathematics in the national tests for 11-year-olds in 2002. To meet these targets, the school has focused its attention on target setting for individual pupils in English and mathematics, and booster classes in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are well motivated. They are interested and involved in all school activities.
Behaviour, in and out of classrooms	Good. Most pupils behave well in class and around school. They are polite and helpful. There were four exclusions in the last school year.
Personal development and	Good. Relationships among pupils and with members of staff are good.

relationships	There are plenty of opportunities for pupils to take initiative and to carry out responsibilities.
Attendance	Unsatisfactory. Attendance is well below the national average and some pupils miss far too many lessons. Most pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

Teaching is satisfactory, overall, with much good teaching. The teaching of English, including reading and writing skills, is satisfactory throughout the school. Teaching of mathematics, including numeracy skills, is very good in Years 1 and 2, and satisfactory, overall, in Years 3 to 6. Strengths of teaching include good management of pupils and good use of support staff and resources. The school meets the needs of average and lower-attaining pupils well. As a result, most pupils make good progress in acquiring skills, knowledge and understanding. Work for higher-attaining pupils, however, is not always challenging enough, and these pupils do not always make as much progress as they could. Pupils have a good range of computing skills, but ICT is not used enough to assist teaching and learning across most subjects of the curriculum. Teachers do not always use homework consistently enough to raise standards, especially with older pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and generally well balanced, with a strong emphasis on English and mathematics. The school meets the statutory requirements of the National Curriculum in all subjects, but the time allocated to geography is insufficient in some classes. There are not enough extra-curricular activities to broaden pupils' interests.
Provision for pupils with special educational needs	Good. Pupils receive plenty of help and assistance and make good progress towards the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for pupils' personal development is satisfactory, overall. Provision for pupils' moral and social development is good, with clear teaching of right and wrong. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. Procedures for children's welfare are satisfactory, overall. Action taken to improve attendance has not been effective enough. Procedures for assessing pupils' attainment and progress are good in English and mathematics and satisfactory elsewhere. Teachers use assessments well to ensure that work set is appropriate for average and below average pupils; but assessments are not always used well enough to set work appropriate to the needs of higher-attaining pupils.

The school's links with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The headteacher provides sound leadership of the school. Together with an effective senior management team, she ensures that the school is moving forward with a clear sense of educational direction. Subject co-ordinators play a key role in monitoring planning, teaching and pupils' work in English and mathematics. In other subjects, the co-ordinators are not involved enough in raising standards of teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. Governors carry out all their statutory duties with the exception of a few omissions in the annual report. They play a satisfactory role in helping to shape the direction of the school.
The school's evaluation of its performance	Good. The headteacher, staff and governors monitor and evaluate the school's performance well and have a good understanding of its strengths and weaknesses.
The strategic use of resources	Good. The school supports educational priorities well through good financial planning. Specific grants are used effectively. The school applies the principles of best value well by consulting widely, comparing itself with other schools, and ensuring competition when tendering.

Teachers are generally well qualified to teach all subjects of the National Curriculum, but there is no specialist music teacher. The classroom assistants are well trained and give good support to pupils. Classrooms are large, bright and well maintained, and there are stimulating displays to help pupils learn effectively. Resources for teaching and learning are generally satisfactory, but require improvement in design and technology, science and in geography. The school library also requires further development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • The school enables children to make good progress in their work. • The teaching is good. • Parents are comfortable about approaching the school with a problem. • The school expects children to work hard and to achieve their best. • The school is well led and managed. • Most parents feel the school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • A quarter of the parents who responded to the questionnaire felt that their children do not get the right amount of homework. • An eighth of the parents who responded felt they are not kept well informed about how their children are getting on. • A fifth of the parents who responded felt the school does not provide a wide enough range of activities outside lessons. Another fifth of the parents were undecided.

The inspection findings generally support the parents' positive views. The inspectors agree that homework is not set consistently enough, especially for older pupils. It is the inspectors' judgement that parents are generally kept well informed about their children's progress, although the format of annual reports on pupils' progress could be improved. Inspectors agree that there are not enough extra-curricular activities to broaden pupils' interests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the nursery class, most have levels of attainment below the average for their age. Their communication and language skills are particularly poorly developed. Children make good progress in the nursery. Children who have their fifth birthday between September and December join the reception class at the start of the autumn term in the school year in which they become five. Those who become five between January and March join the reception class in January, while those born between April and August start after Easter. Children make good progress towards the early learning goals during their time in reception. By the end of the reception year, most pupils achieve the early learning goals in mathematics, physical and creative development, personal and social development and in their knowledge and understanding of the world. The attainment of most pupils, however, is not yet in line with what is expected nationally in communication, language and literacy skills. Children who are identified as having special educational needs also make good progress in the nursery and reception classes.
2. By the end of Year 2, inspection findings show that the overall attainment of pupils is broadly in line with the national average in English, mathematics and science. It is close to the standards expected nationally in all other subjects except in ICT and in physical education, where standards are above national expectations. Standards at the end of Year 2 were well below the national average in reading, writing and mathematics in the national tests in 2001, and were below average when compared with schools with a similar proportion of pupils eligible for free school meals. Standards have improved markedly this year since the appointment of a new teacher in Year 2. Most pupils, including those who have special educational needs, are now making good progress.
3. In English, inspection findings indicate that attainment in the current Year 2 is broadly in line with the national average. Pupils' speaking and listening skills are in line with those expected for their age, and most pupils make good progress in developing confidence when speaking. Teachers make a point of providing many opportunities to practise and consolidate pupils' language skills. In reading and in writing, standards are close to those of most seven-year-olds. Pupils make good progress in reading. Most read simple texts reasonably accurately and with some expression. In writing, standards are close to the national average. Most pupils use simple punctuation in their sentences, and most are beginning to use capital letters and full stops consistently. Standards in handwriting are satisfactory, and most letters are formed correctly. Extra support provided for pupils with special educational needs helps them to make good progress.
4. In mathematics, inspection findings indicate that attainment in Year 2 is in line with the national average. There is a good focus on developing basic numeracy skills, and mental mathematics skills, in particular, have improved since the introduction of the National Numeracy Strategy. In science, inspection findings indicate that attainment by the end of Year 2 is in line with national expectations. Pupils develop their scientific enquiry skills by examining the life cycle of a caterpillar, and carry out simple investigations to determine which materials are magnetic. Pupils with special educational needs make good progress in mathematics and science.
5. Pupils' attainment in ICT is above the standard expected nationally by the end of Year 2. Pupils draw pictures and fill in areas with colour. They use the mouse and the keyboard appropriately to perform simple word processing. Most are able to give a series of instructions to make a programmable toy move.
6. In Year 6, standards are below what is expected nationally in all three subjects. Standards currently achieved by pupils in Year 6 are, nevertheless, a marked improvement on the standards achieved last year. The school's results in the national tests in 2001 were very low compared with the national average for all schools in mathematics and science, and well below the average in English. This was because the class was taught by a succession of supply teachers during the

long-term absence of their class teacher. In addition, a third of the pupils taking the tests in 2001 had moved to the school quite recently and the majority had very low levels of attainment when they arrived. Pupils who joined the school before Year 3 had much higher standards than others by the end of Year 6.

7. Inspection findings indicate that, in English, pupils are now making good progress in developing their listening and speaking skills as teachers provide many opportunities for pupils to join in question and answer sessions and in discussions. Pupils are currently making good progress in their reading, although standards are just a little below those found in most schools. Standards in writing are improving but are still below the national average by the end of Year 6. The quality of handwriting is also below expectations. While most of the older pupils use a joined-up style of writing, the general presentation of their work is often untidy.
8. In mathematics, inspection findings indicate that attainment in the current Year 6 is slightly below what is expected nationally. Most pupils are now making good progress, however, and are benefiting from good teaching and confident use of the techniques of the National Numeracy Strategy. In science, pupils' understanding of life processes and physical processes is typical of most pupils nationally, but their standard of scientific enquiry and their understanding of the properties of materials are below what is expected nationally. This is much better than standards achieved in the national tests for 11-year-olds in 2001, however, and pupils are currently making good progress.
9. Pupils' attainment in ICT is in line with the standards expected nationally for 11-year-olds. Pupils make sound progress in developing computing skills, but do not make enough use of ICT in other subjects of the curriculum. Standards are close to national expectations in all other subjects except in physical education where they are higher than expected. There are no significant variations in attainment by gender or by ethnic background. Pupils with special educational needs make good progress towards the targets set for them.
10. Challenging targets have been set for English and mathematics in the National Curriculum tests for pupils in Year 6 in 2002. To achieve these targets, the school has focused on target setting for individual pupils in English and mathematics, and booster classes for under-achievers in these subjects.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to learning. There are good levels of concentration and pupils enjoy their lessons. This occurs in many classes, such as a Year 2 mathematics lesson, when the pupils were bursting with enthusiasm to answer questions. When given the opportunity, pupils enjoy taking part in extra-curricular activities including the annual musical production. Pupils with special educational needs usually show positive attitudes to their work and good levels of concentration when they are involved in group or individual tasks.
12. The behaviour of pupils is nearly always good. They move around the school in a sensible manner and are polite and courteous to visitors. They play well together during break times and lunchtimes, and different year groups share in activities and games. Very few instances of unsatisfactory behaviour were seen during lessons. Pupils respond well to their teachers and know and understand the behaviour expected of them. They agree that there are few incidents of bullying in the school. There were only four fixed period exclusions and no permanent exclusions during the last year. The good attitudes and behaviour make a significant contribution to pupils' personal development and are a strength of the school.
13. There are good relationships throughout the school. There is a friendly and comfortable atmosphere within the school, and pupils know they can turn to their teachers for help. During 'circle time' (class discussion sessions), pupils learn to express their own feelings and to listen to the views and opinions of others. They work well together in pairs or in small groups. This co-operation was illustrated well when two reception class boys held a very animated and fruitful discussion as to how they should build a bridge. Pupils follow the good role models and benefit

from the very good relationships evident among teachers, classroom assistants and lunchtime supervisors.

