

ERRATUM

Following the publication of this report, the judgement on a science lesson that was seen has been re-considered. Although the teaching in this lesson is still considered to be less than satisfactory, the teacher's knowledge of science is not in question. We apologise for this error and for any distress this may have caused.

The above statement refers to the following sections and numbered paragraphs in the published inspection report:

- Summary – teaching and learning
- How well are pupils taught – paragraph 14
- What should the school do to improve further – paragraph 49 (section A)
- Science – paragraph 76

Eclipse (Education) Limited

INSPECTION REPORT

DEARNE GOLDTHORPE PRIMARY SCHOOL

Goldthorpe, Rotherham

LEA area: Barnsley

Unique reference number: 106580

Head teacher: Mr R I McEwan

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 22-25 May 2000

Inspection number: 198380

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 - 11
Gender of pupils:	Mixed
School address:	Barnsley Road Goldthorpe Rotherham South Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Greenhalgh
Date of previous inspection:	November 1997

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		Design and technology	Standards and the school's results
		History	Teaching
		Special educational needs	Leadership and management
Mr A Anderson	Lay inspector	Equal opportunities	Partnership with parents
			Pupils' attitudes, values and personal development
			The school's care for the pupils
Mrs A Lowson	Team inspector	Mathematics	Pupils' spiritual, moral, social and cultural development
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		Art	
Mrs M McLean	Team inspector	Science	Assessment
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dearne Goldthorpe Primary School is a large school situated in the town of Goldthorpe, near Rotherham in South Yorkshire. The school serves a widely diverse neighbourhood. Many pupils' attainment on entry to the school is well below average, particularly in language and mathematical development, although the full ability range is represented. There are 160 boys and 165 girls currently on roll, with a further 62 children attending the nursery on a part time basis. There are no pupils who have English as an additional language and very few from ethnic minorities. Approximately thirty four per cent of pupils are eligible for free school meals, which is well above the national average. Fourteen per cent of pupils have been identified as having special educational needs, this is below the national average and two per cent have statements of special educational need, which is above the national average. A few of these special educational needs pupils have severe learning difficulties or emotional and behavioural difficulties. The school now has clear aims and targets for future improvement.

HOW GOOD THE SCHOOL IS

Dearne Goldthorpe Primary School is an improving school. The leadership and management by the acting head teacher are very good and beginning to have a positive impact on pupils' learning. However, this has not yet had time to improve pupils' attainment by the end of either key stage. Governors are committed to raising standards and support the head teacher who has been the driving force behind the school's recent development.

What the school does well

- The leadership and management by the acting head teacher are very good.
- The provision for children in the Early Years Unit in the nursery and reception classes is very good.
- The assessment procedures, record keeping and monitoring of children's progress in the Early Years Unit are very good.
- Teaching is good for children in Early Years and Key Stage 1.
- Pupils' attitudes and behaviour are good. Relationships are very good.
- The provision for pupils' social and moral development is good.
- The links with the parents are good.

What could be improved

- Standards in English, mathematics, science and information technology by the end of both key stages.
- The role and responsibilities of the deputy head teacher.
- Procedures for assessment and its use to guide teachers' planning in both key stages.
- The early identification of pupils with special educational needs.
- The range of resources to support curriculum development.
- The health and safety of pupils in a number of specified areas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been unsatisfactory progress in dealing with the issues identified in the previous inspection. However, the recently appointed acting head teacher and governors have started to respond effectively to the last inspection in certain areas. With the exception of the role and responsibilities of the deputy head teacher, the leadership and management of the school have been improved and now ensure that there is a clear direction and purpose for the work of the school. Governors are becoming more actively involved in the work of the school and the review of the role of the co-ordinators has been completed. For example, their job descriptions include a monitoring role and, in partnership with the head teacher, this has started in some subjects. There has been good progress in improving the quality of teaching in infant classes and over half the teaching seen was good and nearly a further third very good.

The school has reviewed its curriculum planning and assessment procedures, however, the newly introduced system does not successfully match planning to the needs of all pupils. Assessments of pupils' attainment and progress are not undertaken often enough to enable teachers to use the results to effectively challenge individual pupils in lessons. The school has successfully improved the procedures for managing pupils' behaviour. As a result, pupils' behaviour is good. The improvements in curriculum have only been partly successful, for example, there is now sufficient time given to design and technology, art and religious education and teachers' planning for these subjects has improved. The school has implemented the National Literacy and Numeracy Strategies and these have resulted in improvements to pupils' learning. Unsatisfactory progress has been made in improving the resources required for physical education, art and design and technology and this means that there is a narrow range of activities available for pupils.

Good procedures are now in place to improve attendance but despite the school's best efforts, pupils' attendance remains unsatisfactory. Governors' annual report to parents and the school prospectus now contain the required information and fully meet the requirements. However, the quality of teachers' annual reports to parents is unsatisfactory because they often contain comments on the curriculum covered and do not give sufficient detail of pupils' attainment and progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E*	E*
mathematics	E	E	D	B
science	E	E	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that in the 1999 national tests for 11 year olds, the school's results were in the lowest 5 per cent of all schools for English and science and below the national average for mathematics. When compared to similar schools, pupils' results were very low in English, well below the average in science but above the average for mathematics. These low results are partly explained by the disruption to pupils' education over the previous two years by the frequent absences of key members of staff and the

fact that the school has had four different head teachers during this time. The pupils are still suffering from the impact of previous poor provision. This has affected their basic skills and is still influencing their attainment by the end of both key stages. However, the improved leadership by the head teacher, better teaching and the implementation of the Literacy and Numeracy Strategies are beginning to have a positive effect on pupils' learning. The trend of pupils' attainment over time is broadly in line with the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. The majority enjoy coming to school and this has a positive impact on their learning.
Behaviour, in and out of classrooms	The majority of pupils know what is expected of them and they behave well. Pupils are courteous and polite.
Personal development and relationships	Pupils' personal development and their relationships with others are good. They have a sense of responsibility for their actions and give support and respect to others. As a result, there is now a good school ethos.
Attendance	Attendance is unsatisfactory and well below the national average. There have been no exclusions from the school during the last two years.

Pupils' good attitudes result from the school's positive ethos that encourages very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They are now responding well to the trust and respect they are shown.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good, often very good	Good, often very good	Satisfactory, sometimes good

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

Sixty nine lessons or part lessons were seen. Teaching was satisfactory or better in 97 per cent of lessons. Teaching was good and often very good in the Early Years Unit and in Key Stage 1. This is a significant improvement since the previous inspection. Teaching was satisfactory or better in 91 per cent of lessons in Key Stage 2 and good in 37 per cent of lessons. However, it was unsatisfactory and occasionally very poor in 9 per cent of Key Stage 2 lessons. This occurred where a teacher's knowledge of the subject was not secure and the poor behaviour of pupils caused disruption that in turn resulted in them not improving their skills in the subject. The acting head teacher is now monitoring teaching. With the support of subject co-ordinators, particularly in English and information technology, the quality of teaching is improving throughout the school. The teaching of basic skills in English and mathematics is good in the Early Years Unit and Key Stage 1, it is satisfactory in Key Stage 2. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and tasks are often organised to challenge different ability groups in classes. However, teachers' planning in other subjects is often too broad, consequently pupils make steady progress and do not sustain the same rate of learning as they do in English and mathematics. The quality of teaching is beginning to have a positive impact on pupils' learning but has not yet had time to raise their attainment by the end of both key stages. However, teachers do not assess individual pupils' attainment and progress often enough and this results in work that is not always sufficiently challenging for pupils of all abilities. Some teachers overcome this because they use their daily observations of pupils' work to set challenging tasks but this is not consistent throughout the school. Pupils with special educational needs are well supported by good teaching that

provides challenging activities. There have been a large number of absences by key staff during the last two years and this has adversely affected the stability of the school and the quality of pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, except in physical education where a narrow range of activities is taught. Children under five in the nursery and reception classes are provided with a wide range of activities that are appropriate to the learning needs of children of this age. There is a satisfactory range of extra curricular activities that enhance the good provision made for pupils' personal development.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs through carefully written individual education plans. However, the school does not identify pupils with special educational needs sufficiently early in their school career and, as a result, some pupils who need extra help do not receive sufficient support to improve their learning of basic skills.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. Spiritual and cultural development is satisfactory, pupils' moral and social development are good. The quality of relationships in school is very positive and makes a significant contribution to the improved behaviour in the school. This provision makes a good contribution to promoting the school aims.
How well the school cares for its pupil	The procedures for child protection are good but there are significant weaknesses in the health and safety provision and these have a negative impact on pupils' overall welfare. The school is aware of these weaknesses and is already taking urgent steps to overcome them. Assessment procedures, recording of results and the monitoring of children's progress in Early Years are very good. However, a system is not yet in place that effectively tracks pupils' progress and guides teachers' planning.

The school has formed an effective partnership with most parents, which makes a good contribution to pupils' learning both at home and in school. The school has good procedures in place to monitor and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection. The quality of information in teachers' annual reports to parents on pupils' attainment and progress is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The recently appointed acting head teacher provides very good leadership and gives a clear educational direction for the school. However, the leadership and management of the school since the previous inspection have been unsatisfactory. This is largely because of the instability created by the absence of key members of staff and a series of different acting head teachers during the last two years.
How well the governors fulfil their responsibilities	The governing body is now taking a much more active role in the management of the school and governors are committed to helping the school move forward. Governors are supportive, aware of the recent problems created by the instability of key staff and committed to raising standards further. They fulfil their duties in a satisfactory manner.
The school's evaluation of its performance	Very good by the acting head teacher but not sufficiently rigorous by governors in the past.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and staff are well deployed throughout the school. There are more support staff than are justified by the number of pupils in the school, nevertheless they play an important role in the life of the school. Resources to support pupils' learning in many subjects are poor, however, those in the school are used efficiently.

The acting head teacher has been the driving force behind the school's recent improvements. He is now well supported by the governing body and most other key staff. Co-ordinators are only just beginning to develop their role to monitor teaching and the delivery of their subjects. Specific grants are used well for their designated purpose. Educational priorities are now supported through the school's financial planning. The governors have been forced by circumstances to set a deficit budget for the current year, however they now have a good action plan to address this problem. The limited number of improvements since the last inspection and pupils' below average attainment by the end of Key Stage 2, mean that the school is providing unsatisfactory value for money. However, the recent improvements indicate that the school is now well placed to implement future initiatives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • Teaching is good. • They feel they can go to the school with any questions or problems. • The school expects children to work hard. • The school works closely with parents. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside lessons.

Most parents have a positive view of the school because staff are now making significant attempts to rebuild relationships. The inspection findings confirm the positive views expressed by parents about the school. There is a satisfactory range of activities outside lessons that enhance pupils' education. The school has a homework policy and, where it is followed rigorously by teachers, it is having a positive impact on pupils' learning. However, there are inconsistencies throughout the school and where this

happens pupils are not as well supported by homework to improve their attainment or progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards in the school are not high enough but are now improving, although the good practices introduced by the recently appointed acting head teacher have not yet had time to be reflected in pupils' attainment by the end of both key stages.

2 In the National Curriculum tests for seven year olds in 1999, the school's results were well below national averages in reading and writing and very low in mathematics. When compared to similar schools, the results in 1999 were well below the average. The proportion of seven year olds reaching the higher levels in reading was well below the national average and below the average in writing. In teacher assessments of speaking and listening, pupils' attainment was well below the national average and the number of pupils reaching the higher levels was below the national average. In the National Curriculum assessments for 11 year olds in 1999, pupils' results were very low in English and science and below the average in mathematics when compared with the national average. When compared with similar schools pupils' attainment was very low in English, well below the average in science but above the average in mathematics. Standards are improving in the school because of improvements in teaching and the implementation of the National Literacy and Numeracy Strategies. This has improved pupils' performance in Key Stage 1 where standards are now below the level expected for seven year olds. However, the recent improvements in pupils' learning have not yet had time to raise pupils' attainment by the end of Key Stage 2 where standards are still well below what is expected in English and science and below expectations in mathematics. The trend of pupils' attainment over time is broadly in line with the improving national trend.

