

INSPECTION REPORT

**WORSBROUGH BANK END PRIMARY
SCHOOL**

Underwood Avenue
Worsbrough Dale
Barnsley
S70 4AZ

LEA area: Barnsley

Unique reference number: 106598

Headteacher: Mr S Poxton

Reporting inspector: Mr M J Morgan [3547]

Dates of inspection: 18–21 September 2000

Inspection number: 224270

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:	Underwood Avenue Worsbrough Dale Barnsley
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr C Greenwood
Date of previous inspection:	25 November 1996

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Mrs E Mills	Lay inspector		2.2 Pupils' attitudes, values and personal development 6 How well does the school work in partnership with parents?
Mr N P Stewart	Team inspector	Special Educational Needs Mathematics History	5 How well does the school care for its pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worsbrough Bank End Primary School is an infant and junior school for pupils aged four to eleven years. It serves an area of Worsbrough, a district on the outskirts of Barnsley and is set in a position which has an open aspect on one side over Worsbrough Dale. There are 206 pupils on roll plus another 50 children who attend part time in the Nursery. This is about average size for a primary school. The area served by the school is one of significant social and economic disadvantage and is part of a designated Education Action Zone (EAZ). There are 58% of pupils who are eligible for free school meals, a figure well above the national average. Over 40% of pupils are on the register of special needs and the numbers have risen over the past three years. Of these, 11 pupils have statements of special educational need (SEN), a figure well above the national average. There are no pupils with English as an additional language. The attainment of children on entry to the Reception class is well below the national average. Of those parents who returned questionnaires about the school, almost everyone agreed that the school has high expectations of its pupils.

There has been a high incidence of staff change. In the last three years there have been seven changes of teaching staff. The present staff are positive, dynamic and fully committed to continuing school improvement and the achievement of high standards by pupils.

HOW GOOD THE SCHOOL IS

Worsbrough Bank End Primary is a rapidly improving school that places great value on the quality of relationships between children, adults and the whole school community. There is an air of determination amongst the headteacher, his senior management team and the whole staff to raise standards and to create a culture of learning and achievement in the school. There has already been considerable success in this regard over the last two years, an upward trend which has every indication of continuing. The school cares for its pupils and provides well for their social, moral and emotional development; it also has high expectations of their behaviour, attitudes and attainment by the time pupils are 11. Teaching is generally good and often very good. Some teaching is excellent. The leadership of the school is clear, purposeful and effective in bringing about change and development. Governors are well informed and supportive but need to develop a more strategic role. The overall effectiveness of the school is good and hence it provides good value for money.

What the school does well

- The headteacher and senior staff provide purposeful and effective leadership.
- The quality of teaching in the school is generally good and often very good.
- The school encourages good social, moral and emotional development in its pupils.
- Behaviour is good; relationships are very good and pupils have positive attitudes to learning.
- The school has high expectations of pupils' achievement.
- The collection, analysis and use of data positively affects the quality of pupils' learning.
- Preparation and planning for 3-5 year old children is good.

What could be improved

- Standards in pupils' language and literacy development.
- The overall quality and depth in the programmes for subjects such as history, geography, and art and design.
- Out of school clubs and activities, including sport.
- More active involvement by parents in their children's learning.
- The role of governors in strategic planning for school development.

The strengths of the school clearly outweigh its weaknesses but these areas for development will form the basis of the governors' action plan

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection of the school in 1996 found that although the school cared well for its pupils, there were a number of weaknesses that it needed to address. Standards in all the core subjects of English, mathematics and science were 'considerably below national averages'. Progress was regarded as 'uncertain' and there was a lack of a 'clear pathway of skills, knowledge and understanding' which would lead to expected levels of attainment. The role of subject co-ordinator was insufficiently well defined. There was some good or satisfactory teaching, but an 'above average' proportion of unsatisfactory teaching. The report was also critical of the school development plan, and the way in which the school was evaluating its own performance was not sufficiently rigorous.

A subsequent interim visit to the school in 1998 by two HMI resulted in further criticism. They found that there was 'no conclusive picture of improvement' in standards. Teaching still needed to be further improved and there were 'weaknesses in the management of the school'. It was considered that unsatisfactory progress was being made in a number of the areas identified for improvement.

Since then, there has been considerable, and often impressive improvement in every aspect identified in the 1996 inspection report. Pupils' standards of attainment at 11 in the three core subjects have risen at a faster rate than that achieved nationally. There is an exemplary system of assessment and target setting which sets out for pupils clear expectations of attainment. The school conducts a rigorous analysis of the data available from a number of sources on its performance and this information is used effectively in curriculum planning. Teachers' planning is clear, consistent throughout the school and suitably detailed. Co-ordinators have clear roles and manage their areas of responsibility well. Monitoring the quality of teaching in their subject is now an integral part of the role.