14. Most parents feel the school helps their children become mature and responsible. Pupils are given plenty of opportunities to take part in regular duties about the school. These responsibilities increase as they progress through the school and, by the time pupils reach Year 6, they are expected to take on a variety of duties. Boys and girls in Year 6 undertake paired reading with pupils from Year 2. This provides a good opportunity for responsibility and personal development. They also help in the school library and in the ICT suite. The annual residential visit for pupils in Year 6 is a good opportunity for pupils to broaden their horizons. There is a school council, and all pupils are encouraged to attend the meetings and to take part in the discussions. They clearly enjoy this involvement and feel that it gives them a voice in the running of the school.
15. Attendance rates in the school are well below the national average and some pupils miss far too many lessons. Rates of unauthorised absence are broadly in line with the national average, but rates of authorised absence are well above the national average. Few pupils arrive late to school, however, and lessons start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is satisfactory, overall, with much good teaching. It was satisfactory or better in 93 per cent of lessons, and unsatisfactory in seven per cent. Teaching was good or better in around half the lessons. This is an improvement on the previous inspection when teaching was good or better in a quarter of lessons and was unsatisfactory in 23 per cent of lessons. Where teaching is good or better, this often involves good class management and good use of support staff and resources. Where teaching is unsatisfactory, this is because work is not matched closely enough to pupils' needs, discipline is insecure, or teachers' subject knowledge and understanding are uncertain. Consequently, pupils do not make as much progress in acquiring skills, knowledge and understanding as they could.
17. Teaching is satisfactory, overall, in the nursery and reception classes, with good teaching in over a third of lessons. The teachers and support staff have a good understanding of how young children learn, and succeed in making lessons enjoyable. Teachers have appropriate expectations and work hard to encourage children and to build their confidence. They place a strong emphasis on developing children's personal and social skills, and help them to make choices and to take decisions. As a result, pupils make good progress in developing their social skills. Planning for lessons is good and includes a range of interesting activities for children at different stages of learning. Children are well managed and activities change frequently so children maintain their concentration well. Teachers pay particular attention to developing children's speaking and communication skills as these are often poorly developed when they enter the school. They also introduce them to numbers in a wide range of everyday situations.
18. Teaching is satisfactory, overall, throughout Years 1 to 6. It is sound in English throughout the school, with much good teaching. In mathematics, it is very good in Years 1 and 2 and satisfactory, overall, in Years 3 to 6. In science, teaching is satisfactory throughout the school. Teaching is satisfactory, overall, in all other subjects, except in physical education and in ICT where teaching of younger pupils is very good and teaching of older pupils is good, and in history where there is good teaching of younger pupils. Teaching that is good or better (approximately half of all lessons) is a major factor in ensuring that pupils make good progress during their time at the school.
19. Teachers' subject knowledge is generally satisfactory or better throughout the school. This ensures that pupils acquire sound techniques and accurate information. An exception, however, is in music, where there is a lack of expertise among the staff as there is no music specialist. This lack of detailed subject knowledge hinders pupils' learning, and some teachers require more training in appropriate teaching methods if they are to maintain standards. The teaching of

reading, writing and numeracy is good in Years 1 and 2 and sound, overall, in Years 3 to 6, although handwriting and presentation sometimes require more attention with the older pupils.

20. Teachers' planning benefits from following the guidelines in the National Literacy and National Numeracy Strategies. In other subjects, planning generally follows national guidelines and shows a clear progression of knowledge and understanding. This helps pupils to acquire skills in a logical order. Work planned for average and below average pupils usually matches their individual needs well, but, in most subjects, teachers do not plan work well enough to meet the needs of higher-attaining pupils. As a result, the most able pupils are not always set work that is challenging enough, and do not always learn as fast as they could.
21. Teachers use a good variety of teaching methods. They often begin lessons by referring back to the previous lesson to reinforce pupils' learning. Most teachers make the learning objectives clear at the start of lessons, put the objectives clearly on display, and review what pupils have learned at the end. This helps pupils to consolidate their learning. Teachers frequently get pupils to think for themselves by asking open-ended questions, and often encourage them to improve their vocabulary by using the correct mathematical, scientific or musical terms. In mathematics, teachers give good emphasis to developing investigative skills, though in science, this area needs further development in some classes. In other subjects such as history and geography, teachers make good use of visiting speakers and of educational visits to places of historical or scientific interest.
22. Good relationships between teachers and pupils produce a pleasant, hard-working environment. Good class management in most lessons is reflected in pupils' good behaviour and positive attitudes to work. As a result, most pupils are eager to learn and concentrate well.
23. Teachers use time and resources well. In literacy and numeracy lessons, for instance, teachers time activities carefully and keep lessons moving at a brisk pace. As a result, pupils work hard and maintain a steady pace of learning. Teachers and support staff work closely together, and classroom support assistants are deployed effectively to assist pupils with special educational needs. As a result, these pupils make good progress. Teachers make good use of a wide variety of teaching resources and this helps to maintain pupils' interest. In a Year 1 history lesson, for example, very good use was made of a wide range of toys to teach differences between 'new' and 'old' objects. However, there is not enough use of ICT to assist teaching and learning across most subjects of the curriculum. Teachers produce attractive displays in classrooms and along the corridors to stimulate pupils' thinking. They display pupils' work carefully, and this reflects the appreciation they show for pupils' efforts.
24. Teachers make regular assessments of pupils' attainment and progress in English, mathematics and science and generally use the results well to ensure that work is matched closely to the needs of pupils of different ages and of average and lower ability. As a result, teachers cater well for both the younger and older pupils in the mixed-age classes. In other subjects, informal assessments are used to check pupils' learning and to plan for subsequent lessons. In most subjects, however, teachers do not use the results of assessments consistently enough to target the needs of the higher-attaining pupils. The day-to-day use of homework to reinforce and extend learning is satisfactory for younger pupils, especially in literacy and numeracy, but teachers do not set homework consistently enough to help the learning of older pupils. Teachers mark pupils' work regularly and praise is often used to encourage pupils. The best marking also includes helpful comments on how pupils can improve their work.
25. Teaching of pupils with special educational needs is satisfactory, overall. Pupils are well supported in lessons by well-trained learning support assistants who are actively involved in planning with the class teachers. The quality of pupils' individual education plans is generally good, with clear targets that are achievable and help pupils make progress. Some pupils work within small groups in literacy and mathematics, where the teaching is well focused and enables pupils to make effective gains in their learning.

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

26. The curriculum is broad and generally well balanced, and meets all the requirements of the National Curriculum and the local Agreed Syllabus for religious education. The curriculum planned for the nursery and reception classes provides a broad range of opportunities and experiences for children to meet the early learning goals. There is however, some imbalance in the arrangements for teaching geography and history to older pupils, and some year groups do not have sufficient geography teaching. As a result, pupils are unable to develop their knowledge, skills and understanding at an even pace. The school ensures full access to the curriculum for all pupils including those with special educational needs and irrespective of gender, race, ethnicity, disability or life style.
27. Since the previous inspection, the school has increased the time allocated to design and technology and has improved its coverage of mathematics through the introduction of the National Numeracy Strategy. It now has a computer suite and improved resources for ICT and is able to deliver the full curriculum in this subject. The school now has a draft policy and scheme of work for art and design, outlining what pupils are to learn as they move through the school.
28. The school has fully implemented the recommendations of the National Literacy and Numeracy Strategies and schemes of work in other subjects take into account the recommendations of national guidance. Each subject has a long-term plan that ensures that knowledge and understanding are acquired progressively as pupils move through the school. Teachers' medium and short-term plans identify more specifically how skills are to be developed. A two-year rolling programme is being adopted to ensure full coverage of the curriculum for pupils in mixed-age classes. Teachers plan together, and this ensures that pupils from each year group have similar access to the curriculum.
29. The provision for pupils' personal, social and health education is good. Information about sex education and the misuse of drugs is taught as part of this programme as well as during science lessons. Visitors, such as the drugs development officer, community police officers and the 'Crucial Crew', teach pupils about drug abuse. The school nurse visits the school to lead a series of lessons in sex education with older pupils. Parents are well informed about the arrangements for these lessons and have an opportunity to take part in the talks given by local police officers and the school nurse.
30. The provision for pupils with special educational needs is good. Pupils' individual education plans state clearly what they need to learn to make progress. Targets set are achievable and realistic. Pupils with special educational needs are taught in small groups within the classroom. Work set is generally matched closely to their needs, and they are well supported by suitably trained learning support assistants. The school also provides additional support for pupils through the Additional Literacy Support and 'Springboard Mathematics' programmes.
31. Learning is supported well by a range of educational visits to the local church, the Jorvik Viking Centre, Eden Camp, Sheffield Cathedral and the local football club. Pupils in Year 6 benefit from the opportunity to take part in a residential visit. Teachers from the local high school visit the school and there are opportunities for pupils in Year 6 to visit the high school. Other visitors to the school include musicians, puppet theatres and local historians. Representatives from Barnsley Football Club and Yorkshire Cricket Club provide regular coaching sessions for older pupils. Extra-curricular activities for older pupils include football, matball, cricket and rounders and there are opportunities for drama and singing in the school's annual production. These activities are not on a regular basis throughout the year, however, and, overall, provision for extra-curricular activities is rather limited.
32. Provision for pupils' spiritual development is satisfactory. Pupils are provided with plenty of opportunities to explore beliefs and how they impact on people's lives. Assemblies are based on religious and moral themes, and acts of collective worship provide time and space for pupils to

reflect on their feelings and to develop an understanding of their own and others' beliefs. Pupils in Years 5 and 6, for example, discussed befriending others who are lonely, while younger pupils in Years 1 and 2 talked about help coming from unexpected people, as in the story of 'The Good Samaritan'. Displays in classrooms and around the school encourage pupils to value other people's work and achievements. Pupils visit the local church as part of religious education topics.