3 Despite the poor performance in the National Curriculum tests last year, the school is improving as a place where pupils can learn and make progress. This has stemmed from the recently appointed acting head teacher and the improved stability and confidence of staff. Older pupils are still suffering from the impact of the previous poor provision and this has affected their basic skills and still influences their attainment by the end of Key Stage 2. The introduction of the National Literacy and Numeracy Strategies has had a positive effect on the standards achieved by the pupils. This is more evident amongst the younger pupils in the school, but the effect is now beginning to improve attainment in Key Stage 2. By the time pupils leave the school standards are still too low. However, pupils are now being taught more effectively in most classes and are starting to build on their previous learning and achieve well when tackling more demanding levels of work. The school recognises that they do not identify pupils with special educational needs sufficiently early, as a result, too many pupils do not receive the extra support they require early enough.

4 Children who are under five in the nursery and reception classes follow a broad, relevant and interesting curriculum. Many children enter the nursery with standards of attainment that are well below those normally seen in children of this age, particularly in language and literacy, mathematics, social development and knowledge and understanding of the world. All children, including those with special educational needs, achieve well in all the areas of learning and this good progress continues in the reception classes. As a result, by the age of five, children's attainment is below the levels expected for their age in language and literacy and numeracy. Their attainment broadly matches the expected levels for personal and social development, knowledge and understanding of the world, creative and physical development. They learn to take responsibility and to work together and this underpins the very good relationships and behaviour in these classes.

5 By the end of Key Stage 1, pupils' attainment in English, mathematics, science and information technology is below the levels expected for seven year olds. By the end of Key Stage 2, pupils' attainment in English and science is well below the level expected and in mathematics and information technology pupils' attainment is below the expected level for eleven year olds. Standards are still not high enough at the end of both key stages. The better teaching and the impact of the leadership of the acting head teacher since November 1999 have not yet had time to have an impact on pupils' attainment by the end of both key stages. The staff and governors recognise the weaknesses in attainment and are now placing greater emphasis on the teaching of these subjects throughout the school.

6 By the end of Key Stage 1, pupils' speaking and listening skills are below that expected for their age. However, they are improving and now pupils in Key Stage 1 concentrate for longer periods and they listen to others while waiting their turn to speak. Some retell stories and describe the characters. Pupils express their opinions about stories and they use a wide range of strategies when reading, such as phonics and context cues. Many average and lower attaining pupils have not yet mastered these strategies. Pupils' standards in writing are well below those expected nationally. Only a minority can write simple sentences with the most common words spelt correctly and with basic punctuation. However, the strategies now being used by teachers are placing greater emphasis on writing skills. This means that pupils get more sustained practice. Although pupils' attainment is below the level expected for their age in mathematics, pupils now make good progress in lessons. This is because teaching is now consistently good and the National Numeracy Strategy is being well implemented. In science, pupils' attainment is below that expected for their age but they make steady progress overall because the curriculum is planned around science led topics.

7 By the end of Key Stage 2 pupils' attainment in speaking and listening is below the level expected for their age. Although teachers try to involve as many pupils as possible in oral work, speaking skills are at a low level because there are not yet sufficient strategies in place to encourage them to speak at length, such as controlled discussions and formal debate. Many pupils are competent, fluent readers but lower attaining pupils in Year 6 still have difficulty with simple texts. They lack understanding of speech marks and exclamation marks. Their lack of understanding of basic vocabulary means that they do not always get the correct meaning from even a simple text. Only a minority of pupils write fluently, accurately and at length. A large proportion of pupils still have very limited skills. They confuse capital and small letters, do not understand the correct use of punctuation and spell the most common words incorrectly. Standards of presentation are not always satisfactory. In mathematics pupils' attainment is below the level expected but they make satisfactory progress overall, but this progress sometimes dips in lessons where teaching is poor. In the majority of lessons however, the impact of the Numeracy Strategy is clearly having a positive impact. In science pupils' attainment is well below the expected level, mainly because of the slow progress due to the way the subject is organised. For example, each teacher teaches a science topic to a particular class for five weeks, then they teach their own class for the remaining weeks of any half term. This system results in slow progress for the majority of pupils because teachers do not have accurate records of pupils' previous learning. As a result, teachers' lesson planning does not indicate activities which are well matched to pupils' previous gains in knowledge and understanding.

8 By the end of both key stages, pupils' attainment in information technology is below the level expected for pupils' ages. Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce number patterns. They match text to pictures and draw their own animals and flowers as part of the science project. However, many pupils still have limited knowledge of word processors and cannot explain how to carry out basic operations, such as changing the size, colour and layout of text. Pupils in Key Stage 2 are now beginning to build on their skills and knowledge with more frequent use of the new computers and programs in school. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use E-mail for sending and receiving messages. Their skill has been greatly enhanced by the use of the new resources and the link to the

Internet. However, pupils in Year 6 have limited knowledge of spreadsheets and how to handle and manipulate data or how to use information technology to present data in different ways, such as graphs and tables.

9 As the school has just adopted the recently reviewed Locally Agreed Syllabus for religious education, insufficient evidence was available to make a judgement on the standards expected for pupils' ages. In both key stages pupils' attainment is broadly in line with what is expected for pupils' ages in art, history, geography, music and physical education. Pupils' attainment is in line with expectations in Key Stage 1 in design and technology but below these expectations by the end of Key Stage 2 mainly because of the very poor resources to support the subject and provide pupils with a sufficiently broad range of experiences.

Pupils' attitudes, values and personal development

10 Pupils' attitudes, values and personal development are good but their attendance is unsatisfactory. There have been no exclusions from the school in the previous year.

11 Pupils in and around the school demonstrate consistently good attitudes both to their fellow pupils and to the teaching and support staff. These stem from the school's positive ethos that encourages the very good relationships that pupils have with each other and staff. In the classroom, particularly when the teaching is of a high standard, pupils become absorbed in their work and they demonstrate sustained concentration and application to the various tasks set. A Key Stage 2 class visit to the local church as part of the religious education curriculum demonstrated this and pupils took a very serious interest in their surroundings and asked a range of intelligent questions of Father Delves. Pupils behaved very well during this visit and they showed good co-operation when working in pairs as they completed their questionnaires and detailed plans of the church.

12 Pupils' behaviour in the playground is consistently good and groups of pupils of all ages play well together making a valuable contribution to their personal development. The majority of pupils know right from wrong, what is expected of them and they are courteous and polite. Pupils are willing to take on a variety of tasks and responsibilities given to them by the teaching staff, such as helping to tidy the classroom, holding doors open for other pupils, teachers and visitors and taking class registers to the office.

13 The overall attendance at the school is unsatisfactory and is well below the national average. The incidence of unauthorised absence is high relative to the overall level of absence. In excess of 100 pupils have attendance levels below 90 percent. There is also significant evidence of regular pupil lateness from a minority of pupils. School registers are correctly marked and the policy to improve attendance and lateness is followed by staff. However, it is not yet having a positive impact on pupils' attendance. For example, there were 9 pupils absent for some or all of the National Curriculum tests this year.

HOW WELL ARE PUPILS TAUGHT?

14 Teaching was satisfactory or better in 97 per cent of lessons. Teaching was good and often very good in the Nursery and reception classes, which the school calls the Early Years Unit, and in Key Stage 1. This is a significant improvement since the previous inspection when one of the issues was to raise the quality of teaching in infant classes. Teaching was satisfactory or better in 91 per cent of lessons in Key Stage 2 and good in 37 per cent of lessons. However, it was unsatisfactory and occasionally very poor in 9 per cent of Key Stage 2 lessons. This occurred where a teacher's knowledge of the subject was not secure and the poor behaviour of pupils caused disruption that in turn resulted in them not improving their skills in the subject. For example, in a science lesson pupils were given incorrect information about the effect of gravity on different objects. The acting head teacher is now monitoring

teaching. With the support of subject co-ordinators, particularly in English and information technology, the quality of teaching is improving throughout the school. The quality of teaching is beginning to have a positive impact on pupils' learning but has not yet had time to raise their attainment by the end of Key Stage 2. However, teachers do not assess individual pupils' attainment and progress often enough and this results in work that is not always sufficiently challenging for pupils of all abilities. Some teachers overcome this because they use their daily observations of pupils' work to set challenging tasks but this is not consistent throughout the school. Pupils with special educational needs are well supported by good teaching that provides challenging activities, they learn well and make good progress. There have been a large number of absences by key staff during the last two years and this has adversely affected the stability of the school and the quality of pupils' learning.

15 The teaching of basic skills in English and mathematics is good in the Early Years Unit and Key Stage 1, it is satisfactory in Key Stage 2. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and tasks are often organised to challenge different ability groups in classes. However, teachers' planning in other subjects is often too broad, consequently pupils make steady progress and do not sustain the same rate of learning as they do in English and mathematics. Teachers make insufficient use of assessments to guide their planning with the result that they plan too broadly. For example, they often set one learning objective for the entire class without identifying what different groups of pupils can do and planning to meet their needs. This is particularly so in science, where pupils are not making the same progress as in English and mathematics and one of the reasons why standards in science are too low by the end of Key Stage 2.

16 The pace of most lessons is satisfactory and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and they are expected to do their best. This was seen in a Year 6 English lesson, when pupils learned about the structure of a limerick and the type of vocabulary to use when composing their own. They were very attentive to an interesting introduction and enthusiastically offered good suggestions to fill the gaps in limericks provided by the teacher. Teachers use the Numeracy Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 1 mathematics lesson pupils used mental addition to count in fives to 50 confidently. They were given work in different groups and the support assistant used a specific plan prepared by the teacher to support a group of pupils throwing dice and using mathematical language well to add or subtract in fives. Most numeracy lessons are well planned and teachers ensure that all pupils are actively engaged in lessons that challenge them. For example, in a Year 5 mental mathematics session, the teacher used examples of different scales for measuring and pupils had to work out the "interval" for each example given.

17 Teachers in Key Stage 1 have a very good knowledge and understanding of the subjects of the National Curriculum, it is satisfactory in Key Stage 2. They use appropriate subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, science, mathematics, history and music where specific technical language was used well. For example, in a Year 2 science lesson pupils understand the "push and pull" forces and relate them to everyday incidents, such as pulling on a pair of pyjamas or pushing their feet into a pair of slippers. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that the pupils need to develop. For example, in a mathematics lesson in Year 3 the teacher used well chosen questions to check that pupils understood the concept of tens and units when adding numbers mentally. The teacher kept all pupils interested and enthusiastic in the session and used good examples of different methods to achieve the correct result, for example, using the rounding up or rounding down technique when adding 22, 19 and 19.

18 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers respond well to the needs of pupils, including those with special educational needs and they intervene sensitively to offer support and encouragement. For example, teachers assess what pupils are learning in the lesson and make constructive suggestions as to how they can improve. This was particularly evident when a teacher was working with groups of pupils in a Year 1 music lesson to assess pupils' understanding of pitch, pupils improved their knowledge of how to recognise high and low sounds. Pupils then controlled their voices when singing a new song by singing very quietly or very loudly as appropriate.

19 Teachers make daily informal assessments during lesson times on which to base their future planning. Although in some classes these are often very perceptive, there are no consistent methods adopted that address the need to include assessment opportunities alongside planning, in order to ensure that all pupils are fully challenged. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. The use of homework varies across the school. Some teachers use homework on a regular basis but others rarely provide any to support pupils' learning.