Additions to the senior management team have led to much more effective management of change and development including the monitoring of teaching. The headteacher has successfully led the implementation of more effective approaches to teaching through the introduction of strategies which secure pupils' focused attention and increase their self-confidence. These strategies have contributed significantly to the improvement of pupils' performance, notably in Key Stage 2. There has been a considerable improvement in pupils' spiritual understanding since the last inspection. The weakness associated with infants' writing and some areas of oral language development have yet to be successfully tackled. The governors are now much more informed about school performance and more closely involved in current developments. However, as yet, they do not have a clear strategic role.

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	B	A*
Mathematics	E*	E	B	A
Science	E*	D	A	A*

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

These results show an impressive advance over two years. In English and mathematics, standards are above average, and in science well above average compared with schools nationally. When those results are set in the context of comparison with similar schools the results are outstanding. The attainment of seven year olds judged in the same way does not show the same rapid rise although standards are steadily improving and are broadly in line with the averages for similar schools, but below the national average in writing. Given the level of attainment by pupils on entry to the school, progress is sound within Key Stage 1, but there is still room for further improvement. Progress made by junior pupils is very good indeed. Results from the 2000 national tests for 11 year olds, whilst not as high as for the exceptional class the previous year, show that standards are broadly in line with national expectations. Improvement in standards is being maintained.

Evidence from the inspection shows that at this very early point in the school year, attainment in English overall is a little below the national average whilst standards in mathematics and science are in line with national expectations. Pupils' achievement is however, good throughout the school and those children with SEN make consistently good progress.

Standards in information and communication technology (ICT) are certainly in line with those expected nationally and are improving rapidly. In religious education, attainment is soundly matched to the outcomes expected by the locally Agreed Syllabus. Standards in history, geography, design and technology, music and physical education are all in line with national expectations. Only attainment in art and design falls short of these standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Consistently good; pupils are well motivated and show interest and enjoyment in their work.
Behaviour, in and out of classrooms	Good, both in lessons and around the school. Pupils are courteous to adults and considerate to their peers.
Personal development and relationships	Pupils are very enthusiastic about school; relationships are very good and pupils work well together.
Attendance	Attendance is satisfactory. Most pupils are punctual and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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.

Teaching was very satisfactory or better in 93% of all lessons observed. It was good in 70% of lessons, very good in 11% of lessons and four lessons were judged to be excellent. Examples of good and very good teaching were seen at all stages. Teaching is consistently good in the Nursery and Reception classes. The teaching of mathematics is good throughout the school. English teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Over a third of all lessons in Key Stage 2 were very good or excellent. (Key Stage 1 relates to pupils aged 5-7 years, and Key Stage 2 to pupils aged 7-11 years.) Unsatisfactory teaching was limited to a Year 1 class and the Year 6 class. Teachers have high expectations of pupils. They teach literacy, and especially numeracy skills, well. Their planning is thorough, detailed and consistent and takes account of the varied needs of all pupils. The 'accelerated learning' strategies introduced into the school are effective in helping pupils to focus on their learning and achieve good standards. Pupils often show an enthusiasm for learning and supporting each other. Teachers assess pupils well and share with them the targets for their next steps in learning. In this way, pupils are clear about what they need to do to improve. There is little systematic use of homework to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has breadth. An appropriate amount of time is allocated to all subjects although some lessons are too long. There is a lack of depth in some subject areas. The Foundation Stage curriculum is very well planned. There are no extra-curricular activities at present.
Provision for pupils with special educational needs	Good in all respects. The requirements of the Code of Practice are appropriately met. Teachers and support staff provide effective teaching matched to the needs of individuals.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for moral development resulting in the good behaviour seen throughout the school. Provision for social and spiritual development is good and for cultural development, sound. There is a limited development of multicultural issues.
How well the school cares for its pupils	A strength of the school. The school staff know the pupils well. They are supportive and considerate yet have high expectations of pupils' attitudes and behaviour. Procedures for monitoring and supporting pupils' academic progress are good.

The school makes attempts to work in partnership with parents. However, homework is not used effectively and parents' involvement with their children's learning is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide clear, purposeful and effective leadership. They have addressed the outstanding management issues from the last inspection and created a well informed, well motivated staff who are intent on achieving high standards. Subject co-ordinators have clear roles in improving teaching performance.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well. They are involved in the work of the school and are aware of its strengths and weaknesses. The Chair of Governors is very knowledgeable about the local community. Governors are insufficiently involved in strategic planning.
The school's evaluation of its performance	This has improved considerably since the last inspection. Self-evaluation is now a well established part of the development process, linked to the effective analysis and use of performance data to support effective planning and the setting of performance targets. The monitoring of teaching is systematic and leading to higher standards in the core subjects.
The strategic use of resources	The school development plan is a very much better document for guiding change than it was at the last inspection. Key priorities are clearly identified and linked to expenditure. Additional funding from the EAZ has been used to good effect.