33. Provision for pupils' moral development is good. The values and principles of the school actively promote respect, understanding and integrity and, as a result, pupils develop a strong sense of what is right and wrong. Many opportunities are provided for pupils to explore moral themes during class discussion times, religious education lessons and assemblies. Pupils are encouraged to think about the consequences of their actions and the school's 'Golden Rules' are displayed around the school. Some classes have their own rules that pupils have agreed amongst themselves. These place a positive emphasis on 'doing the right thing'. Pupils are encouraged to take part in collecting for a range of charities including 'Jeans for Genes' and 'Children in Need'.
34. Provision for pupils' social development is good. Pupils are taught to relate well to each other when working together during lessons and while sharing ideas and collaborating on projects. In one lesson, for example, pupils worked sensibly in teams to solve a mathematical challenge set by the teacher. Older pupils in Year 6 support younger pupils in Year 2 by listening to them read. The school council provides good opportunities for pupils to be involved in decision-making. Other opportunities to exercise leadership and responsibility are provided through day-to-day tasks. Younger pupils, for example, take class registers to the school office, while older pupils act as librarians. Opportunities are provided for pupils to participate in sporting activities and team games. Pupils in Year 6 take part in a residential visit to Scout Dike Outdoor Activity Centre during the summer term.
35. Provision for pupils' cultural development is satisfactory, overall. Pupils gain a good appreciation of their own heritage. When studying the local area, pupils explore the history of coal mining and talk to visitors about local traditions. They visit the local parish church, Sheffield Cathedral and York Minster during religious education. Links with Barnsley Football Club and the Yorkshire Cricket Club give pupils an appreciation of sport in the wider community. Since the previous inspection, some progress has been made in helping pupils appreciate the diversity and wealth of other cultures. Pupils study the major world faiths during religious education, but there are not enough opportunities to visit places of worship reflecting a variety of beliefs. In geography, pupils learn about other cultures, in India and St. Lucia, for example, and are able to compare these to their own. The school raises pupils' awareness of festivals such as Chinese New Year through posters and attractive displays. However, the school does not make enough use of subjects such as art, music and literature to develop pupils' awareness of other lifestyles and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a happy and caring environment. Teachers know pupils and their families well, and play an important role in pupils' personal development. One parent described the school as a "big happy family".
37. The school's policy to ensure good behaviour is used fairly and consistently by all staff. Pupils understand rewards and sanctions clearly, and each class discusses its own rules. Lunchtime supervisors use the same behaviour code, and this consistent use contributes to good behaviour and a calm and orderly atmosphere. There are secure procedures for dealing with any incidents of bullying, and pupils are confident they can talk to teachers if they have any worries or concerns.
38. The school has made some attempt to improve attendance. The introduction of a system to telephone parents on the first day of their child's absence has resulted in a significant improvement in the number of unauthorised absences, but little reduction in the overall absence rate. Rewards are given for the class with the best attendance figures, and for pupils with the best

individual records, but the school has no strategy or policy for further improvement of the attendance figures. The educational welfare officer is regularly involved with the families of pupils with the worst attendance records. However, the school needs to raise the profile of attendance with all parents, and particularly with the parents of pupils whose attendance is poor, to ensure they fully appreciate the need for regular attendance by their children.

39. Since the previous inspection, the school has introduced effective child protection procedures that are known to all staff. The school works well with local support agencies and makes good use of their expertise. The school has an appropriate health and safety policy and appropriate records of any accidents are kept. The school has not yet, however, fully resolved all the points raised in the most recent audit carried out by the local authority.
40. Procedures for assessing pupils' progress have improved since the previous inspection. Assessment procedures are good, overall, in English, very good in mathematics and satisfactory in science and in other subjects. Although there are good assessments of pupils' attainment in reading and writing, the school does not yet record pupils' attainments in speaking and listening. Pupils with special educational needs are identified early. They are assessed thoroughly and their progress is monitored well. Reviews are carried out regularly to check that pupils are making good progress towards their targets. The school has not yet used its assessment procedures, however, to identify gifted and talented pupils, although it monitors the progress of higher-attaining pupils rigorously in English and mathematics.
41. Results of national tests and other tests are analysed well. This information is used to identify where improvements have been successful or where additional work is needed. In English and mathematics, the results of assessments are also used to group pupils by ability and to identify those who will benefit most from additional support. The co-ordinators have produced a very good tracking system that gives a clear picture of individual pupils' attainment and progress. The system of giving individual targets to pupils is also working well. Standards are rising in English and mathematics as pupils know what they have to do to achieve their targets. There are no targets, however, in science or in other subjects. The school has recognised the under-achievement of boys in mathematics and has already taken appropriate steps to rectify it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Most parents have a positive view of the school and the education it provides. They feel very comfortable when visiting the school and are very satisfied with the teaching. A considerable number of parents, however, expressed concern about the amount of homework set, particularly for older pupils, and about the limited range of extra-curricular activities provided.
43. The school operates an effective 'open door' policy and parents have very good access to teachers on a daily basis. Many parents come into school with their children in the mornings and work with them for a short time until registration takes place. This relaxed atmosphere encourages pupils to settle quickly and helps parents to understand the work their children are doing. The school has also held sessions to explain the National Literacy and Numeracy Strategies to parents. It offers guidance for parents on how to read with their children and it produces a number of leaflets including an introduction to the nursery. Good use is made of the home-school diaries for two-way communication and parents find them helpful and reassuring. The school involves parents of pupils with special educational needs well in discussions about their children's needs. Parents are kept well informed and are invited to attend their children's review meetings. They are also kept up to date about the targets in pupils' individual education plans.
44. The quality of information supplied to parents is satisfactory, overall, but there is room for some improvement. Regular letters are produced to inform parents of key dates and other information. The school used to produce a newsletter which parents found very helpful, and many parents would like the newsletter to be re-introduced. The school holds two parents' evenings each term, the first being a 'meet the teacher' session soon after the start of the school year. Parents receive an annual written report on their children's progress. These give details of the work children have

done during the year. Parents discuss these reports during the parents' meeting at the end of the year. The reports, however, give no indication of pupils' attainment compared with standards achieved nationally, and do not contain targets for future improvement.

45. A number of parents help regularly in the classrooms and there is good support when extra help is needed for sporting events or visits. An active parent-teachers association holds regular social and fund-raising events that are well supported and provide additional funds for the school. The school carries out an annual audit of parents' views. Questionnaires give all parents the opportunity to make suggestions or to raise concerns. The results are analysed carefully and this information is shared with the parents. Individual letters are sent to any parents who raise specific points relating to their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher continues to provide sound leadership of the school. She has clear aims and appropriate plans for the future, and is committed to meeting the needs of pupils of different abilities and those with special educational needs. As a result, the school is moving forward with clear educational direction. The headteacher has good relationships with parents and has gained the respect of her pupils and staff. She is committed to raising standards and has aims and values that support the development of teaching and learning throughout the school.
47. The management of the school has improved considerably since the previous inspection and is now good. The headteacher has the effective support and assistance of a recently appointed deputy headteacher and two new senior teachers who, between them, lead the two key stages and the Foundation Stage. The senior management team, which also includes the special educational needs co-ordinator, monitors teachers' planning and has identified areas for improvement such as more precise learning objectives and planning for support staff. This has resulted in the recent improvement in standards of teaching, particularly in English and mathematics. The headteacher and the key stage co-ordinators visit classrooms regularly and feed back their observations to individual teachers, making suggestions to raise pupils' attainment. Some of these visits form part of the performance management programme that is operating successfully in the school. The headteacher and senior management team check the standard of pupils' written work by evaluating samples of work twice a year. Regular leadership team meetings are held to analyse National Curriculum test results, optional tests and baseline assessments in order to identify and address weaker areas of the curriculum and to raise standards.
48. The aims and values of the school are reflected in its work. The school aims to be a caring, high-achieving school, where pupils, parents and staff learn together. It has high expectations of all pupils and pupils are encouraged to take responsibility and show initiative. The school encourages strong home-school links. It is successful in most of these aims.
49. Teachers have suitably high expectations of pupils, and generally ensure that they have equal opportunities. The school does not formally identify gifted and talented pupils, however, and there is no policy or programme to ensure that the highest-attaining pupils are challenged sufficiently. The staff and governors have a good commitment to improving the quality of teaching and learning and the school has a good capacity to succeed. Challenging targets have been set for raising standards in English and mathematics in the national tests for pupils in Year 6 in 2002.
50. Responsibility for subject areas is delegated to subject co-ordinators who manage spending on resources and feed back suggestions and ideas to other staff. They attend training courses and help all teachers to keep up to date with the latest developments in their subject. They monitor teachers' planning effectively and evaluate pupils' work. This helps to raise standards of teaching by sharing the co-ordinators' expertise. Subject co-ordinators in English and mathematics also help to raise standards by monitoring and evaluating teaching in their subject areas, but this good practice has not yet been extended to science or to the other subject areas.

51. The special educational needs co-ordinator provides good leadership. She has developed effective procedures for identifying pupils' needs and for ensuring that individual education plans have clear targets that meet pupils' specific needs. She liaises well with teaching and support staff to ensure that all pupils receive an appropriate curriculum. The co-ordinator monitors the work of pupils effectively, and maintains good records of their progress.
52. The governors provide sound support for the headteacher. They have a useful working knowledge of the school and have a realistic understanding of its strengths and weaknesses. They are kept up to date by detailed reports from the headteacher. Several governors visit the school regularly to observe pupils at work and to talk to teachers and parents. The governor who has recently taken responsibility for special educational needs, for example, has already begun to liaise with the special needs co-ordinator, and the literacy and numeracy governors have a good awareness of areas that require further development. The full governing body meets termly and committees meet regularly to discuss the curriculum and finance. Governors debate standards, staffing and budget issues, and play an important role in helping to determine the priorities facing the school. The governors fulfil nearly all their statutory responsibilities appropriately, but a few items required by law have been omitted from the governors' annual report to parents.
53. The school supports educational priorities well through its financial planning. The school development plan identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. The personnel, resources and timings are identified clearly, and there are clear criteria by which the impact of these developments can be evaluated. New developments are linked to the annual budget. The school makes good use of funding that is allocated to support specific groups of pupils such as children about to join the nursery and those with special educational needs. The school became part of a special education action zone in January 2002, but plans for co-operation with other local schools are currently at an early stage of development. Governors monitor the school's budget regularly and satisfactory financial controls are in place. The principles of best value are applied well. The school seeks competitive tenders for all major spending decisions to ensure it receives sound value for money. It assesses its performance in comparison with other schools, seeks the opinions of parents by issuing an annual questionnaire and has a school council that monitors pupils' views. Day-to-day administration is efficient and computers are used effectively for placing orders and for keeping pupils' records.
54. The school is staffed by an adequate number of suitably qualified and experienced teachers, who are deployed effectively to meet the demands of the curriculum. There is no member of staff, however, with specialist expertise in music, and this restricts the quality of teaching in this subject. Classroom assistants are well trained and are used effectively to support pupils, including those with special educational needs. Lunchtime supervisors are also well trained and effective. All staff are included in the day-to-day running of the school, and this results in a very good 'team spirit'. There are good opportunities for staff development. Newly qualified teachers receive good support, and a mentor helps them to settle and gives advice and assistance.
55. The school is housed in an old building with classrooms that are large and bright. The school is clean and tidy, with a good level of daily maintenance. The site is enclosed safely with a perimeter fence. The school quadrangle is used as a secure and safe play area for children in the nursery and reception classes. There are large grounds, but the grassed areas are not always available for use during the winter. Some of the playground surfaces are in a poor condition, and this was mentioned in the previous report.
56. Resources for teaching and learning are satisfactory, overall, except in design and technology, science and geography. The school library also needs some development, and the school is already aware of the need for a wider range of non-fiction books. The recently developed ICT suite provides good opportunities for using computers in teaching and learning. Children in the nursery and reception classes make good use of the outdoor play area, and the school is planning to replace some of the large toys and apparatus.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve the quality of education provided, the governing body, headteacher and staff should
- (1) Raise standards in English, mathematics and science, and in other subjects, by providing more challenging work for higher-attaining and gifted or talented pupils. *(see paragraphs 20, 24, 40, 49, 72, 87, 90, 104, 109, 121, 138)*
 - (2) Make more use of ICT to assist teaching and learning across all subjects of the curriculum. *(see paragraphs 9, 23, 78, 79, 88, 93, 97, 112, 116, 118, 122, 128, 139)*
 - (3) Improve the standards of poorly attending pupils by taking additional steps to reduce rates of authorised and unauthorised absence. *(see paragraphs 15, 38)*
 - (4) Ensure that the school's homework policy is implemented consistently, especially for older pupils. *(see paragraphs 24, 86)*
 - (5) Improve teaching and learning in all subjects by developing the management role of subject co-ordinators to follow the good practice in English and mathematics. *(see paragraphs 50, 94, 99, 105, 112, 117, 122, 139)*