20 The teaching of pupils with identified special educational needs is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Teachers use daily observational assessment to provide work that matches the requirements of pupils with special educational needs. There are good communications between teachers and support staff and this enables support staff to help pupils towards the targets identified in their individual education plans. As a result of good teaching, pupils with special educational needs make good progress. The teaching of pupils in the Reading Recovery Programme is very good. There are very good strategies used to ensure that pupils make good progress. For example, careful questioning by the teacher makes sure that sentences are not just read but understood by the pupils. Pupils respond very enthusiastically to this individual help, they use their skills to identify and build words that are new to them from the text and show obvious pleasure when successful.

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

21 The improvements in curriculum since the last inspection have only been partly successful, for example, there is now sufficient time given to design and technology, art and religious education and teachers' planning for these subjects has improved. The school is following the National Literacy and Numeracy Strategies and this has resulted in improvements to pupils' learning. There has been unsatisfactory progress in improving the resources required for physical education, art and design and technology and this is inhibiting further development of these subjects. However, the quality and range of learning opportunities provided by the school are satisfactory. The statutory requirements of the National Curriculum are met and the school complies with the requirement to have a daily act of collective worship. The school has just adopted the recently reviewed Locally Agreed Syllabus for religious education and the policy and scheme of work have recently been reviewed to take into account the new guidelines. The curriculum has a satisfactory breadth and balance and all pupils have equal access to it. The overall time allocation for lessons is satisfactory and is in line with the national average for a school of this type. There are sufficient opportunities for pupils to acquire information technology skills. However, the use of information technology and the time given to it still varies from class to class. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring.

22 The curriculum for children under five in the nursery and reception classes is very well planned because teachers have very good knowledge and understanding of the areas of learning required for

children under five. They use a range of strategies which promote children's learning very well. Throughout the early years, the nursery nurses and other adult helpers make a significant contribution to learning. Teachers plan very carefully to provide activities which are matched well to children's varying abilities. They ensure that adults know what they are expected to do when working with groups of children. Children are regularly assessed, the results of assessments are recorded conscientiously and used to inform future lessons. These procedures are a strength of the curriculum for children under five.

23 The school is using the new nationally recommended guidance to plan the curriculum in some subjects and has plans to introduce it in September for most of the others. This provides a sound framework for teachers and makes sure that the curriculum is broad and time allocations are balanced between all of the subjects. It also provides a clear picture of the skills that pupils need to develop, but the school has yet to identify how and where these skills will be developed in some subjects. As a result, although the content of the curriculum is covered in teachers' planning, the school cannot guarantee that pupils, particularly in Key Stage 2, develop their skills systematically. This is particularly true in science and contributes to the low standards in this subject. In science, the curriculum is planned for the current arrangement of classes and the organisation of resources, this does not take sufficient account of the skills that pupils in different year groups should learn. The current timetable for physical education does not provide for athletics in Key Stage 2 but plans are in place to include this from next year.

24 The school has a good programme of personal, social and health education. This is well supported by visitors to the school including the school nurse. Pupils are expected to develop a personal code of values, in which looking after others and developing a feeling of community within the school is actively encouraged. Most classes have their own set of rules to encourage such attitudes as working hard, listening carefully and to show respect and consideration of others. Visits to different places of interest give pupils opportunities to develop their personal and social education in different settings. Pupils' knowledge and understanding of health education, facts about drugs and sex education are developed through the science curriculum. The provision is good, wide ranging and has a positive impact on pupils' learning. The number and range of extra curricular activities are satisfactory. The school enables pupils to improve their skills in team games such as football, netball and volleyball by providing clubs in the lunch break or after school. Pupils have the opportunity to compete against other schools in various sporting fixtures. There is a literature club but other areas of the curriculum such as music are not as well supported through the extra curricular programme.

25 The school makes satisfactory provision for those pupils who are identified as having special educational needs. They have access to all areas of the curriculum. The curriculum is well matched to their needs so that they make good progress. Targets on individual education plans are specific and focus on aspects of literacy, numeracy and pupils' levels of concentration. These individual education plans are monitored regularly and they are reviewed appropriately. Pupils who have statements of special educational needs have statutory annual reviews. In literacy and numeracy lessons, support assistants work with pupils with special educational needs in class where possible, but all activities, especially in Key Stage 1, are planned by the teacher to provide worthwhile and achievable learning opportunities for these pupils. However, procedures for the identification of pupils with special needs are unsatisfactory. The proportion of pupils with special educational needs is well below that found nationally in similar schools. This is because the school assessments compare pupils with others in the school rather than with the wider National Curriculum attainment levels. As a result, some pupils are not identified early enough in their school career and therefore do not receive as much support as they require.

26 The provision for pupils' spiritual development is satisfactory. From the earliest years, children are given opportunities to explore their thoughts and feelings about love, kindness, caring for others and caring for their pets. Pupils are given many opportunities that lead them to reflect on their lives and the lives of others and become sensitive and considerate in their dealings with others. The school, after a period of considerable turbulence, now has a calm, purposeful atmosphere. The school promotes

opportunities for visiting speakers to take collective worship in a happy and supportive atmosphere. In assemblies, the head teacher encourages pupils to reflect on aspects of love and kindness. Pupils sing hymns thoughtfully and tunefully, with time for a quiet prayer at the end of collective worship and at the close of morning lessons.

27 The provision for pupils' moral development is good. Positive behaviour strategies have been introduced throughout the school since the appointment of the acting head teacher and these strategies have been adopted by all members of staff, resulting in good attitudes and behaviour in the majority of lessons. Pupils are beginning to be self-disciplined and, older pupils in particular, realise that they can change the way they react to situations. Younger pupils are given many opportunities to understand the difference between right and wrong, for example when a class of Year 1 pupils talked about their feelings and experiences of honesty and trust linked to the story of "The Boy Who Cried Wolf". The highlight of the week in school is the "Special Mentions" assembly to which parents are invited, this is a celebration of all that is good in the school community. Pupils respond well to the success of others in all aspects of school life.

28 The school is now promoting the social development of pupils in a positive way. This is reflected in the quality of the relationships seen in the classrooms and throughout the school, which are supportive and helpful. Pupils are encouraged to take responsibility around the school and this is done with enthusiasm, for example, pupils collect litter and keep the external environment of the school tidy. In assemblies, pupils take turns to help with equipment. Pupils are given opportunities to develop responsibility; for example, in the nursery, children choose large wheeled toys and know that they have to take turns, share with others and tidy up after their activities. Older pupils show their developing sense of living in a wider community by collecting money for charities, for example, pupils collected money for the people of Kosovo and to support a child in Africa by providing funds to pay for school equipment.

29 The school's provision for cultural development is satisfactory. Since the appointment of the acting head teacher, the school is now committed to developing a multicultural aspect to the curriculum, particularly by buying a selection of multicultural resources to develop this aspect in art, music, English and religious education. Plans are now in place for the pupils to appreciate their own local cultural heritage, by visits to the nearby Cusworth Hall. The school makes good use of the local parish church and brass band to enable pupils to appreciate the traditions of their own locality.

30 Since the previous inspection, the school's provision for the moral and social development of pupils has improved and has been maintained in spiritual development. Issues raised in the last inspection about raising pupils' awareness of the multicultural nature of our society have still to be fully addressed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31 The procedures for child protection are good but there are significant and serious weaknesses in the health and safety provision at the school and these have a negative impact on pupils' overall welfare. The school is aware of these weaknesses and is already taking urgent steps to overcome them.

32 Child protection procedures are in place and are effective. The school nurse is a frequent visitor to the school and provides a high degree of welfare support to individual pupils and to their parents. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate and remedial action.

33 The school, with the regular assistance of the Education Welfare Officer, monitors the individual levels of pupil absence and lateness and takes appropriate steps to focus on individual pupils' poor attendance. However, the current levels of attendance are still unsatisfactory and have not shown any significant improvement since the last inspection. The school has developed a range of effective

strategies for the monitoring and control of behaviour. The acting head teacher has introduced an effective system that is successfully improving pupils' behaviour. The school is quick to involve parents if necessary, for example, the introduction of lunch time exclusion which has proved to be a positive method of dealing with problems. Classroom support assistants, nursery nurses and non teaching assistants provide a good level of additional support to pupils in the classroom and they work in harmony with the teaching staff. The Reading Recovery Programme is very well organised and provides a good level of additional support to pupils in Year 1.

34 The school is in the very early stages of implementing effective procedures for assessing pupils' attainment and progress. On arriving at the school six months ago, the acting head teacher found few records of pupils' attainment and progress. A priority has been to produce a draft policy for assessment, in consultation with all the staff. This policy is very comprehensive and should ensure that records of individual pupils' attainment and progress are regularly maintained as pupils move through the school. Already, termly assessments take place in English and mathematics. This year, the statutory tests in English, mathematics and science are supplemented by optional tests in Years 3, 4 and 5. Reading records have been improved as a result of the input into the school from the local education authority's Reading Recovery Programme.

35 Teachers keep careful records of the work covered by pupils in their class, but these do not indicate what individual pupils know, understand and can do. As a result, teachers' lesson planning does not identify work which is matched well to pupils' previous learning. In many subjects, assessment of what pupils know, and the progress they make, is heavily reliant on teachers' professional judgement and their knowledge of the pupils in their class. Where teaching is good or very good, teachers use good questioning skills to assess pupils' gains in lessons. Lessons are evaluated well and these informal assessments inform some future lessons well. However, this is not consistent throughout the school and, as such, it is unsatisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36 Parents' views of the school and the school's links with parents are good. The impact of parental involvement with the school is satisfactory.

37 The parents' meeting and the returns on the parental questionnaire provide a positive view of the school. A significant majority of parents are supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. They also feel that the teaching is good and that the school is now well managed following the recent appointment of the acting head teacher. However, the annual reports to parents are still unsatisfactory despite being highlighted as an issue for attention during the last inspection. The acting head teacher has a new report form available and a number of very positive initiatives have been introduced with the specific aim of developing the home/school partnership. The range of extra curricular activities at the school is satisfactory.

38 Although some parents are frequent visitors to the school to provide welcome classroom support and help on school trips, the number of parents who take on this role is small. Discussions with parents during the inspection were positive and showed that they appreciated the improvements in the school. The school nurse and other external agencies provide a high level of support to both pupils and parents and this provision has a positive impact on the whole school environment. There is a good level of additional support provided for pupils with special educational needs and parents are welcome to discuss any issues in confidence with senior members of staff.

39 Some parents play an important part in their children's education by helping them at home by listening to them read or assisting them with project work which is related to a particular topic being studied at school. Parents have attended school based development courses and the Reading Recovery

Programme has been welcomed as a positive additional support for some pupils. The developing relationship with secondary schools plays a significant part in helping pupils to transfer smoothly from one school to another at the end of Year 6. The school's links with parents provide a satisfactory contribution to pupils' learning and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40 The recently appointed acting head teacher provides very good leadership and gives a clear educational direction for the school. Progress towards dealing with the issues identified in the previous inspection of the school in November 1997 has been unsatisfactory. This is largely because of the instability created by the absence of key members of staff and a series of different acting head teachers during the last two years. However, the recently appointed acting head teacher and governors have started to respond effectively to the last inspection in certain areas. With the exception of the delegated responsibilities given to the deputy head teacher, the leadership and management of the school have improved and now ensure that there is a clear educational and social purpose for the work of the school. Governors are more actively involved in the work of the school, for example, they have a good plan to effectively address the problems created by the deficit in the school budget. The improving quality of teamwork by staff is now good and fosters a positive ethos in the school where all pupils are valued. The school has made an effective start to the monitoring of teaching and the delivery of the curriculum. For example, the head teacher, local education authority advisers and co-ordinators for English and information technology have observed teaching and learning and provided good information to teachers of examples of good practice. The governors, many of whom are recently appointed, take their responsibilities seriously and they are committed to helping the school move forward. They are now making a better contribution to the effective running of the school and are committed to maintaining and raising standards further. With their current level of involvement and commitment, the governors, in partnership with the head teacher and staff, are now well placed to plan and implement further improvements.

41 The acting head teacher's monitoring and evaluation of the school when appointed last November has given him a clear and realistic understanding of the school's strengths and weaknesses. A top priority was to improve pupils' behaviour, the strategies used have been largely successful and the majority of pupils now behave well. A number of difficult management decisions have been taken resulting in staff changes, new job descriptions and specific management roles for subject co-ordinators. The head teacher ensured that all staff had training in the implementation of the National Literacy and Numeracy Strategies as well as in information technology. The quality of teaching has been monitored by the head teacher and advisors from the local education authority. Audits of resources have been undertaken, new schemes of work have been written, for example, for information technology and geography and setting has been introduced in English following the use of standardised tests. As a result, there is now improved staff morale and co-ordinators are beginning to fulfil their management roles more effectively. These improvements are still at an early stage of development but they are beginning to improve the quality of teaching and pupils' learning.

42 The majority of staff have a shared commitment to raise standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school's commitment to improve educational standards and provide equal opportunity for all pupils. Following a difficult period in the school's life the governors are now much more involved with the management of the school and are committed to improving the school building and improving standards in the school. They are kept well informed by the head teacher and have a good committee structure to enable them to support the head teacher and meet their statutory responsibilities. There are named link governors in place for each class in the school and parent governors visit regularly and support the work in school by hearing pupils read. There have been improvements in the resources for the library both in books and in the provision of an attractive room following its conversion from a storage area. Governors are aware that there are more non teaching assistants than is justified by the number of pupils and this has contributed to the school's overspend of its budget. However, they now have a good action plan in place to remove this deficit by the year 2002 as well as addressing the urgent need for resources and redecoration in a number of areas in the school. The school has been given a grant to improve important aspects of the school, for example, new heating systems and an improved

entrance. The school's aims are clearly expressed, the governors now have a clear picture of the work of the school and are particularly pleased with the improvements made in a relatively short time.

43 The school fulfils all legal requirements for special educational needs and the co-ordinator handles the work very efficiently and effectively. Good policies and procedures aimed at ensuring support are in place. However, pupils with special educational needs are not identified early enough in their school life and so appropriate action is delayed. For those pupils who are on the school register there are clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective, as a result, they make good progress.

44 The school development plan is now an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly cross-referenced. Priorities include the continued monitoring of the curriculum intended to improve further pupils' attainment and learning. The school knows its strengths and areas for development and now has a good grasp on how to improve. A number of health and safety issues were raised with the head teacher and governors during the inspection and appropriate action had already been initiated.

45 Staffing has been a major issue at the school for a number of years and it was highlighted in the last report by reference to the fact that the contribution of some senior staff did not reflect their level of seniority. The recent appointment of the acting head teacher has been very effective and, already, a number of initiatives have taken place to rebuild staff morale and confidence with very positive results. The teaching staff are very dedicated and they provide valuable support to the head teacher and to the pupils at the school. A wide range of classroom support assistants, non teaching assistants and nursery nurses provide a high level of support to the teaching staff, pupils and parents. However, the school is aware that the number of support staff and the hours they work are not justified by the number of pupils in the school and this over staffing is contributing to the overspend in the school's budget. The governors have already initiated an action plan to address this matter. The head teacher is leading the way with staff discussions and monitoring to identify the training which support staff need to further improve their contribution to pupils' learning. Good job descriptions are now in place and there are effective procedures for the induction of staff that are new to the school.

46 The accommodation is on a split site with the two key stages in different buildings and the nursery in a further separate building. This situation has disadvantages, but the teaching staff make good use of what they have for the effective delivery of the curriculum. Some of the toilets are in a poor condition but it is acknowledged that the school is aware of these shortcomings and plans are well advanced to make significant changes which will include the toilets, school reception area and head teacher's office. With the exception of information technology, learning resources in many areas of the curriculum are poor but it is once again acknowledged that the school is very much aware of this situation and already has plans to gradually bring the number and range of resources up to a satisfactory level as soon as funds allow. However, staff make the best use of the resources they have, for example, the recently acquired computers, Internet link and new programs are effectively improving pupils' learning in information technology.

47 The head teacher has developed a very good working relationship with the secretary. This is a crucial partnership in managing and monitoring the school's finances and in ensuring the principles of best value are followed. Financial planning and control are now much better, the governing body has a

finance committee who, together with the head teacher and support from the local education authority, have agreed the immediate priorities and have created a realistic school development plan. The head teacher effectively exercises day-to-day financial control within agreed limits. This is an improvement on previous practice and the school is now well set to continue the improvements already started. The day-to-day administration of the school is good. The secretary has a good knowledge and understanding of both the school and local authority systems, which makes a positive contribution to the smooth and efficient running of the school. All points raised at the last audit have been addressed. Money allocated for the support of pupils with special educational needs is directed towards meeting their needs. Funding intended for professional training of staff is effectively used for that purpose. Good use is now being made of the expertise of staff, for example, there has been a reorganisation of subject responsibilities, which is effectively improving pupils' learning.

48 The acting head teacher has been the driving force behind the school's recent improvements. He is now well supported by the governing body and most other key staff. Co-ordinators are only just beginning to develop their role to monitor teaching and the delivery of their subjects. Educational priorities are now supported through the school's financial planning. The head teacher and governors have been forced by circumstances to set a deficit budget for the current year, however, they now have a good action plan to address this problem. The limited number of improvements since the last inspection and pupils' below average attainment by the end of Key Stage 2, mean that the school is providing unsatisfactory value for money. However, the recent improvements indicate that the school is now well placed to implement future initiatives and improve.

49 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Improve pupils' standards of attainment in English, mathematics and science by:
- setting precise objectives of what pupils are expected to learn in their lessons;
 - identifying opportunities to assess what pupils have learnt;
 - ensuring that the results of these assessments are used when planning future lessons, in order to build effectively on pupils' previous learning;
 - improving teachers' knowledge and understanding of science, particularly in Key Stage 2.
(Paragraphs 1, 2, 5, 7, 14, 15, 19, 23, 35, 59, 66, 70, 72, 73, 76, 116)
- B. Improve pupils' attainment in information technology by ensuring that all teachers make more use of information technology to record and handle data from work carried out in other subjects, especially in mathematics and science.
(Paragraphs 8, 21, 95, 96, 97, 98, 99)
- C. Improve the range of management responsibilities of the deputy head teacher to include an overview of whole school matters and ensure that these are effectively carried out.
(Paragraphs 40, 45, 71, 104)
- D. Provide a greater range of resources for all subjects to enable teachers to effectively teach all elements of the planned curriculum.
(Paragraphs 9, 21, 42, 46, 57, 77, 82, 86, 90, 105, 109, 114)
- E. Use the effective assessment practice in the Early Years Unit to identify pupils with special educational needs earlier in their school career.
(Paragraphs 3, 25, 43)
- F. Attend to the health and safety concerns raised with the head teacher and governors during the inspection.
(Paragraphs 31, 44)

NB. The school has identified these issues in its own priorities and has good action plans in place to address these matters.

In addition to the key issues above, governors should include the following issues as part of the action plan:

- improve the quality of annual reports to parents on their children's attainment and progress;
(Paragraphs 37, 72, 77, 99)
- ensure that the governors' good action plan to address the problem of the budget deficit is fully implemented.
(Paragraphs 40, 42, 45)

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	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	20	42	34	1	1	1

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	325
Number of full-time pupils eligible for free school meals		112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	49

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	20
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	3.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	26	26	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	16
	Girls	20	19	18
	Total	33	35	34
Percentage of pupils at NC level 2 or above	School	63% (67%)	67% (59%)	65% (67%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	16	16
	Girls	20	17	20
	Total	30	33	36
Percentage of pupils at NC level 2 or above	School	58% (69%)	63% (65%)	69% (78%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	19	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	20	15
	Girls	8	12	11
	Total	14	32	26
Percentage of pupils at NC level 4 or above	School	29% (51%)	67% (45%)	54% (53%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	18	14
	Girls	8	12	11
	Total	13	30	25
Percentage of pupils at NC level 4 or above	School	27% (45%)	63% (64%)	52% (66%)
	National	68% (65%)	69% (65%)	75% (72%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – Afro heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	269
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	23.2
Average class size	32.5

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	212

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31.0

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	10.3
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	556,704
Total expenditure	600,956
Expenditure per pupil	1,688
Balance brought forward from previous year	44,140
Balance carried forward to next year	-112

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

660

Number of questionnaires returned

31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	26	10	0	0
My child is making good progress in school.	43	43	0	7	7
Behaviour in the school is good.	34	41	10	3	10
My child gets the right amount of work to do at home.	32	32	26	6	3
The teaching is good.	47	40	7	3	3
I am kept well informed about how my child is getting on.	47	33	7	10	3
I would feel comfortable about approaching the school with questions or a problem.	63	33	3	0	0
The school expects my child to work hard and achieve his or her best.	55	41	3	0	0
The school works closely with parents.	40	47	3	3	7
The school is well led and managed.	36	36	14	0	14
The school is helping my child become mature and responsible.	43	43	10	3	0
The school provides an interesting range of activities outside lessons.	27	30	23	7	13

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

50 When children enter the nursery, many have very low language and social skills for their age. They make good progress in all the areas of learning and this good progress continues in the reception classes. As a result, by the age of five, children's attainment is below the levels expected for their age in language and literacy and numeracy. Their attainment broadly matches the expected levels for personal and social development, knowledge and understanding of the world, creative and physical development.

51 Children in the nursery make very good progress in developing their personal and social skills. They learn to take responsibility for resources and for their personal hygiene. They tidy and clean paint brushes and know they have to put aprons on before working in creative areas. From entry to the nursery, children are taught to register themselves at the start of each session, by using symbols or letters matched to their name cards. Children quickly gain confidence and they are very proud of the work they do. They often share their work with parents, who have good opportunities to work alongside their child. Children share resources with each other and they know classroom routines as well as what is expected behaviour. By the age of five, the majority of children listen carefully to each other. A few children work without adult support for short periods. They take care of resources and are polite to adults and to each other. Children know about Jesus and about some of the stories He told. They are developing an awareness of the difference between right and wrong.

52 Children make steady progress through the early years in developing their language and literacy skills. They listen well and follow adults' instructions. A great emphasis is placed on developing children's speaking skills. However, many children do not progress well despite the planned opportunities to develop speech in all the areas of learning. In the nursery, one child pretended to use the telephone, but could not explain to whom he was talking and just said "Hello" and "Bye". By the age of five most children take turns when talking. They gain confidence in speaking, but the majority use simple words and phrases to share their ideas. Children's reading skills develop slowly. They are interested in and enjoy sharing books, but for many children their concentration span is very limited. Children are taught to handle books correctly and they know that pages are turned from right to left. By the age of five, children recognise that print carries meaning, although their vocabulary of known words is limited. Many children 'tell' a story that they have shared with adults. One higher attaining child, who has a limited vocabulary of a few known words, consistently misread 'can' and said 'could'. There are good opportunities for children to experiment and develop writing skills. In the nursery, children attempt writing and, with the help of their parents, self-register at the start of each session. Most children attempt writing symbols and a few write the initial letter of their name. A few older children write their own names using recognisable letter shapes. By the age of five, all children practise writing skills. A few children copy write simple words to make a short sentence, but they often miss out some words. Children write in a left to right direction when making symbols and letter like shapes. A few children form some letters incorrectly, for example the letter 'a'.