In addition to the key issues above, the school should consider including the following minor issues in its action plan

- Ensure that the time allocated to geography is sufficient in all classes. *(see paragraphs 26, 107)*
- Expand the range of extra-curricular activities in order to broaden pupils' interests. *(see paragraph 31)*
- Encourage more use of the school library to assist pupils' learning by improving the quality and range of non-fiction books. *(see paragraphs 56, 79)*
- Ensure that the governors' annual report to parents includes all the information required by law. *(see paragraph 52)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	23	29	5	0	0
Percentage	4%	13%	34%	42%	7%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	244
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	35

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	19
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	7.8

Unauthorised absence

	%
School data	0.7

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	17	17	18
	Total	28	29	32
Percentage of pupils at NC level 2 or above	School	76 (71)	78 (68)	86 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	11
	Girls	14	16	16
	Total	22	25	27
Percentage of pupils at NC level 2 or above	School	59 (71)	68 (68)	73 (74)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	5	12
	Girls	10	5	9
	Total	18	10	21
Percentage of pupils at NC level 4 or above	School	55 (60)	30 (57)	64 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	15
	Girls	7	7	7
	Total	13	13	22
Percentage of pupils at NC level 4 or above	School	39 (54)	39 (43)	67 (57)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	239
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.4
Average class size	27.1

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	247

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000-01
	£
Total income	523,473
Total expenditure	509,971
Expenditure per pupil	1,875
Balance brought forward from previous year	22,557
Balance carried forward to next year	36,059

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	34	6	1	1
My child is making good progress in school.	53	41	2	1	3
Behaviour in the school is good.	38	50	3	3	6
My child gets the right amount of work to do at home.	27	44	23	1	5
The teaching is good.	55	43	0	0	2
I am kept well informed about how my child is getting on.	40	44	9	3	4
I would feel comfortable about approaching the school with questions or a problem.	64	34	1	0	1
The school expects my child to work hard and achieve his or her best.	63	32	2	0	3
The school works closely with parents.	40	48	8	0	4
The school is well led and managed.	52	41	0	1	6
The school is helping my child become mature and responsible.	57	39	1	0	3
The school provides an interesting range of activities outside lessons.	26	33	18	1	22

Other issues raised by parents

- Two parents expressed concern about their children being taught by a large number of supply teachers.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for children in the nursery and reception classes is satisfactory and standards have been maintained since the previous inspection. Teaching is satisfactory overall with good teaching in over a third of lessons. Teachers' lesson planning is of a high quality and fully addresses the six areas of learning for young children. As a result, children make good progress towards the early learning goals.
59. There were 52 children attending the nursery on a part-time basis, and 19 children attending full-time in the reception class at the time of the inspection. Children are admitted to the nursery and reception classes at the start of each term. When they join the nursery, most have levels of attainment below average for their age and their communication and language skills are particularly poorly developed. Children make good progress in the nursery and reception classes. By the end of the reception year, most pupils achieve the early learning goals in mathematics, physical and creative development, personal and social development and in their knowledge and understanding of the world. Most pupils, however, do not achieve the standards expected nationally in communication, language and literacy skills. Children with special educational needs also make good progress as a result of effective support from teachers and classroom assistants.
60. The Foundation Stage policy, covering both the nursery and reception classes, provides a secure framework for teaching and learning. Joint planning for these classes ensures continuity in learning. Learning objectives set out clearly what is to be learned, but they do not always include specific targets for children of different ability. Good procedures for assessing what children have learned in the nursery record children's attainment and progress in all six areas of learning. Sound use is made of this information to plan the next steps in learning. In the reception class, attainment and progress are currently measured against expectations in the National Curriculum. This does not provide enough information to assess the progress of individual children towards the early learning goals.

Personal, social and emotional development

61. Teaching in this area of learning is good. Children come into school happily. Routines are made clear and good relationships are established from the moment they arrive. Children are confident when they leave their parents and quickly become absorbed in the range of activities available. They soon learn about themselves and how to relate to others in a range of situations. Many opportunities are provided for children to work and play together and, as a result, they develop good relationships and generally behave well. Staff provide good role models. Occasionally, in the nursery, not enough emphasis is placed on listening to others and, during group sessions, this results in some children calling out rather than waiting for their turn to speak. In addition, a few nursery children move too frequently between activities. This is because expectations that children remain focused on activities for an appropriate length of time are not made clear, and there is not a wide enough variety of planned activities to help children concentrate on one task. This happens particularly where children have been in the nursery for some time.
62. Many opportunities are provided in the reception class for children to learn on their own and, as a result, they concentrate well on their tasks and are often able to work for a long time without the need for direct adult supervision. Children in the reception class take part in whole-school assemblies and learn about being part of a larger community. They also begin to experience other cultures. In a class worship session, for example, children recalled what they had learned about Chinese New Year and were able to relate this to a story about four dragons. They were fascinated that the dragons' names are still used today for the four major rivers of China. Children make good progress in their personal development, and by the end of the reception year, most will have achieved the early learning goals in this area.

Communication, language and literacy

63. Teaching in this aspect is good. There are many opportunities for children to develop their speaking skills. Teachers and support staff constantly encourage children to talk about what they are doing and what they have learned. In the nursery, for example, children using clay were encouraged to talk about the models they were making. Most children used a few words or a short phrase when replying. Responses included, "me making a flower house" and " I making a window". Children in the nursery enjoy looking at books, and listen and watch attentively when adults describe what is in the pictures. Some children in both the nursery and reception classes use longer phrases and whole sentences to describe what they see or what they understand. Children also begin to widen their vocabulary. In the reception class, for instance, children measuring the length of paper snakes talked about some snakes being 'longer' or 'shorter' than others.
64. In both the nursery and reception classes, early reading and writing skills are planned into many activities. Children enjoy looking at books. They look at the pictures and talk about what is happening in the stories, and some recognise a few letters of the alphabet. Most children in the nursery, however, struggle to explain what they see and are hampered by their limited ability to use descriptive language. In the reception class, children begin to read simple texts from the school's reading scheme. They start to develop a good understanding of what the story is about. Some higher-attaining children read a range of familiar words and can identify many sounds at the beginning of words. The home-school reading diaries used in the reception class provide a good dialogue between the teacher and parents and this helps parents to support their children's reading.
65. Children make good progress in developing writing skills, but the number of children who achieve all the early learning goals in writing is smaller than in most schools. Most children in the nursery make marks on paper when 'writing' their news or stories independently. A few write recognisable letter shapes and string these shapes together to represent words and sentences. By the end of the reception year, most children are beginning to write some letters correctly, but only a few write recognisable words and short sentences.
66. Most children will not achieve all the early learning goals in speaking, reading and writing by the end of the reception year, and standards overall are below average. However, most children listen attentively, and their listening skills will reach the expected standard by the end of the reception year.

Mathematical development

67. Teaching of mathematics is good and, as a result, most children make good progress. Teachers use a wide variety of activities that are matched well to children's needs. In the nursery, there are many opportunities to develop children's understanding of number and shape. Children frequently join in counting numbers with adults, and some are able to identify simple two-dimensional shapes and primary colours. In the reception class, most children count reliably to five, and many go on to ten and beyond. They measure objects using non-standard measurements such as the number of hands, and are able to identify 'longer' and 'shorter' objects and place them in order of size. Higher-attaining children recognise numbers to ten accurately, and can identify one more or one less than a given number. These children are beginning to add together numbers up to ten. By the end of the reception year, most children will attain the early learning goals in mathematical development.

Knowledge and understanding of the world

68. Sound teaching provides plenty of opportunities for children to build upon their existing knowledge when learning about the world. When learning about buildings, for example, children in the nursery use construction toys to investigate how tall buildings are constructed. In one lesson, a group of children worked hard to solve the problem of how to continue the wall above a window space

without it collapsing. In the reception class, when talking about the story *'Home for a Tiger'*, many were able to recognise a range of animals in the pictures and showed great sensitivity when discussing how sad the baby lion felt about leaving its old home. In their work on computers, most children use the mouse and the keyboard successfully to control programs and to influence events on the screen. Children make good progress in acquiring knowledge and understanding of the world around them, and by the end of the reception year, most will achieve the early learning goals in this area.