53 In the nursery, children are taught to count and recognise numbers. They are given free access to sand and water to explore by themselves. Two children using sand to fill containers, knew when they were 'full' or 'empty'. Children sort and match objects of different sizes and colours, but not many children know the names of the primary colours. A few children count confidently up to five objects. When sharing a picture book, one child recognised "numbers are going backwards" when they started at 10 and counted down to 1. By the age of five, children practise counting and matching numbers up to 10. About half of the children recognise numbers up to five, although many confuse the numbers '4' and '5'.

A few children count spots on a dice, then use the total number to move coloured counters along a number line. Children are taught mathematical terms such as 'full', 'empty', 'heavier' and 'lighter'.

54 In the nursery, children learn to use the skills of cutting and joining when making model vehicles for their topic "Things that Move". They use the computer to support counting and literacy activities. They are taught safety factors, for example, when working with an adult to saw wood when making vehicles from their own designs. In water play, they investigate how things move. Children develop an awareness of the wider world. The teacher used an inflatable globe to show children the countries and the seas of the world. By the age of five, children recognise parts of the body such as arms, legs, knees and elbows. They name different materials and talk about some of the similarities and differences, for example, "straw is soft, but bricks are hard". They are aware that seeds need water and sun to grow and know the petal, stem, leaf and root of a flower. Children name some animals and creatures found in their local environment. They develop an idea of the passage of time by talking about when they were babies and what they are like now. They talk about their parents and their grandparents. Children select tools and materials for a range of modelling and making purposes. Children are given good opportunities to manipulate the cursor on the computer when matching pictures, letters and number games.

55 Children respond well to opportunities for imaginative play in the home corner. They use paint and other drawing materials to create imaginative pictures. They build models and work with construction kits. In the nursery, children manipulated play dough and used shapes to cut out model cars and lorries. By the age of five, children continue to have good opportunities to experiment and improve their creative skills. They sing enthusiastically and tunefully and know a number of action songs. They clap rhythms to the song "I am the music man" and know the names of the instruments they play.

56 In the nursery there is very good provision for children to develop their physical skills. Children have good skills of balancing and climbing. There is good outdoor provision and safe indoor climbing apparatus which is used throughout the day. This very good provision does not extend into the reception classes for children under five. However, the absence of this provision does not have an adverse impact on the standards of children's physical development by the time they are five. The reception classes have regular use of the school hall. By the age of five, children move confidently with good awareness of space and others. They have good co-ordination when moving sideways and develop an awareness of right and left direction. Children suggest other movements they know such as long strides, skipping and jumping to improve their performance. Children's skills when working with tools, such as scissors, glue, card and handling jigsaws develop well.

57 Resources are barely adequate. In the nursery, new resources and many replacements have been dependent on the proceeds from fund raising activities. Since the last inspection report, there has been no improvement in the outdoor provision for children under five in the reception classes.

58 The quality of teaching for children in the early years is good. Some very good teaching was seen in the nursery and occasionally in one reception class. Teachers have very good knowledge and understanding of the areas of learning for children under five. They use a range of strategies which promote children's learning very well. In a lesson in one of the reception classes, the teacher asked the children to write her a note to remind her to bring something to school. This was a good example of children learning about the different purposes of writing. Throughout the early years, the nursery nurses and other adult helpers make a significant contribution to learning. Teachers plan very carefully to provide activities which are matched well to children's varying abilities. They ensure that adults know what they are expected to do when working with groups of children. Nursery nurses and other adults record their observations of the group of children they are working with. These are shared with the teachers. Children are regularly assessed, the results of assessments are recorded conscientiously and used to inform future lessons. These procedures are a strength of the curriculum for children under five. The curriculum is very well planned, with an emphasis on improving children's language skills. The

nursery is establishing strong links with parents. They are encouraged to share their children's work. This continues in the reception classes with parents being encouraged to share books with their children at home. There is good communication between the class teachers and parents through comments in the children's reading records. The early years provision is a strength of the school and children are effectively prepared for the National Curriculum.

ENGLISH

59 By the end of Key Stage 1, pupils' attainment in English is below the level expected for their age, which is similar to the last inspections findings. In the 1999 National Curriculum tests, pupils' attainment in reading and writing was well below the national average. The proportion of pupils reaching the higher levels was well below the national average in reading and below the average in writing. Pupils' results in English were also well below average when compared to similar schools. In the teacher assessments of speaking and listening pupils' attainment was well below the national average and below the average for the number reaching the higher levels. In both reading and writing, girls attained higher levels than boys. This also applies on a national scale but the difference is more pronounced in the school's test results. By the end of Key Stage 2, pupils' attainment in English is well below the level expected for their age. In the 1999 National Curriculum tests, pupils' attainment was very low when compared to both national averages and similar school averages. The proportion of pupils achieving the higher level was well below the national average. The trend over time is one of improvement until 1999 when attainment showed a fall. Standards are still not high enough at the end of both key stages. The better teaching and the impact of the leadership of the acting head teacher since November 1999 have not yet had time to have an impact on National Curriculum test results. The school recognises the weaknesses in attainment and is now placing greater emphasis on language development across the whole curriculum. The school is aware that all areas of English need improvement and the good management of both the school and the subject means that they are well placed to raise standards.

60 Pupils enter the school with a limited range of language skills and experiences. The majority, including those with special educational needs, are now making better progress and achieving at a satisfactory level because of the introduction of the National Literacy Strategy and better teaching. By the end of Key Stage 1, pupils' speaking and listening skills are below that expected for their age. However, they are improving and now pupils in Key Stage 1 concentrate for longer periods and they listen to others while waiting their turn to speak. Some retell stories and describe the characters. For example, in a Year 2 lesson on adjectives and synonyms, pupils suggested adjectives to describe the characters in a story by Roald Dahl. They demonstrated very good self control despite their obvious enthusiasm. In a Year 1 lesson the teacher used effective questioning to encourage pupils to talk about the story they were reading. Although listening skills are well developed and pupils respond well to teachers' instructions there is little sustained speech except from a small number of pupils. Teachers make effective use of drama to enhance pupils' confidence in speaking. In a Year 1 lesson, for example, pupils were expected to speak clearly to the rest of the class. By the end of Key Stage 2 pupils' attainment in speaking and listening is below the level expected for their age. Although teachers try to involve as many pupils as possible in oral work, speaking skills are at a low level because there are not yet sufficient strategies in place to encourage them to speak at length such as controlled discussions and formal debate. Nevertheless, pupils frequently read aloud and share ideas well. For example, pupils in Year 4 express themselves well when discussing a text about piggy banks.

61 By the end of Key Stage 1, pupils read a good selection of literature during the Literacy Hour. They express their opinions about the stories and they use a wide range of strategies when reading, such as phonics and context cues. Many average and lower attaining pupils have not yet mastered these strategies. A minority can read competently for pleasure and to obtain information. Despite the very broad range of reading skills there is clear potential for improving attainment because of the enthusiasm of the pupils. This was particularly evident in a Year 2 library lesson when pupils were keen to talk about

the stories they were reading and to read to each other. They respond well when the teacher encourages discussion in small groups. At the end of Key Stage 2 many pupils are competent, fluent readers but lower attaining pupils in Year 6 still have difficulty with simple texts. They lack understanding of speech marks and exclamation marks. Their lack of understanding of basic vocabulary means that they do not always get the correct meaning from even a simple text. In some cases they have not acquired the strategies taught in Key Stage 1 and this limits their progress. The Reading Recovery Programme has recently been successful identifying pupils in Key Stage 1 who have difficulties with reading. The scheme has been responsible for the spreading of good practice in both the teaching and assessment of reading. Although pupils are well motivated in lessons there is not a strong culture among older pupils of reading for pleasure. This is something which the school is trying to address.

62 Pupils' standards in writing at the end of Key Stage 1 are well below those expected nationally. Only a minority can write simple sentences with the most common words spelt correctly and with basic punctuation. However, the strategies now being used by teachers are placing greater emphasis on writing skills. This means that pupils get more sustained practice. They write for a range of purposes. For example, in a Year 1 class pupils composed questions about elephants to be answered from non-fiction books. In the same class pupils wrote sentences to say what was their favourite part of the story. Their handwriting skills are now improving due to rigorous whole class sessions when pupils practise letter formation. Pupils are very enthusiastic about this and are keen to show what they have achieved. By the end of Key Stage 2, only a minority of pupils write fluently, accurately and at length. A large proportion of pupils still have very limited skills. They confuse capital and small letters, do not understand the correct use of punctuation and spell the most common words incorrectly. Many pupils of average and below average attainment in Year 6 still do not routinely use joined script. Standards of presentation are not always satisfactory. This is because expectations in this area in Key Stage 2 vary from teacher to teacher and there has not been sufficient time for recent school initiatives to be fully implemented.

63 The quality of teaching in English is good. No unsatisfactory teaching was observed during the inspection. This is a significant improvement since the last inspection when there was found to be a large proportion of unsatisfactory teaching. This improvement is partly due to the approach required by the National Literacy Strategy but mainly because teachers, particularly in Key Stage 1, are much clearer about what pupils are expected to learn in lessons. Pupils now learn satisfactorily because lessons move at a brisk pace, they are kept on task and productive use is made of the time. An example of this was a Year 1 handwriting lesson when all pupils worked enthusiastically throughout and made noticeable improvement. In a Year 2 lesson on adjectives pupils learned well because they related the topic to stories and poems they had read and developed good understanding of synonyms. The challenging nature of the work and the brisk pace ensure that pupils are engaged all the time. In Key Stage 2 there is also good learning, for example, in Year 5 pupils acquire good appreciation of differences between dialect and standard English. They study texts which are appropriate to their abilities. However, these high expectations are not consistent. For example, in a Year 4 lesson on compound words, the highest attaining pupils were not sufficiently challenged once they had understood the principle of joining two or more words together. Although behaviour was just satisfactory in this lesson pupils did not concentrate well and were easily distracted. Teachers are aware of the special needs of some of their pupils and ensure that they are given appropriate work. In the school identified "target" class in Key Stage 2, lessons were very good or excellent because of the high expectations of the teachers, very effective classroom management and the high quality of the learning taking place. In all classes teachers require, and usually achieve, high standards of behaviour. Teachers ensure that pupils use information technology in English, usually for word processing to improve their skills in both subjects.

64 In almost all English lessons observed behaviour was good and sometimes very good. Pupils show good motivation and work well both alone and in groups and pairs. They concentrate well for long periods. The only exception to this was in a Key Stage 2 lesson in which the work was not sufficiently

challenging for some pupils and they became restless. Learning is enhanced by the very good relationships between pupils and teachers and between the pupils themselves.

65 The English curriculum is broad and balanced. The National Literacy Strategy is in place and teachers are familiar with its structure. There is a range of procedures to assess pupils' attainment. However, the information gained is not used sufficiently well to guide teachers' planning and ensure that pupils are given appropriately challenging tasks that build effectively on their previous learning. This is particularly important in the case of the higher attaining pupils in Key Stage 2. The recently appointed head teacher has provided stable management during the last few months. This has had a very significant effect in some areas such as staff morale and pupils' behaviour and attitudes. This has not yet had time to improve pupils' attainment by the end of both key stages. The Reading Recovery Programme is successful, not only in improving pupils' reading skills, but also in developing their confidence and enthusiasm. It has also been successful in obtaining greater support from parents by promoting more interest in their children's learning. The strong leadership and management by the head teacher and subject co-ordinator, teachers' enthusiasm and pupils' positive attitudes to learning all contribute to high potential for improvement in standards.

MATHEMATICS

66 By the end of Key Stage 1, pupils' attainment in mathematics is below the level expected for their age. In the 1999 National Curriculum tests, pupils' attainment was very low when compared to the national average. The proportion of pupils reaching the higher levels was also well below the national average. The pupils' performance was also well below average when compared to similar schools. Over a four-year period, girls have consistently performed better than boys. By the end of Key Stage 2, pupils' attainment in mathematics is below the level expected for their age. In the 1999 National Curriculum tests, pupils' performance rose markedly from 1998 and their attainment, although below the national average, was above the average for pupils in similar schools. The proportion of pupils achieving the higher level was also above the average for similar schools. There was no significant difference between the attainment of boys and girls, but over a four-year period, girls have achieved higher standards in mathematics. The standards achieved by the present Year 6 are similar to 1999 and the school may just achieve the target agreed with the local education authority. By the time pupils are eleven years old, they have made satisfactory progress from entry at the age of four, in the development of their mathematical knowledge, understanding and skills. Standards however are still not high enough at the end of both key stages. The better teaching and the impact of the leadership and enthusiasm of the acting head teacher since November 1999 have not yet had time to have an impact on National Curriculum test results.

67 In Key Stage 1, pupils now make good progress in lessons. This is because teaching is consistently good and the National Numeracy Strategy is being well implemented. In reception classes, children count backwards and forwards on a number line to 20 to develop an early understanding of number. In Year 1, pupils count orally from 1 to 100 with great confidence. Higher attaining pupils know that numbers below zero are minus numbers. They know the everyday names for two and three dimensional shapes, with below average ability pupils developing the vocabulary to describe the properties of two dimensional shapes in simple terms. Pupils with special educational needs make good progress when they are given tasks that start from what they know and build effectively upon this. In a class of mixed Year 1/2 pupils, they extend their mental arithmetic skills by orally recalling addition facts to 10. The majority of pupils develop their knowledge and understanding of shapes and recognise the lines of symmetry in folded shapes. Pupils made very good progress in this lesson, as their activities were matched to their different abilities. In a Year 2 lesson, pupils worked very effectively with a partner to match pairs of numbers up to 20, then extended this activity by writing number patterns in addition and subtraction. Early data handling skills develop as pupils sort their numbers into a table. A majority of pupils understand mathematical signs and symbols and use the correct vocabulary to describe them.

68 In Key Stage 2, pupils make satisfactory progress overall, but this progress sometimes dips markedly in lessons where teaching is poor. In the majority of lessons however, the impact of the Numeracy Strategy is clearly having a positive impact. In Year 3, pupils practise the mental recall of addition and subtraction facts to 50 and use successful strategies to calculate numbers by rounding up. Pupils with special educational needs in a target class make good progress in their counting skills to 100 and revise their knowledge and understanding of time. In a Year 4 class, pupils were unable to mentally calculate 48-9. A majority of pupils were also unable to calculate $\frac{1}{5}$ of 20. Pupils made unsatisfactory progress in this lesson because the pace of teaching was too slow. In a class of mixed Year 4/5 pupils, they understand about inverse operations and check their answers systematically. In Year 5, pupils develop their knowledge and understanding of using scale and measurement and the majority of pupils record accurate measurements. In Year 6, pupils make good progress in their knowledge and understanding of approximation and estimation. They use sound strategies to estimate the number of slices of bread they eat over a week, then over a year. Pupils confidently use a calculator to check their results at the end of the lesson.

69 The quality of teaching in Key Stage 1 is good and often very good. This represents an improvement since the previous inspection. When teaching is very good, lesson plans are very detailed and teachers match the activities effectively to the different ability of the pupils. Teachers demonstrate a very secure knowledge of the teaching of basic skills; lessons are brisk and challenging, with time managed well. Pupils are given many opportunities to reinforce their existing skills and knowledge, but lessons are designed to extend and develop their understanding. These effective teaching strategies, and the successfully implemented Numeracy Strategy, are beginning to raise standards in Key Stage 1.

70 The quality of teaching in Key Stage 2 varies between poor and good and as a result, the progress pupils make dips within year groups. These inconsistencies in the quality of teaching affect the rate of progress throughout the key stage. When teaching is good, teachers have a brisk approach to their lessons and the expectations of what pupils can do are consistently high. Teachers show good subject knowledge and manage pupils effectively to ensure good levels of attention. In poor lessons, planning is not sufficiently detailed, incorrect mathematical vocabulary is used and lessons do not challenge pupils. Lessons lack pace and resources are not used effectively to develop correct concepts. Analysis of work indicates that the majority of teachers mark pupils' work regularly and ensure that work is neat and well presented. In a minority of examples, pupils' work was not correctly marked and incorrect concepts were allowed to go unchallenged. Teachers do not yet make regular assessments of pupils' attainment and progress and use the results to plan future learning and set targets.

71 The mathematical curriculum is broad and balanced. All teachers are fully trained for the National Numeracy Strategy which has been successfully implemented. However, whilst information technology is used in some lessons to support learning, this is inconsistent throughout the school. The majority of teachers make successful links with other curriculum areas in mathematics lessons and the majority of teachers use correct vocabulary when describing mathematical concepts, symbols and strategies. However, leadership by the subject co-ordinator is poor. Although the school policy documentation is up to date and relevant, the school has not made enough use of the good assessment data available in the Early Years Unit to judge pupils' attainment on entry to school, or to then track groups of pupils through the school to ensure their progress is consistently maintained. Information readily available from standardised tests has not been used to rigorously analyse how well the school is doing against pupils nationally and, therefore, not enough has been done to drive standards upwards. A systematic analysis of the differences in the attainment of boys and girls in both key stages is still in the early stages. The co-ordinator's role does not include structured observation of all teaching. However, the appointment of a new acting head teacher in November 1999 is already having a very positive effect on the school. Staff are now committed to improving standards and are beginning to be more rigorous in their approach in comparing results to national averages.

72 The school has made satisfactory progress since the last inspection, but the pace of progress has been slow as the school has undergone a period of great turbulence in the last two years. The annual reports to parents are unsatisfactory because insufficient detail is given of pupils' knowledge, skills and understanding. The school now has a clear strategy to move forward and a desire to tackle unsatisfactory elements, particularly in teaching and in the use of assessment data, which are both slowing progress. The school is therefore well placed to make further improvements in the standards achieved in mathematics.

SCIENCE

73 By the end of Key Stage 1, pupils' attainment in science is below the level expected for their age. In the 1999 teacher assessments in science, pupils' attainment was very low in comparison with the national average. By the end of Key Stage 2, pupils' attainment is well below the level expected for their age. In the 1999 National Curriculum science tests, pupils' attainment was very low in comparison with the national average. The school's results were well below the average for similar schools. The trend of pupils' attainment over time is broadly in line with the national trend. In the 1999 National Curriculum tests, girls performed better than boys. During the inspection, there was no significant variation noted in the attainment of boys and girls. Pupils make steady progress overall in Key Stage 1, where the curriculum is planned around science led topics. However, whilst the planning of the curriculum in Key Stage 2 ensures coverage of the content of the National Curriculum, the organisation of teachers and pupils is complicated. Each teacher teaches a science topic to a particular class for five weeks, then they teach their own class for the remaining weeks of any half term. This system results in slow progress for the majority of pupils in Key Stage 2, because teachers do not have accurate records of pupils' previous learning and pupils' achievements are unsatisfactory. Teachers' lesson planning, which is unsatisfactory, does not indicate activities which are well matched to pupils' previous gains in knowledge and understanding. Both the acting head teacher and the recently appointed science co-ordinator are well aware of the developments needed to improve the standards in science throughout the school. There is a good capacity for improvement.

74 In Key Stage 1, pupils are aware of the dangers of electricity. In Year 1, they explain how a circuit works and know that "electricity can electrocute you". They know that 'appliances' use electricity to make them work. They understand that plants need sun and water to grow, but only a few pupils explain how seeds grow into a new plant. They recognise common fruits such as tomatoes and apples. Only a few pupils record their observations of the seed patterns in different fruits accurately. By the end of Year 2, pupils recognise that 'pushes' and 'pulls' are examples of forces. They relate this to everyday actions and the majority of pupils record, using pictures and labels, whether these actions are 'pushes' or 'pulls'. Pupils recognise the names of some animals which live in a pond or underground, such as a frog and a duck. They match sounds to living things and name everyday sounds around the home. Pupils have some awareness of how the ear works. They record simple experiments, make predictions and indicate why the test is fair. However, recorded work is often the same for pupils of all abilities.

75 In Key Stage 2, pupils' written work is often the same for all abilities. There is little evidence of pupils using their understanding in science to record what they have learnt. In Year 3, pupils revise the work they did in Year 2 about forces. In a Year 3 lesson, pupils were given inaccurate information about gravity, for example "Gravity is pulling more because of what an object is made of". In Year 4, pupils draw the roots of various plants, using hand lenses. They draw carefully, but very few explain the purpose of fibrous roots. Pupils recall that they learnt that plants need soil, water and sun when they were in Key Stage 1. Pupils with special educational needs struggle to understand the scientific concept that light cannot pass through some materials. Many pupils think that, "White card will not block the light". In Year 4, some pupils suggest that putting cotton wool on top of a container will act as a thermal insulator. Most pupils do not think that the thickness of fabric matters in a fair test. Only a few pupils

suggest that the water will remain hottest if wrapped in the metal foil. Pupils in Year 5/6 make good progress in knowing and understanding the dangers of drugs. The majority of pupils know the adverse effects of smoking. In Years 5/6, pupils' background knowledge about the stages of human growth is poor. In discussion, pupils talk about some of the changes that take place in a human life, but more often reference these to everyday occurrences, such as "when you are a child you eat chocolate and things" and "when you are an adult you have to pay bills". Scrutiny of pupils' previous work indicates slow progress from the work pupils did in Key Stage 1. For example, in Year 3, pupils identified that plants need sun, water, soil and warmth to grow, and labelled petals, leaves, stems and root on a diagram of a flower. Pupils in Key Stage 1 are doing this work. In Year 4, pupils draw the life cycle of a frog and a butterfly. There was a display of this life cycle in a Year 1/2 classroom. Only by Year 5 was there evidence of progress in labelling the parts of a plant. There were few examples of pupils recording their observations and experiments using a range of methods. Pupils with special educational needs make satisfactory progress, with evidence of work being matched carefully to their specific needs.

76 The quality of teaching is satisfactory overall. Some good teaching was seen in Key Stage 1 and one lesson in Key Stage 2 was very poor. This was because the teacher's knowledge and understanding was weak and pupils were given inaccurate information. This had an impact on the learning taking place in the lesson. Where teaching is good, teachers are secure in their subject knowledge and use correct scientific vocabulary. They give pupils clear instructions, so pupils know what they have to do. In Key Stage 1, teachers know their pupils well and ask questions which reinforce learning effectively. Occasionally, pupils are challenged to suggest how they might record their findings. In Key Stage 2, teachers' knowledge and understanding is variable. Occasionally it is poor. Lessons progress at a slow pace, with teachers spending a lot of time talking and giving pupils little opportunity to be actively engaged. Throughout the school, teachers' planning makes no indication of assessment opportunities and activities are not matched well to pupils' abilities. This results in a lack of challenge for some higher attaining pupils. Teachers conscientiously teach safety factors, such as the dangers of eating berries, the dangers of electricity and of drugs. However, during the teaching of basic skills for investigative and experimental work, lessons are often over directed by class teachers. Pupils' progress is slow in Key Stage 2, where there are no opportunities in lessons for them to consider the best use of apparatus and equipment in investigations and experiments and so learning opportunities are unsatisfactory. The majority of pupils behave well in lessons. Only in one lesson in Key Stage 2 was behaviour unsatisfactory. Pupils were not listening to the teacher, they made constant interruptions and written work was careless and untidy. Pupils handle resources carefully and put away equipment at the end of the lesson. They work co-operatively in small groups, listening to each other. Occasionally in Year 6, a few boys lack interest and quickly come off task without the support of their teacher.