Physical development

69. Teaching is satisfactory in this area of learning. Children in the nursery class enjoy riding a variety of wheeled vehicles outside in the quadrangle, and demonstrate satisfactory control over their speed and direction. Staff provide good opportunities for children to attempt their own 'mini assault course' consisting of hoops, a tunnel and a balancing bar. Most children are able to move across the equipment showing good balancing skills. Children in the reception class use the school hall for a range of physical activities including gymnastics and dance. During a dance lesson, for instance, they made good progress and achieved well when asked to move like dragons. This lesson built effectively on children's existing skills, and by the end, all the children were able to perform a sequence of movements to represent those of a dragon. Sound teaching means that the majority of children will achieve most of the early learning goals in this area by the end of the reception year, although skills such as handwriting, requiring small, precise movements, are not as well developed.

Creative development

70. Teaching is good in this area of learning, and most children are likely to achieve the early learning goals in creative development by the end of the reception year. There is a good balance between supported activities and independent work, and many children are able to work at the expected level without the support of an adult. In the nursery, children enjoy singing simple songs and nursery rhymes such as *'When Goldilocks went to the house of the bears'*. In a role-play activity, two children fed 'cakes' made from modelling clay to their 'babies' saying, "Eat this because you're sick". Children use powder paints and a variety of different materials to create imaginative paintings and a range of models. Children in the nursery produced attractive collages to illustrate Diwali, for example, as part of their work on celebrations. Children in the reception class made Chinese New Year lanterns and used colour washes to create landscape paintings depicting winter days. Children's efforts are valued highly by staff and much time and effort goes into producing attractive displays of their work.

ENGLISH

71. Standards at the end of Year 2 are in line with those expected nationally. Standards at the end of Year 6 are below the national average. This is a marked improvement on the national tests in 2001 when standards at the end of Year 2 were well below the national average in reading and below average in writing, and standards achieved by eleven-year-olds were well below average. Results were poor in Year 6 in 2001 because the class was taught by a succession of supply teachers during the long-term absence of their class teacher. Nearly a third of the pupils had moved to the school during Years 5 or 6 and most had special educational needs. Pupils who had been at the school since Year 2 had much higher standards. Most pupils now make satisfactory progress as they move through the school, though higher-attaining pupils could achieve better results. Pupils with special educational needs make good progress towards the targets set for them. Their needs are well identified and the school's intervention programmes ensure that they are given every opportunity to develop effective early reading and writing skills.
72. The quality of teaching is satisfactory overall, with some good and very good teaching. Particular strengths of teaching include the management of pupils and the effective use of classroom assistants. The National Literacy Strategy has been adopted successfully in all classes.

Teachers have secure subject knowledge and use the format of the Literacy Strategy well to teach basic literacy skills. Teachers are clear about what they want pupils to learn and share these objectives at the start of lessons, returning to them at the end to evaluate whether they have been achieved or not. Most teachers use questioning and discussion effectively to develop pupils' learning. Teachers establish good relationships within the classroom and most plan thoughtfully to make their lessons interesting. As a result, pupils are usually enthusiastic, behave well and show respect for teachers and for one another. The assessment of pupils' skills is good and teachers use assessment well to track the progress of pupils and to set individual targets. However, this information is not always used as well as it might be to set work that provides sufficient challenge for high-attaining pupils. Pupils with special educational needs make good progress towards the targets set for them. Their needs are well identified and additional programmes, such as the Additional Literacy Strategy, ensure that they are given every opportunity to develop their speaking and early reading and writing skills. Pupils have plenty of opportunities to use their literacy skills in other subjects such as history and religious education.

Speaking and listening

73. Standards of speaking and listening are close to the national average at the end of Years 2 and 6, as at the last inspection. Many pupils enter school with below average speaking skills; they have limited vocabulary and find it difficult to answer in full sentences. Many struggle to describe their everyday experiences. Pupils make good progress, however, as they move through the school. Teachers provide good support and many opportunities for pupils to develop their speaking skills during class discussions and in 'circle time', which enables pupils to talk about a range of subjects. Pupils are eager to contribute their ideas in class discussions. In Year 2, for example, pupils discussed the feelings and the thoughts of the characters during a role-play. Pupils in Year 6 were eager to join in a discussion about the different techniques used in argument and in persuasive texts. Most pupils listen attentively in class both to the teacher and to one another. Opportunities to promote speaking and listening are developed well within other areas of the curriculum, such as in mathematics and science, where pupils are encouraged to explain what they have achieved using appropriate technical language.

Reading

74. Standards are similar to those expected nationally at the end of Year 2. Pupils make good progress in improving and extending their reading skills. When reading aloud, higher-attaining pupils read confidently, with few mistakes. Some of these pupils are fluent and begin to use expression to add meaning to what they read. They make effective use of the sounds of letters, pictures and prediction to make sense of new or unfamiliar words. Average pupils read accurately and carefully, with some expression, using the sounds of letters and the pictures to work out unfamiliar words. Below average pupils read independently from simple texts. They recognise most words, but their reading lacks fluency. Most pupils express an interest and enjoyment in reading and regularly take books home from school.
75. Standards are slightly below those expected nationally at the end of Year 6. More able pupils read with accuracy and fluency and pay attention to punctuation by reading with expression. They respond to the text with understanding and interest, discussing the characters and the plot. They read unfamiliar texts silently, and recall them with accuracy and understanding. They enjoy reading and discuss their preferences for types of books such as poetry. Average pupils also read with expression and discuss the characters and the plot; they discuss aspects of the book that they have enjoyed and discuss the reasons for the characters behaving as they do. Below average pupils are reasonably confident readers, although their reading lacks fluency and is more hesitant. They understand the simple plot of a story and discuss the characters that they are reading about. They use the sounds of the letters to work out words that are new to them. Average and higher-attaining pupils know how to find a book in the school library, although the school's classification system does not set out the categories in enough detail to assist them. When locating information in books, they use the contents and index pages appropriately.

76. The school has recently introduced a paired reading programme for pupils in Year 2 and 6. This is having a beneficial effect by encouraging pupils of both ages to take an additional interest in reading. The attitudes of all pupils taking part are good and the scheme is having a major effect on raising the profile of reading within the school. The school has recently introduced home-school reading diaries to encourage the participation of parents and carers in children's reading. However, these are not yet used consistently through the school. All pupils are encouraged to take books home from the school library.

Writing

77. Pupils' standards are average by the end of Year 2. Below average pupils are beginning to use capital letters and full stops when writing simple sentences. Average pupils often make mistakes when spelling common words, writing, for example, 'wen' instead of 'when' or 'wosh', instead of 'watched'. Higher-attaining pupils write their ideas in a logical sequence, and show increased awareness of punctuation. Although they understand more complex forms of punctuation, such as quotation marks, question marks and exclamation marks, they do not use these regularly in their writing. Pupils write for different purposes such as recounting experiences or writing letters, re-telling stories and traditional tales or descriptive writing. Handwriting is usually correctly formed; higher-attaining pupils are beginning to use a cursive style of handwriting more frequently in their daily work. The presentation of pupils' work is generally satisfactory.
78. Standards are below average in the present Year 6. This is because a higher than average number of pupils have special educational needs in this year group. Pupils in Years 3 to 6 write for an increasingly broad and imaginative range of purposes. They write narrative stories, simple play scripts, letters, poems, journals and write for a range of purposes across the curriculum. By Year 6, higher-attaining pupils are in line with the national average. Writing is technically competent, with accurate punctuation and correct use of speech marks, question marks, commas and exclamation marks. Work is sometimes planned, re-drafted and improved. Letter formation is accurate and the presentation of work is neat. Average pupils use full stops and capital letters correctly, but use a limited range of vocabulary and make some common spelling mistakes. Letters are generally correctly formed and the presentation of their work is satisfactory. Below average pupils attempt to write their ideas in order but do not always use full stops and capital letters when writing sentences. Although pupils have developed joined-up handwriting, this is not always used, and the presentation of pupils' work is often untidy and is sometimes careless. Although computers are used for word-processing in some lessons, they are not yet used as an integral part of most literacy lessons either as a teaching aid or to assist with presentation.
79. The subject co-ordinator has been in post for little more than a term, but has brought a high level of expertise to the role. She has already evaluated the strengths and weaknesses in the subject and has clear priorities for further development. She has set up effective systems to track pupils' achievement and to set individual targets for pupils. She has begun to monitor and evaluate teaching in the subject, and has led a number of training sessions for teachers. As a result, she has a clear picture of what needs to be done to develop the subject further and to raise standards. Resources for teaching English are good. The school has an attractive library that is also used as a class teaching base. As a result, it is not used sufficiently as a learning resource. Some books need replacing and there are not enough non-fiction books. There are also insufficient computer programs to support pupils' learning in English.

MATHEMATICS

80. Standards by the end of Year 2 are similar to those expected nationally. This is a significant improvement on the results of the national tests in 2001 when standards were well below the national average for seven-year-olds. Standards by the end of Year 6 are slightly below those expected nationally. This is also a considerable improvement on the national test results in 2001 when standards were very low in comparison to the national average. This shows an improvement in standards since the previous inspection.

81. These improvements are the direct result of improved teaching, the introduction of rigorous procedures for assessing pupils' skills and tracking their progress, and the very good leadership and management of the recently appointed subject co-ordinator. 'Springboard' classes in Year 4 and booster classes in Year 6 have also helped to raise standards. The National Numeracy Strategy is also having a good impact on raising attainment now that it is being fully implemented in all classes. These improvements reflect the school's success in meeting the needs of all pupils in mathematics, including the more able pupils.
82. Pupils have improved their standards in all aspects of mathematics. Most pupils in Year 2, for example, now know the two, five and ten times tables and use them accurately in investigations. They count forwards in tens and hundreds and have a good understanding of fractions, including halves, quarters and thirds. Pupils apply their knowledge of fractions to other activities, and discuss mathematics with confidence using accurate mathematical vocabulary. They know the properties of two- and three-dimensional shapes and recognise lines of symmetry on regular two-dimensional shapes. They have a good rapid recall of addition, subtraction and multiplication facts.
83. By Year 6, most pupils have made very good progress in their understanding and use of number, shape and data handling. Most pupils know the multiplication tables to 10, and use complex fractions, percentages and decimals. A particular strength is their ability to apply their understanding of the equivalence of fractions, percentages and decimals. During mental mathematics sessions, they solve number problems quickly by using, for example, approximation, and doubling and halving techniques. During an excellent lesson in Year 6, nearly all pupils were able to round numbers to the nearest hundred or ten and, where necessary, use numbers to ten thousand. The more able pupils approximated using decimals. This showed good mathematical understanding and reasoning. Pupils have a good understanding of the properties of two- and three-dimensional shapes and a more advanced understanding of symmetry. They measure angles using protractors and know whether they are obtuse, acute or right angles. Many pupils use ICT skills for data handling and for programming robots.
84. Although pupils made good progress in most lessons during the inspection, they have made satisfactory progress, overall, as they have moved through the school. Pupils in Years 1 and 2 make very good progress, but progress is no more than satisfactory in Years 3 to 6 as the teaching lacks consistency and varies from excellent to unsatisfactory. Pupils with special educational needs make good progress, and more able pupils progress well and achieve high standards in nearly all classes. Most teachers give opportunities for additional practice where necessary and plan challenging work for more able pupils.
85. Teaching is very good in Years 1 and 2, and is satisfactory, overall, in Years 3 to 6. In the majority of lessons, teaching is good or better. In nearly all classes, teachers' planning is very good. Teachers invariably share the objectives for each lesson with pupils, and make checks throughout the lesson to ensure that pupils are making enough progress towards them. This is often done through perceptive questioning and skilful handling of pupils' answers. In a Year 6 lesson, for example, the teacher amended the planning because of some misconceptions during the previous day's lesson. This resulted in excellent planning for all pupils, including the more able, and all pupils made excellent progress. In a Year 2 lesson on fractions, the teacher ensured that pupils could calculate a quarter of four and then a quarter of eight, before challenging the more able pupils to calculate a quarter of 16. She also gave pupils good opportunities to revise their understanding of the equivalence of halves and quarters.
86. Teachers use the National Numeracy Strategy well and match activities to the ability of individual pupils. Teachers use overhead projectors well and this greatly enhances pupils' learning. Effective use is made of a good range of apparatus to help pupils understand new mathematical ideas. Most lessons begin with an energetic mental mathematics session. In Year 6, for example, the 'rapid-fire' questions produced excellent progress in pupils' understanding of place value. Homework is not set consistently through the school, however, and this hinders the progress of some Year 3 and Year 5 pupils.

87. Most teachers are well organised and manage their pupils effectively. This means that pupils settle quickly to activities and concentrate well throughout the lesson. Where lessons are less successful, more able pupils are not challenged sufficiently, the pace is slow or the teacher spends too much time talking. Classroom assistants make a good contribution to pupils' mathematical learning.
88. The recently appointed subject co-ordinator is an excellent practitioner and leads by example. In the short time since her appointment, her initiatives have made a significant impact on the quality of teaching and standards. She has a very good understanding of the strengths and weaknesses in the subject and a very clear idea of what needs to be done to raise attainment further. She is well supported by other senior teachers and by the mathematics governor who visits school regularly. She has developed an effective whole-school system for assessing, monitoring and tracking pupils' progress and has analysed the results of last year's national tests. Her precise knowledge of where pupils had most difficulty has been used to very good effect in amending the curriculum. There is now a good range of resources, although there are insufficient computer programs available for use in mathematics. Pupils have many opportunities for applying their numeracy skills in other subjects such as physical education, science and history. The school is now well placed to improve standards further.

SCIENCE

89. Standards in science are in line with the national average by the end of Year 2. In Year 6, pupils' understanding of life processes and physical processes is typical of most pupils nationally, but their standard of scientific enquiry and their understanding of materials and their properties are below those expected nationally. Standards in Years 1 and 2 have improved since the previous inspection and are now in line with expectations. Standards have also improved in Years 3 to 6, but are still below national expectations by the end of Year 6. This is a marked improvement on the national tests in 2001 when standards achieved by 11-year-olds were very low compared with the national average, and standards achieved by seven-year-olds were well below the national average. Pupils with special educational needs receive good support from the classroom support assistants, and make good progress as a result.
90. The quality of teaching, as at the previous inspection, is satisfactory, overall. This enables most pupils to achieve as well as they should. Some of the oldest pupils have made good progress this year as a result of good teaching. Good on-going assessment of pupils' knowledge and skills ensures that teachers are clear about what pupils already know. When starting a new topic in a Year 4 and Year 5 class, for example, the teacher used a series of quick-fire questions effectively to establish how much the pupils already knew about healthy eating. Assessments are generally used well to ensure that the work planned for average and below average pupils matches their individual needs. However, teachers do not always target work closely enough to meet the needs of higher-attaining pupils. Consequently, these pupils do not always learn as fast as they are capable. In a Year 2 lesson, for instance, the teacher made good use of the classroom environment to discuss different uses of electricity, but the tasks set were the same for all pupils, and were not challenging enough for the highest-attaining ones.
91. Teaching has a number of good features. Lessons are planned well, with appropriate learning objectives that are usually made clear at the start of lessons. This helps pupils to know what they should be achieving during each session. Teachers encourage pupils to use correct scientific vocabulary. In a Year 6 lesson, for example, the teacher repeatedly used scientific terms such as *image*, *pupil* and *opaque* so pupils became familiar with them. Teachers lead discussions well. They ask lots of questions to make pupils think and give them opportunities to explain their ideas. This encourages pupils' scientific thinking and helps them gain confidence in expressing themselves clearly. Teachers make good use of a variety of resources that stimulate pupils' interest and help to maintain their concentration. In an interesting lesson in Year 1, for instance, the teacher made good use of a variety of materials to touch, smell and taste when discussing

pupils' senses. However, some resources need replacing, there are few models of human body parts, and there is a shortage of consumable items such as foil and food colouring.

92. Teachers generally manage pupils' behaviour well. Most teachers keep pupils well under control by consistently following the school's behaviour policy. As a result, most pupils concentrate well, are keen to answer questions and have good attitudes towards their work. Most teachers have a secure understanding and knowledge of science and this helps them to explain scientific ideas in a way that pupils can understand easily. In a Year 6 lesson, for example, the teacher made good use of diagrams on the overhead projector to explain clearly how pupils 'see' objects. This helped pupils to understand how light travels in a straight line from a source to the eye. In another lesson with Year 5 and Year 6 pupils, however, the teacher was very hesitant to agree or disagree with pupils, and this lack of positive guidance meant that they were unsure whether their observations were correct or not.
93. There is a sound emphasis on practical and investigative work in most classes, but there is no standardised system of recording the results of investigations. This hinders pupils' ability to record scientific findings clearly. Teachers of older pupils do not place enough emphasis on showing pupils how to predict, how to plan their own investigations and how to carry out a fair test. Pupils do not make enough use of reference books, CD ROM's and the Internet to assist individual research and do not use ICT facilities enough to record the results of investigations as graphs and charts. This holds back their learning, especially for higher-attaining pupils. There is a need for more software to enable ICT to be used effectively for teaching and independent research. Good use is made of visits to the Bradford Museum of Photography and a local 'hands-on' science exhibition, but more use could be made of the school's wildlife garden during the spring and summer terms.
94. The subject co-ordinator for science has only been appointed this year, but has already begun to monitor pupils' work and the results of national tests to identify areas requiring further development. She has monitored teachers' planning and has started to identify resources that need improving, but has not yet been given the opportunity to observe and evaluate teaching in the subject. Science has already been highlighted as a priority on next year's school development plan, and the co-ordinator is beginning to draw up appropriate strategies to raise attainment. As a result, the school has a good capacity to improve standards further.

ART AND DESIGN

95. By the end of Year 2 and Year 6, work produced in art is in line with standards expected nationally. This is similar to the previous inspection.
96. By the end of Year 2, pupils work with a selection of materials and experience a range of techniques. They use a variety of pencils when drawing pictures and develop their skills of observational drawing. Younger pupils make satisfactory use of paints when painting pictures of daffodils. They match shades carefully, achieving an appropriate consistency and neat application. They use a range of materials to make masks, and apply skills they have learned earlier, such as pleating, curling and folding paper, to create interesting effects. Pupils in Year 2 annotate their observational drawings of sculptures and clay models. They draw pictures of hedgehogs, squirrels and other animals in their work about winter, and use a range of materials to make collages. They use oil pastels to create pictures in the style of Jackson Pollock. They make careful weaving patterns using a range of different types of paper. Pupils have some opportunities to create pictures using a computer graphics program.
97. By the end of Year 6, pupils use a wide range of media, such as chalk and oil pastels and a range of pencils. Younger pupils make clay models in the style of Viking oil lamps and paint attractive pictures of daffodils. Older pupils use clay to make coil pots. In Year 6, pupils make good pencil drawings of moving figures, sketching these carefully. Teachers are successful in using art in other subjects such as history and mathematics. Pupils in Year 5, for example, illustrate life in the time of the Tudors by drawing detailed pictures of sailing vessels. Pupils in

Years 3 and 4 use their knowledge of rotational symmetry when designing patterns in a range of materials and when using mosaics. Although there is some use of computer programs to design and generate pictures, this is an area for further development. Pupils make insufficient use of their sketchbooks in most classes, and there is no agreed policy about their use. Although pupils study the work of well known European artists, there is not enough attention paid to the work of artists from other cultures.

98. Pupils' attitudes towards art and design are positive and enthusiastic. They behave well and handle tools and materials with care. Pupils of all ages are proud of what they produce, and exhibit good levels of concentration. They value the comments of other pupils. In a Year 2 class, for example, pupils evaluated clay models that had been made during earlier lessons.
99. The subject co-ordinator has only recently taken over responsibility for the subject. She is enthusiastic and, although she has not yet been given the opportunity to monitor teaching and learning during lessons, she does so informally by evaluating pupils' work on display. She has recently produced a draft policy based on national guidelines. She is aware of the need to increase teachers' confidence in teaching art and of the need to develop procedures for the assessment of pupils' work. Resources for art are adequate, overall, but the co-ordinator is aware of the need to develop resources to represent a wider range of cultures. Pupils' work is displayed carefully throughout the school, providing recognition for pupils' skills and enhancing the working environment.