77 The science curriculum meets statutory requirements. However, the organisation of the teaching of the curriculum, particularly in Key Stage 2, needs to be reviewed. Teachers do not plan to match work to pupils' previous learning. Good opportunities are taken in Key Stage 1 to link science to other subjects of the curriculum and to enable pupils to apply their scientific knowledge and skills. This was evident in pupils' work about "Market Gardens" and an article about the pupils' work was published in the local paper. Information technology is not used consistently to support and extend the science curriculum. Resources are poor. This is one of the reasons for the organisation of the curriculum in Key Stage 2; teachers teach aspects of science which match the resources they have in their classrooms. However, the acting head teacher has identified this shortfall. The recently appointed co-ordinator has already received funding to support resourcing the curriculum when the school begins to implement the government's schemes of work for science in the autumn term. The annual reports to parents are unsatisfactory because insufficient detail is given of pupils' knowledge, skills and understanding in science. The co-ordinator has also identified the need to assess pupils' attainment, maintain accurate records and to use these to plan lessons which build progressively on pupils' previous learning.

ART

78 Pupils' attainment in art in both key stages is in line with what is expected for their ages and pupils make satisfactory progress throughout the school including pupils with special educational needs. Standards in art have improved in both key stages since the last inspection.

79 In Key Stage 1, pupils display their knowledge of the artist Vincent Van Gogh by identifying his portrait, they know that he was an unhappy man and that one of his most famous paintings is called "The Sunflowers". Pupils talk about the artist and express their feelings about his work. They mix paint for sunflower pictures and know that the consistency of paint is altered by adding more or less water. Older pupils develop their observational drawing skills as they draw sunflowers before making clay tiles of sunflower heads. In Year 2, pupils confidently use powder paint to mix colours. They change the shade of the colour by adding white to make it lighter or black to make it darker. Brushes and tools are used correctly.

80 In Key Stage 2, pupils in a mixed Year 4/5 class use a pencil to shade and give perspective to a sketch of a lighthouse and cliffs from their sketchbooks. Pupils understand the correct vocabulary of shading, depth, texture and perspective. When using a sketchbook, they develop the ability to sketch quickly when observing first hand seascapes and landscapes, for example when on their visit to Flamborough Head. Many pupils, however, still use a ruler when sketching and their drawing skills are not well developed. In a Year 6 art lesson, a small group of pupils displayed good skills in watercolour painting as they painted Aztec gods and idols.

81 The teaching of art is good in Key Stage 1, with some very good teaching evident when the teacher focused very clearly on developing correct techniques in painting and developing the knowledge and understanding of the works of a famous artist. Pupils made very good progress in this lesson as they developed impressive skills of mixing colours by experimenting to achieve the browns, golds and oranges reflected in Van Gogh's paintings. The teacher's use of resources and secure subject knowledge ensured that pupils' skills were reinforced. In Key Stage 2, teaching is satisfactory with some good teaching evident, for example, pupils made good progress in their skills and understanding of watercolour painting as sound techniques and skills were taught clearly and expectations of good quality work were high. In some lessons, however, expectations are not high enough and skills and techniques are not taught in a systematic way. Pupils' work is displayed well throughout the school and this is particularly effective in the junior entrance hall where flowers have been represented in charcoal, gouache, acrylic paints and appliquéd fabrics to show a wide range of skills being developed.

82 The school offers a satisfactory art curriculum, but resources for the subject are poor and this has an impact on how well teachers develop the skills and expertise of the pupils. The subject co-ordinator provides satisfactory leadership but, at the moment, has insufficient opportunities to use her considerable expertise to develop the skills and knowledge of other members of staff. Pupils' work is not assessed and a portfolio of work has yet to be developed. The curriculum does not sufficiently reflect the art of other cultures and therefore an opportunity is lost for pupils to develop a multicultural awareness in their art studies. A new scheme of work to develop knowledge and skills in art has been written and is presently on trial by the staff. For the subject to develop further, good quality resources are needed and the skills and confidence of all staff developed.

DESIGN AND TECHNOLOGY

83 No design and technology lessons were seen during the inspection. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with teachers and pupils to enable judgements to be made.

84 By the end of Key Stage 1, pupils' attainment in design and technology is in line with the level expected for their age. They make satisfactory progress throughout Key Stage 1 and build upon their knowledge, skills and understanding. In Year 1, pupils drew pictures of a miniature garden and planned where they would have the different parts. They linked the work very well to science when they built their gardens, which included the planting of cress seeds. In Year 2, pupils develop their design ideas when they draw musical instruments which they intend to make. They select the materials to use and apply their skills of measuring, cutting and gluing to make a variety of musical instruments. They design decorative features for the instruments, labelling which materials or colours they use.

85 By the end of Key Stage 2, pupils' attainment is below that expected for their age, mainly because of the very limited resources available to support the subject. For example, pupils have very few opportunities to use a range of tools or different materials to design or make models. Teachers make the best use of what is available and link the subject with others, such as science, history and geography. In Year 3, pupils design a house and use their skills in stitching to make their house using materials and threads. In the target class, made up of pupils in Key Stage 2 identified as needing additional support, pupils made a variety of musical instruments from card, using their cutting and making skills to good effect. In Year 4, pupils visited Flamborough Head and, as part of their geography studies, considered how they could prevent cliff erosion. They designed fences and made a start on their models to show how they could be deployed to prevent erosion. In Years 5 and 6, pupils made good links with their history topic on the Aztecs to design jewellery. They followed their designs and selected from a range of materials including card, threads, sequins and coloured paper to make jewellery in the style of the Aztecs. Pupils with special educational needs participate in all design and technology activities and they are supported effectively either in the classroom or in small groups.

86 Although there was no teaching of design and technology observed during the week of inspection, evidence of teachers' planning indicates that activities are structured and build upon previous work. In one Year 6 art lesson, good links were made with design and technology when pupils were making Aztec jewellery, weaving a bag and making symmetrical designs to frame their work. They were aware that designs can change during the making process as they evaluate the success of their models. The co-ordinator has responsibility for art and design and technology and is waiting for the revised curriculum before making changes to the current system. Standards have not improved since the previous inspection and the school is not yet well placed to make further progress, mainly because of a lack of resources.

GEOGRAPHY

87 By the end of both key stages, pupils' work in geography is at a level that is broadly in line with that expected for their age. By the age of seven, pupils recognise natural and man made features on a map and most can identify grid squares using letters and numbers. They understand that they will have to use grid references to describe positions on maps. Most pupils name and use the points of the compass and give accurate directions. On a large scale map of the local area they plot their route from home to school.

88 In Key stage 2, pupils acquire satisfactory knowledge and skills in geography. Most interpret maps of different scales and calculate and estimate distances. They understand map symbols and are competent using different keys. Pupils develop their knowledge of physical processes such as volcanoes and they successfully compare different settlements. Pupils know the positions of the oceans, continents and key mountain ranges of the world. They apply the skills they have learned when they study overseas locations, such as the Amazon. These studies contribute strongly to pupils' understanding of other cultures and give rise to good written work by some pupils. Most pupils draw and interpret bar charts and line graphs to compare temperature and rainfall. Learning in geography is enhanced by pupils' positive attitudes and good behaviour in lessons. This is because they get down to tasks very quickly and

are enthusiastic learners. In the lessons observed pupils co-operated well in group work so that sessions were very productive.

89 The quality of teaching in geography is satisfactory. Teachers' secure knowledge and understanding of the subject ensure that there is satisfactory learning. Pupils acquire sound factual knowledge while skilful questioning encourages geographical enquiry. Teachers have high expectations of their pupils because they require them to use and understand appropriate geographical terms and to compare the locations they are studying with their own. For example, pupils in Year 6 compare an area of Peru with their own surroundings. Teachers ensure that there is appropriate emphasis on environmental issues. In Year 6 work on the Amazon, pupils demonstrate sound appreciation of the impact of colonisation. Classes are well managed and pupils' learning is well supported by the effective monitoring of their activities. However, assessments of pupils' learning are not undertaken sufficiently often and therefore do not guide teachers' planning. Lessons frequently contribute to pupils' literacy skills, for example, when Year 6 pupils write about the life style of the Indians of the Amazon and in a Year 4 lesson on map skills higher attaining pupils had to read and understand several passages in order to locate features on a map. Lessons also promote numeracy when pupils use graphs to compare aspects of climate and when they calculate distances. Teachers usually ensure that lessons move at a brisk pace so that good use is made of the time available. Teachers give good support to pupils who have special needs so that they learn to a satisfactory standard. Information technology is used to support learning in geography when pupils use compact discs to research information on a number of topics.

90 The curriculum in geography is broad and balanced. The schemes of work ensure that pupils build effectively on their previous learning. The school regularly uses assemblies to improve pupils' awareness of other countries through "Where is Barnaby Bear?" in Key Stage 1 and "What's in the News?" for older pupils. Satisfactory use is made of the local area for investigative fieldwork. The subject is well managed and preparation work for the new requirements shows that there is good capacity to improve standards. The quality and range of learning resources is poor, although the school is aware of this weakness and has started to address it.

HISTORY

91 Very few history lessons were seen. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

92 By the end of both key stages, pupils' work in history is at a level that is broadly in line with that expected for their age. In Key Stage 1, pupils understand the difference between past, present, old and new. For example, in a Year 1 lesson pupils used everyday language to sequence events in the correct order. They place cards on a time line to show that yesterday comes before today, then tomorrow. They compare toys of the past with their present day ones. Teachers' planning shows the good use of questionnaires, photographs and examples of an old teddy bear and doll to make the subject interesting. In Year 2, pupils know about some famous people from the past, such as Guy Fawkes, and explain about his life. By the end of Key Stage 2, pupils are aware of how sources of evidence inform them of the past and they use photographs, maps and pictures to examine why the Aztec city of Tenochtitlan was built on a particular site. Pupils use the Internet in a good link with information technology to research the way of life of the Aztecs. Pupils in Years 5/6 have completed studies of World War II and contrasted the lives of people then with their own lives. These studies are a good method to encourage pupils to have an empathy with people and events of the past. Another good example of this empathy was the work undertaken by a Year 3 class when studying the Romans. A visiting group used music and dance to create dramatic shapes and taught a Roman chant using percussion instruments to enhance the song. Pupils in Year 3 study the reasons why the Anglo Saxons invaded with comments such as "they invaded

to frighten people and stop them invading you”. Good features of the history curriculum are the encouragement of personal research and the development of a historical vocabulary.

93 Only three lessons of history were observed but from planning it is evident that teachers prepare lessons effectively. In the lessons seen teaching was at least satisfactory and sometimes very good. For example, in a Year 1 history lesson very good questioning skills effectively linked the lesson to science when pupils were asked “how long did it take the caterpillar to come out of its cocoon?”. Good links to mathematics were also used when pupils had to name the days of the week in the correct order. In Year 6, a very well prepared handout encouraged pupils to look at imaginary items in a bin and draw conclusions about the type of society that threw them away. This work was extended very well to examine the evidence to show where an Aztec city was situated. Most pupils are well motivated, take pride in the presentation of their work and are keen to explain their activities to visitors.

94 The history curriculum is planned using a whole school topic cycle. The co-ordinator has provided a new policy for adoption in September when the new curriculum is to be implemented. Resources are satisfactory and older pupils make good use of information technology to enhance their learning in history.

INFORMATION TECHNOLOGY

95 No lessons in information technology were observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. By the end of both key stages, pupils' attainment in information technology is below that expected for pupils' ages. Standards appear to have fallen since the previous inspection but this is understandable because of the change to different computer systems, which have only been in place for a relatively short time. The school has made improvements since the appointment of the acting head teacher and the increased stability he has brought to the school. Information technology is now valued as an essential part of the curriculum, although the time given to it still varies from class to class. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring.

96 Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce number patterns. For example, in Year 1, pupils highlight the even numbers in sequence and print out the result. They use the mouse to drag shapes from one place to another and click on the correct part of a program to produce a sentence that the computer "reads out". This reading with the program improves their language work as well as helping them to understand ways that information technology is used to access data. Pupils in Year 2 develop this work when using the mouse to drag different pictures to the correct place when planning a town. They match text to pictures and draw their own animals and flowers as part of the science project. However, many pupils still have limited knowledge of word processors and cannot explain how to carry out basic operations, such as changing the size, colour and layout of text.

97 Pupils in Key Stage 2 are now beginning to build on their skills and knowledge with more frequent use of the new computers and programs in school. Several pupils in Year 3 showed their understanding of the word processing program when they explained how they were writing stories following their trip to Flamborough. They were independently using a mathematics program to improve their skills in mental addition and subtraction. In discussions, pupils explained how they load and save their work, they were confident using the computer and understood how to bring up the various menus available, for example when changing from one mathematics program to another. Pupils in Years 3 and 4 worked with an adult to word process information about spiders and to answer questions such as "What else do we know about spiders?". They typed in answers and were confident to go back and redraft their work when they spotted a mistake. Pupils make good use of information technology when using an art package to create pictures in the style of Piet Mondrian. In Years 5 and 6, pupils use more sophisticated techniques, such as replacing or amending text. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use e-mail for sending and receiving messages. Their skill has been greatly enhanced by the use of the new resources and the link to the Internet. Pupils use commercial programs well to support their work in English and design and technology when they design a "secret garden" following their studies of the story. Information technology is used effectively to support the learning of pupils with special educational needs. For example, a group of pupils combined their efforts well to produce the "Great Adventures of Bruno Jenkins". Older pupils use the facilities of computers to improve their research skills. They know how to find information using an encyclopaedia and mix text with pictures they find to create informative sheets on the Aztecs. However, pupils in Year 6 have limited knowledge of spreadsheets and how to handle and manipulate data or how to use information technology to present data in different ways, such as graphs and tables.

98 When computers were in use during the inspection, the quality of teachers' support for pupils was good. The scrutiny of teachers' planning, the improvement in the use of information technology and work on display suggest that the overall quality of teaching is at least satisfactory. All teachers follow the new policy and scheme of work and, following training by the co-ordinator, are more confident in their use of information technology. Pupils respond enthusiastically to opportunities to use computers to

improve their knowledge, skills and understanding in information technology. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. However, in both key stages there is an inconsistent use of information technology by teachers to record and handle data from work carried out in other subjects, especially in mathematics and science, this is hindering all pupils' further progress.

99 The school has a good policy, scheme of work and detailed action plan to guide its work. The subject is well managed by an enthusiastic and well-organised co-ordinator who is keen to move the subject forward. The scrutiny of teachers' planning and pupils' work forms an integral part of the monitoring system. The planned curriculum takes into account all the required aspects of information technology. The annual reports to parents are unsatisfactory because insufficient detail is given of pupils' knowledge, skills and understanding of information technology. The school is now making good provision and has used the national grant to improve resources for the subject, which are now good. These improvements in provision have been made since the previous inspection and the school is now well placed to further develop the subject.

MUSIC

100 Pupils make steady progress in music, receive an appropriate broad range of experiences and reach standards expected for their age.

101 By the end of Year 2, pupils sing tunefully in assemblies. They know a variety of songs and sing with awareness of rhythm and pitch. In a Year 1 lesson, pupils rehearsed an action song "Do Your Ears Hang Low?". They sang loudly and softly and recorded their singing on tape. They listened carefully to their recordings and evaluated their work well, for example, saying "When it's quiet, the actions are small and when it's loud the actions are big".

102 In Key Stage 2, pupils continue to make steady progress in singing. They sing with good attention to pitch and timing in assemblies. Some pupils receive tuition to learn to play the recorder and trumpet. These pupils read musical notation and support their classmates well in music making activities. In Year 3, pupils practise making their own short compositions using untuned percussion instruments. Pupils with special educational needs make steady progress. They practise using percussion instruments to interpret pirates looking for treasure on a tropical island. Pupils in Year 4 sing tunefully and they recognise music which has four beats to the bar. They begin to use symbols to record their own clapping rhythms. By the end of Year 6, pupils know the names of a wide range of percussion instruments. They work in small groups and make simple compositions. However, many pupils lack confidence playing their composition to classmates.

103 The quality of teaching is satisfactory overall. Teachers make good use of the resources available. In Key Stage 2, pupils are taught to use correct musical terms. Planning for lessons is often brief and makes no reference to exploring and recording sounds using information technology. However, pupils are usually managed very well in lessons. In assemblies, good teaching opportunities are taken. Pupils listen to a composer for the week, chosen by a teacher. They learn about the composer and the title of the music. Only one lesson was unsatisfactory, where the brief planning was not sufficiently adhered to for pupils to meet the objectives set for the lesson. This lesson moved at a slow pace, with little challenge for the majority of pupils. The majority of pupils have good attitudes and enjoy music and singing. They treat musical resources with care and many pupils work well collaboratively in pairs or small groups.

104 The only extra curricular activity in music is provided by the acting head teacher. He regularly meets with pupils at lunchtime and supports their recorder playing practice before they receive their

weekly tuition from the local authority's peripatetic service. The music co-ordinator is committed to establishing a recorder group in Key Stage 1, but the link co-ordinator for Key Stage 2 does not have this commitment to giving non-contact time to promote music throughout the key stage. The local community also plays an important part in promoting music in the school. Two volunteers from the local brass band regularly give tuition to pupils learning to play the trumpet. These activities enhance and enrich the curriculum well.

105 Planning for the music curriculum is thorough and teachers have good guidance to support their teaching. However, there are a few teachers who still lack confidence teaching music. The co-ordinator intends to consider how the government's scheme of work for music will incorporate into the present planning. There is insufficient monitoring of teachers' planning, at present, to ensure that all pupils make progressive gains in musical skills. Resources are barely adequate. There is a music trolley in each key stage with a good range of percussion instruments but many of these need renewal. There are a variety of musical recordings, including the music from other cultures.

PHYSICAL EDUCATION

106 By the end of Key Stage 1, pupils' attainment in physical education is in line with the level expected for their age. They develop appropriate skills and good co-ordination in running, jumping, skipping and turning. They understand the need to warm up before activity and respond well to teachers' instructions. They learn the importance of making good use of space. Most pupils catch, throw, bounce and dribble a ball with reasonable accuracy.

107 By the end of Key Stage 2, pupils' attainment in physical education is in line with the level expected for their age. In games, most acquire satisfactory basic skills and use these effectively to play small sided games. In gymnastics, they plan sequences showing a wide range of movements and perform these to a satisfactory standard. They develop good control of their movements and they work imaginatively with others. They have sound knowledge of how to prepare for an activity. Pupils' strong motivation and ability to work with others contribute well to learning in this subject.

108 The quality of teaching in physical education was satisfactory in the small number of lessons observed. Teachers have good subject knowledge and they plan tasks which motivate pupils and allow them to achieve well. In most lessons, teachers use a variety of methods to sustain the interest of pupils and they make effective coaching points to improve performance. This helps to keep up the brisk pace of lessons. Teachers enhance learning by giving good individual encouragement and support to pupils of all abilities. Pupils do not get sufficient opportunities to evaluate their own performance and that of others. Teachers manage their classes well and require high standards of behaviour although occasionally they use the threat of going back to the classroom to write as a means of achieving good behaviour. Teachers stress the importance of warming up before activity. However, there is sometimes insufficient space for this to be effective when the apparatus is put out before a gymnastics lesson.

109 The co-ordinator for physical education has been in post for only a short time. The policy for the next school year shows a clear picture of how the subject is to progress and there is good potential for improvement in standards and provision. The current curriculum for Key Stage 1 is broad and balanced but there are areas of weakness in Key Stage 2. Pupils do not get the opportunities to do athletics and outdoor education. Constraints are placed on pupils' attainment in gymnastics by the lack of large apparatus. Provision for swimming is now satisfactory and is an improvement since the last inspection. Pupils' learning is enriched by links with Barnsley Football Club, which provides coaching. Pupils' learning is well supported by lunchtime and after school activities, which enable them to apply and improve their skills in football, netball and volleyball. Apart from gymnastics, there are sufficient resources for the subject to be taught satisfactorily and the accommodation is adequate.

RELIGIOUS EDUCATION

110 As the school has just adopted the recently reviewed Locally Agreed Syllabus for religious education, insufficient evidence was available to make a judgement on the standards expected for pupils' ages. The policy and scheme of work have recently been reviewed to take into account the new guidelines. The present work in lessons, pupils' work on display throughout the school and the enthusiasm and experience of the new subject co-ordinator, show that the issues from the previous inspection have been satisfactorily addressed and the school is now well placed to make further progress.

111 Pupils in Year 1, when asked to reflect on and talk about honesty and trust, talked about their experiences both at home and school. Pupils know that it is wrong to tell lies, relating this to the story of "The Boy Who Cried Wolf". They understand that being honest and telling the truth leads to trust. The younger children in the reception classes explore feelings of love and friendship as they talk about their friends at school and people they love at home. They know that love and the caring aspects of love can sometimes be shown to pets, as they draw pictures showing how they care for their pets at home. In Year 2, pupils recently reflected on the Christian celebration of Easter and how the Easter story shows God's love and caring.

112 In Key Stage 2, pupils in a Year 3 class, after listening to a story of Zacchaeus, knew that his life changed for the better after meeting Jesus. Pupils know that people can change their lives, do better things and become better people. Pupils in a Year 4 class think about acts of kindness that they can do at home. During a visit to Goldthorpe Church pupils in a mixed Year 4/5 class looked at the font, pulpit and lectern and developed their knowledge and understanding of the events of Good Friday as they looked at the pictures in the church depicting the Stations of the Cross. In Year 5, pupils identify the major world religions and places of worship, whilst in Year 6, pupils reflect on the life of Gladys Aylward and compare her life to the Bible story of "The Good Samaritan".

113 Pupils' progress in lessons is satisfactory in both key stages and it is good in those lessons where teachers have a secure subject knowledge or, for example, when they visit the local church and benefit from first hand learning experiences. This is an improvement since the previous inspection, where progress was not satisfactory because religious concepts and knowledge were not explored in sufficient depth. In the lessons observed, pupils' attitudes and the responses to the tasks set before them were usually good and they answered questions showing an ability to reflect on why faith and beliefs are important to some people.

114 The quality of teaching is satisfactory in both key stages and sometimes good. For example, in a Year 5 lesson, good knowledge of the major world religions and high expectations about the level of discussion relating to faith communities in the world led to good learning. In the majority of lessons, however, teachers' knowledge of the Locally Agreed Syllabus is not yet sufficiently developed to allow lessons to be planned in sufficient depth and many lessons lack the appropriate challenge to inspire pupils. In the majority of lessons, activities are not planned for groups of different abilities which means that some pupils find their tasks too difficult, whilst others would benefit from more demanding activities. Resources for the subject are poor which means that teachers are not able to enliven their lessons by introducing the pupils to interesting religious artefacts.

115 From an observation of work in lessons and in discussions with pupils, religious education makes a sound contribution to pupils' spiritual and moral development. The emphasis which the teachers place on the need to show care and concern for others supports the teaching of religious education and contributes to the moral and social development of the pupils.

116 There is a new subject co-ordinator for religious education, who has considerable knowledge and expertise and has established a clear plan of how to develop the subject throughout the school.

Leadership of the curriculum is now good. Money to purchase new resources has been allocated and very effective links have been established with the vicar of Goldthorpe Church. Opportunities for the assessment of pupils' work are not yet sufficiently developed.