DESIGN AND TECHNOLOGY

100. Standards in design and technology match those expected for pupils at the end of Year 2 and Year 6. Pupils make sound progress in their understanding of the design, making and evaluation process. Standards have been maintained since the previous inspection.
101. There has been an improvement in the range of activities offered in the subject as the co-ordinator has developed a new scheme of work based on national guidelines. In Year 1, for example, pupils visit a playground to observe the large play equipment and then design models of their favourite pieces such as swings, slides and climbing equipment. In Year 2, pupils examined a wide variety of moving vehicles and drew detailed designs focussing on the moving parts and the general shapes. This work enabled pupils to consider the materials used and the sources of power. As a result, they identified different forms of energy. Pupils also designed and made fresh fruit salads, showing an awareness of texture, taste, colour and healthy eating.
102. Pupils in Years 3 to 6 extend their designing and making skills to include a wide range of materials and activities, and build on the skills they learned in Year 2. Pupils in Year 3, for example, learn how air can produce and control movements. They also design and make photograph frames requiring accurate measurements, neat finishing and attractive embellishments. However, they do not extend the use of materials to include wooden frames which would result in learning new skills of measuring and cutting. Pupils in Year 4 design and make purses with fasteners, cutting out a paper pattern and fitting it on to the fabric. They also cut round the fabric neatly, although the standard of sewing is inconsistent. Pupils incorporate ICT skills into their designs for alarms by using pressure pads.
103. Pupils in Year 6 design and make slippers. Their cutting, sewing and finishing are neat, and the insole is measured accurately so it fits neatly inside the slipper. Although pupils combine a wide range of skills including measuring, cutting, fitting and joining materials, they are not given the opportunity to choose from a wide enough range of materials or to incorporate individual designs.
104. As only one design and technology lesson was observed during the inspection, it is not possible to make a judgement on the overall quality of teaching. An analysis of pupils' work, however, indicated that progress is satisfactory, overall. There is insufficient use of construction kits or fabrics, although opportunities for using these materials are included in teachers' planning. Pupils with special educational needs benefit from the good support they receive, and, as a result, they

make progress at the same rate as other pupils. Although teachers evaluate lessons at the end of each week, this has not yet resulted in the following week's activities being matched closely enough to the needs of the more able pupils.

105. The subject co-ordinator has devised a curriculum that ensures appropriate coverage of all aspects of the subject, with good emphasis on the design, making and evaluation process. There are no formal procedures for assessing pupils' understanding, however, and, as a result, teachers do not have a secure understanding of what pupils already know and can do, and where they have difficulties.
106. Resources are unsatisfactory, overall. There is sufficient card and paper and resources for food technology, but an insufficient range of construction equipment, including wood and construction kits. The co-ordinator has not catalogued the resources. Although some resources are available in classrooms, the rest are not easily accessible. However, teachers make good use of the available resources. Parents of pupils in Years 3 and 4 help regularly with weekly cookery activities. This enhances pupils' understanding of some aspects of food technology.

GEOGRAPHY

107. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 6. This is an improvement on the previous inspection when standards were below national expectations throughout the school. Pupils make satisfactory progress overall, but the programme that the school provides is rather limited in Year 2 and in Year 6. Pupils with special educational needs receive additional help from classroom support assistants and make sound progress.
108. No teaching was observed in Years 1 and 2. Younger pupils in Year 1 are beginning to have an awareness of features in the area around the school. They invent their own symbols to indicate features around the school, and discuss how the playground environment could be improved. In Year 2, pupils identify similarities and differences between life in their home town and a remote island in the Western Isles of Scotland. They compare schools, farms, houses and roads in St. Lucia with those in the local neighbourhood. Pupils follow the adventures of their class teddy bear who has recently visited Norway with a local family. In this way, pupils learn about Norwegian fish farming and Scandinavian wedding customs.
109. The quality of teaching in Years 3 to 6 is satisfactory. Lessons are planned carefully and teachers make sure that pupils understand the objectives at the start. This ensures that pupils know what they should be learning. Work is suitably matched to the needs of average and lower-attaining pupils, but tasks are not always challenging enough for higher-attaining pupils. In a Year 5 and Year 6 lesson, for instance, the teacher made good use of an atlas map to locate France, but the work set for all pupils was not varied enough to maintain pupils' concentration and the task did not stretch the more able.
110. Teachers make good use of a wide range of maps and atlases to arouse pupils' curiosity and interest. In a Year 3 and Year 4 lesson, for instance, the teacher used a globe and a large wall map of Europe to locate the United Kingdom before using a selection of atlas maps, aerial photographs and large-scale Ordnance Survey maps to locate and identify features close to the school. As a result, pupils concentrated well and gained a sound knowledge of their local area and of the main features of the United Kingdom. Pupils also acquire a sound knowledge of contrasting areas of the world. Pupils in Year 3, for example, describe differences and similarities between their own area and the Indian village of Chembakolli through a study of houses, transport, agriculture, education and employment.
111. Pupils show a keen awareness of environmental issues when studying ways in which the local area could be improved. Exploration of the area surrounding the school helps to develop their understanding of local geography, and educational visits often consolidate geographical work, for instance, when pupils visit the seaside resorts of Filey and Cleethorpes. Pupils in Year 5 learn

about the development of rivers and the use of water, and, in most years, extend their learning by making their own observations of a local river.

112. Management of the subject is sound. The subject co-ordinator monitors teachers' plans and pupils' work, but is not expected to take the lead in introducing new initiatives or in monitoring and evaluating standards of teaching across the school. The adoption of a scheme of work based on national guidelines has clarified what should be taught to each year group, but the amount of time allocated to the subject in Years 2 and 6 is barely adequate to cover the subject in sufficient depth. Resources need updating and expanding, and there is insufficient use of ICT to support teaching and learning in most classes.

HISTORY

113. Standards match those expected nationally by the end of Year 2 and Year 6. This is similar to the previous inspection. Pupils make satisfactory progress as they move through the school. Pupils with special educational needs receive additional help from classroom support assistants and make sound progress.
114. Overall, teaching is good for younger pupils and satisfactory for older pupils. Planning for lessons is good, and teachers make sure that pupils know the learning objectives at the start of each lesson. This ensures that pupils understand exactly what they should be concentrating on. Teachers help to develop pupils' literacy skills when encouraging them to research information for themselves. In a Year 4 and Year 5 lesson, for example, pupils were encouraged to write an extended narrative based on the ship's log from a journey made by Sir Francis Drake. The teacher had high expectations of pupils and this led to a good level of concentration and some high quality work on life aboard a Tudor warship.
115. Teachers make effective use of a variety of resources. In Year 1, for example, pupils used a wide range of toys to investigate how objects change over time. They made comparisons between the 'old' and 'new' toys and were able to place the items in chronological order on a time line. In Year 5, a visitor showed a variety of artefacts from Tudor times, such as swords, arrows, chain mail and a helmet, while a visiting 'Viking warrior' explained artefacts used in the home during the Viking era. Good use of a range of visitors and resources enables pupils to extend their knowledge and understanding of the past effectively.
116. Older pupils are encouraged to make good use of articles downloaded from CD ROM's and the Internet when researching information on their own. In Year 5, for example, pupils use descriptions of Tudor houses and contrasts between the rich and the poor when researching their own topics on Tudor times. In Year 6, pupils use information well to make comparisons between the life of citizens in Athens and Sparta. Pupils in Year 3 make good use of research from books and articles when exploring life in Britain during the Second World War. Use of contemporary photographs and documents such as ration books help to make history 'come alive', and keep pupils fully engrossed in their work.
117. The leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and pupils' work, but she is not allocated time to observe and evaluate the quality of teaching. The school has adopted a scheme of work based on national guidance and this ensures that pupils develop historical skills in a logical order. Good use is made of visits to places of local historical interest such as Cusworth Hall and Elsecar Heritage Centre. Resources for the subject are satisfactory and the local neighbourhood is used effectively to provide first-hand learning experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards are above average by the end of Year 2 and are in line with the national average by the end of Year 6. This represents a good improvement since the previous inspection when standards were below average across the school. The progress made by the school is a direct result of improvements in teachers' expertise and confidence, clear schemes of work and much improved computing resources. It is also due to pupils' very positive attitudes. Pupils are interested and willing to collaborate and support each other's learning. They achieve well because of good teaching. The majority of lessons take place in the computer suite. In addition, all pupils have access to computers within the classrooms. Lessons focus effectively on the development of computing skills and provide pupils with clear targets for learning. Pupils with special educational needs also achieve well because they are given effective support during lessons. The school does not use ICT sufficiently, however, to improve teaching and learning in most other subjects. The exceptions to this are in mathematics and history where satisfactory links are made.
119. Pupils in Year 1 make sound progress in acquiring and using a range of computing skills. They know how to open and shut programs, and use the mouse competently to click onto icons and to drag images across the screen. They choose colours from a palette and fill in areas of colour on the pictures they have drawn. Higher-attaining pupils learn how to mix simple text and graphics. Progress accelerates in Year 2 because of the class teacher's very high level of expertise and challenging expectations. By the end of Year 2 most pupils are confident to change the appearance of text independently. In a lesson on presenting parodies in word-processed form, pupils were able to work within a box, amend their work using the keyboard and the mouse, and print their work at the end. Pupils develop a good understanding of controlling programmable equipment. Most pupils are able to give a series of instructions to make a programmable toy move.
120. Pupils' good progress is maintained in Years 3 to 6 because of well-organised and effective teaching. Pupils in Years 5 and 6, for example, were taught how to create a database using information from a questionnaire conducted on healthy eating. The teacher used an interactive whiteboard effectively to provide the class with the instructions and skills they needed to create a database. As a result of effective teaching throughout the lesson, pupils made good gains in framing questions and adding and amending information. The interactive whiteboard was also used to good effect to explain the identification of formulae on a spreadsheet to pupils in Year 6. This was linked well to using a modelling tool, as pupils were challenged to work out the exact amount of money needed for a number of items needed for a party. Pupils enjoyed the competitive element of the exercise and worked hard to meet the challenge within a meaningful context.
121. The quality of teaching is good, overall, with some very good teaching of younger pupils. Teachers have secure subject knowledge and use this effectively during lessons. Lesson objectives are clear and learning activities are generally matched well to the needs of average and below average pupils. Planning to match the learning needs of higher-attaining pupils, however, is not a consistent feature of most lesson plans. Teachers make effective use of the resources available and support staff provide good levels of help for pupils with special educational needs. Teachers make good use of questioning to check what pupils know, understand and can do.
122. The co-ordinator has a high level of subject expertise and a clear commitment to improving both standards and provision. Good training has resulted in teachers having the skills to teach ICT confidently. Although the co-ordinator monitors and evaluates teachers' planning, there are not enough opportunities for her to monitor the quality of teaching and learning across the school. The school has made significant improvements in its resources, both through setting up a computer suite and by networking computers in the classrooms. However, there is a shortage of software to support the use of ICT for teaching and learning in other subjects of the curriculum. The school recognises this and has set aside funds to address this issue.
123. Much work has been done since the previous inspection when shortcomings in the ICT curriculum were identified as a major reason for the low standards in ICT. The school now follows the full National Curriculum programme of study. Although teachers assess pupils' attainment informally, there is currently no agreed system for teachers to monitor pupils' attainment and progress.

MUSIC

124. Standards are broadly in line with those expected nationally by the end of Year 2 and Year 6. This is not as good as at the previous inspection when the school benefited from the good teaching of a part-time music specialist. Pupils make irregular progress as they move through the school, as some teachers have a limited knowledge and understanding of the subject. By the time they leave school, pupils have been introduced to a variety of musical styles, and are beginning to develop their own compositions with a range of different moods and textures. Pupils with special educational needs join in well and make satisfactory progress.
125. Teaching is sound, overall, and occasionally good; but there is some unsatisfactory teaching due to teachers' lack of expertise. As there is no teacher with specialist music expertise on the staff and no visiting music specialist, the school has adopted a commercial music scheme to provide guidance and support when planning lessons. Unfortunately, the guidance provided by the scheme is not always interpreted correctly by teachers due to their lack of musical knowledge, and is therefore not always used to the best effect. In a combined session with Year 1 and Year 2 pupils, for example, the two class teachers made a good effort to use clapping and tapping exercises to encourage pupils to copy a series of rhythmic patterns. While the pupils concentrated hard and were reasonably successful in copying the patterns, the teachers did not focus on maintaining a steady beat - which was one of the main learning objectives in the commercial scheme. As a result, pupils did not learn as well as they should.
126. Teachers' planning has clear learning objectives, and there is a good stress on using correct musical vocabulary. In a Year 6 lesson, for instance, the teacher explained the terms *piano*, *forte*, *crescendo* and *diminuendo* carefully, and insisted that the pupils used the terms accurately when practising a range of dynamics on a variety of instruments. Teachers make good use of tuned and untuned percussion instruments. Pupils in Years 3 and 4, for example, used maracas, triangles and a rain stick to compose music reminiscent of gentle rain, while pupils in Years 5 and 6 performed an ostinato accompaniment to a song by using a wide range of percussion instruments. Pupils concentrated well during the lesson, listened carefully and joined in sensibly. The musical parts for the glockenspiels and chime bars were not written in correct musical notation, however, and the teacher was therefore not able to conduct all the parts together to keep them in time.
127. Pupils develop their musical appreciation by listening to a range of music from different times and countries. They listen to a variety of music when entering and leaving whole-school and smaller assemblies and opportunities are sometimes taken to discuss the composer and the mood of the music. Pupils sing a variety of hymns and songs during collective worship. They sing reasonably tunefully, with satisfactory diction and rhythm. This is better than at the previous inspection when the standard of singing was sometimes poor.
128. The subject is led by an enthusiastic co-ordinator who tries hard to raise the profile of music in the school by involving a large number of pupils in an annual summer drama and music production. A small number of pupils receive small group lessons in violin and brass from visiting teachers, and a larger number learn to play the recorder. Pupils who learn an instrument are encouraged to play in assemblies and concerts. The school has a satisfactory range of percussion instruments and a sound selection of recorded music, but pupils are not given sufficient opportunities to use computer programs, CD ROM's or the Internet to assist their learning. There are no weekly musical activities at present, but pupils enjoy taking part in concerts at Christmas and practise regularly during the summer term for the musical production. Musicians from the local authority performing arts department visit the school occasionally to entertain the pupils and to demonstrate a variety of musical instruments.

PHYSICAL EDUCATION

129. Pupils at the end of Year 2 and Year 6 achieve higher standards than those expected nationally. Particular strengths are in gymnastics, dance, games and swimming. A high percentage of pupils in Year 4 can swim 25 metres or more and they are confident in using breaststroke and backstroke. Other pupils in this age group are well placed to achieve this standard by the end of the year, and, as this is the standard expected of the majority of pupils in Year 6, standards are good. The school has successfully improved standards since the previous inspection.
130. Pupils make good progress in physical education throughout the school. In gymnastics, for example, pupils are innovative when devising ways to balance using different parts of their bodies. They combine interesting and varied sets of movements and use space very well. In a Year 1 dance lesson, pupils responded very well to the music and used a wide range of dance sequences when interpreting the story of *'The Three Billy Goats Gruff'*. They moved round the hall creatively using movements appropriate to the different parts of the story.
131. In a Year 6 games lesson, pupils applied high quality techniques for throwing, catching and intercepting to a team game. They used a variety of passes including over arm passes, chest throws and bounces accurately and at speed, ensuring that their partners had a reasonable chance of catching the ball. They were equally successful in anticipating and intercepting. As a result, the games were exciting and pupils developed excellent attitudes and a very good team spirit.
132. Pupils make good progress because of a varied curriculum, good teaching, and good leadership and management by the co-ordinator. Teaching is good or better in four out of five lessons. It is consistently very good in Years 1 and 2, but is more variable in Years 3 to 6 where it ranges from very good to unsatisfactory. Where the teaching is very good, pupils sustain their interest, co-operate very well, and are creative and confident. They know how well they have achieved and what they need to do to improve further. Where teaching was unsatisfactory, activities planned for outdoors were not suitable indoors and, as a result, pupils' behaviour and learning were unsatisfactory.
133. Teachers use warm-up and cool-down activities very well, and take time to ensure that pupils understand the benefits for their bodies. All teachers and pupils dress appropriately for physical education. The school has made appropriate arrangements for boys and girls to get changed. Although some parents of older girls are concerned about the facilities available, there is little more that the school can do, considering the space available and bearing in mind the need for good supervision. Teachers' planning shows that they make effective use of all the facilities. Teachers use the hall very well and, in most cases, are able to accommodate outside activities indoors. Teachers generally plan lessons well, give clear instructions and manage pupils very well. They have very good personal skills and demand very high standards of behaviour, concentration and performance. This results in pupils making good progress. Teachers use a good balance of challenging questions and a rapid pace of activities, ensuring, at the same time, that pupils observe each other and evaluate their own and other pupils' achievements. Teachers make good provision for pupils with special educational needs and for more able pupils.
134. The co-ordinator provides good leadership of the subject. She monitors teachers' planning well to ensure that the curriculum is broad and balanced and follows national guidelines. The curriculum is enriched by a good range of community support, for example, from Barnsley Football Club, Yorkshire Cricket Club and the Performing Arts Department of the Local Education Authority. Pupils benefit from good accommodation and good resources. They have access to a good range of sports equipment through initiatives such as the 'Top Sports' and 'Top Dance' programmes, and many staff have undertaken additional training. The co-ordinator ensures that teachers are well prepared for their lessons by organising a wide range of resources and training to guide them. The school has a hall with a wide range of fixed apparatus and good play areas for outdoor and adventurous activities. There is a satisfactory range of extra-curricular sports activities including a football team and a matball team that is due to resume shortly. Boys and girls are included in all teams. Pupils in Year 6 also benefit from a residential visit to Scout Dike outdoor education centre where outdoor pursuits and adventurous activities are a strong feature of the week's activities.

RELIGIOUS EDUCATION

135. By the end of Year 2 and Year 6, pupils achieve the objectives set out in the Barnsley Agreed Syllabus for religious education. This is an improvement on the standards identified during the previous inspection. Most pupils, including pupils with special educational needs make satisfactory progress. The clear policy and well-structured planning have made a good contribution to the improvement in standards. However, as at the time of the previous inspection, teachers' subject knowledge is not of a consistent quality across the school and this sometimes results in pupils not making enough progress.
136. Much of the work in Years 1 and 2 is done orally. By the end of Year 2, pupils have a satisfactory knowledge and understanding of the main features of Christianity and Judaism. They know, for example, that the stories told by Jesus carried a message about taking care of others. They can retell the story of the birth of Jesus, and know the key figures important to the events. When asked about the significance of the church to Christians they talk with confidence about the church being an important place for prayer and for special events such as weddings and baptisms. They have learned the main characteristics of Judaism and know that the Torah is the Jewish holy book and is treated with a great deal of respect. They know that the important holy day for Jews is Saturday but are less certain about the Jewish place of worship.
137. By the end of Year 6, pupils have a satisfactory knowledge and understanding of the Christian faith through their learning about the Bible. They also study aspects of Hinduism and Islam. Pupils in Year 3 develop a satisfactory knowledge of the key figures in Christianity and understand some of the better known stories from the Bible such as the story of the Creation and Noah's Ark. In a lesson in Years 4 and 5, pupils developed a satisfactory awareness of the importance of the Qur'an to Muslims and its significance in Islam. By Year 6, pupils show a satisfactory awareness of worship in different religious communities and a sound understanding of the importance of prayer in Islam. This builds appropriately on work in Year 5, where pupils learn about Muslim rituals, beliefs and celebrations. In a Year 6 lesson, pupils were studying the history of the Bible. They were provided with very good opportunities to consider the Bible as an important manuscript as if through the eyes of an archaeologist. As a result of this investigative approach, pupils learned a great deal about how to explore and analyse information.
138. Teaching is satisfactory overall. However, there is a significant variation in the quality of the teaching, including unsatisfactory and very good teaching. Very little training has been provided for teachers since the previous inspection and, as a result, some teachers do not have sufficient subject expertise. This was particularly evident in lessons about faiths other than Christianity. Teaching was most effective where the teacher's lively and well-informed approach to the subject, very good relationships and high expectations engrossed the pupils and generated a very high quality of learning. However, pupils in Year 6 are not always provided with enough opportunities to reflect upon their learning and evaluate different points of view, and higher-attaining pupils are not always expected to perform at a consistently high level.
139. Management of the subject is satisfactory. Opportunities are provided for the subject co-ordinator to monitor teachers' planning, but her role does not include monitoring the quality of teaching and standards of pupils' work. The school has a satisfactory collection of books and artefacts to support teaching and learning. Religious education makes a good contribution to pupils' moral, social and spiritual development and their awareness of different faiths and cultures. Little use is made of ICT to enhance teaching and learning. There are currently no agreed procedures for assessing and recording what pupils have learned in order to help teachers plan future lessons.