The school is appropriately staffed and all subject areas have adequate resources. ICT is well supported through a computer suite and an electronic whiteboard supplied from EAZ funding. The school's resources are managed efficiently but governors do not yet have a mechanism for evaluating how far spending decisions are improving the quality of provision and whether best value is being achieved. Accommodation is adequate and there is a spacious hard surface play area although it is in need of repair.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • School expects children to work hard. • Children like going to school. • School staff are easily approachable. • Children make good progress. 	<ul style="list-style-type: none"> • The setting of homework: amount and purpose. • Provision of extra-curricular activities.

The inspection team agrees with parents' views on homework and the limited extra-curricular activities. However, the school does make efforts to involve parents in the school. The team fully endorses the positive comments made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 This is a school where standards are rising, especially at the junior stage. The results of the 1999 National Curriculum tests for 11 year olds in English and mathematics were above average and well above average in science. The proportion of pupils who attained the higher level was in line with national results in mathematics and English and above average in science. When results are compared with similar schools, the picture is impressive. In English and science, pupils' results are very high and well above average in mathematics. These levels of attainment represent a significant rise in standards which has taken place over the last two years and at a rate of progress exceeding the national level of improvement. Boys and girls attain equally good standards.
- 2 Results at the end of the infant stage in 1999 showed a different picture. In reading, writing and mathematics the proportion of pupils gaining the nationally expected level was well below average. Few pupils attained the higher level 3 and a disproportionate number were lodged at the level 1, which is below average. Teacher assessment of science also indicated below average attainment. When these results are compared with those from similar schools, however, whilst writing levels are below average, the results for reading and mathematics are in line with average levels of performance. However, as with the results from the older pupils, the trend over the last two years in particular shows an upward trend and that standards are rising. National results for seven year olds in 2000 show clear improvement in reading and mathematics and some improvement in writing. The Nursery has a positive influence on children's early learning skills, but the baseline assessment shows that they still enter the Reception class at a well below average level of attainment. Given this low starting point, pupils are clearly making progress in the infant stage, but the rate of progress needs to improve further to match that achieved by older pupils.
- 3 From the evidence gained during the inspection, overall standards being attained by juniors are not as high as those achieved by the exceptional year group of 11 year olds in 1999. They are, however, in line with national expectations. This judgement is supported by the national test results for 2000 which show a continued level of improvement. Progress is good and very good in the Year 3 class, where teaching of a consistently high standard is having a marked effect on pupils' confidence and achievement. Similarly, attainment overall by the infants is broadly average and a significant improvement from the last inspection.
- 4 Pupils with SEN make consistently good progress throughout the school. Their needs are effectively identified and teachers ensure that the curriculum is accessible to them all. The support provided by additional adults is thoughtful and well focused so that pupils have a sense of purpose and involvement.
- 5 From observations made during the inspection, standards in English are presently a little below average in both key stages. Pupils' standards of English improve more quickly in Key Stage 2 than in Key Stage 1. Pupils' spoken and written vocabulary is weak and this hinders their rate of learning. Writing improves through the infant stage but is limited in length. Pupils use letter sounds and picture clues to make sense of texts in their reading, but they do not make sufficient progress. In Key Stage 2 there is greater overall progress; writing improves, partly through re-drafting their work,

although pupils need more opportunities to write at length in their own words. Reading progress is not satisfactory and there remains a need for pupils to have access to more books and a richer experience of literature.

- 6 Standards in mathematics seen across the school are average and this is a marked improvement since the last inspection. During the inspection, observation of lessons in the infants shows standards to be in line with national expectations. There is clear progression in key skills and teachers emphasise numeracy skills such as mental calculation and counting on and back in ones, twos and tens. Junior pupils attain high standards in mental calculations and by the end of the key stage they show a good understanding of place value and can handle decimals. Pupils' knowledge of multiplication bonds is strong, partly through the focus on recall. Progress is sound across the school.
- 7 There are significant improvements in science since the last inspection. From the evidence gained through observation of lessons, attainment is in line with national expectations in both key stages. Pupils make consistently good progress through the school as a result of effective teaching in the infants which stresses the use of correct scientific vocabulary. In this way, pupils are in a secure position to benefit from the good teaching in the juniors especially in Years 3, 4 and 5, which gives them the confidence to conduct investigations and use the skills of classification and analysis.
- 8 Pupils' attainment in ICT is at the nationally expected level and improving. Infant pupils can explain the use of computers and have the appropriate skills for controlling the mouse to access features on the screen. In Key Stage 2, good planning for the teaching of the skills, knowledge and understanding necessary means that younger pupils in particular make good progress. Here, ICT is effectively used to strengthen learning in literacy. The rate of learning slows in Year 6.
- 9 The inspection shows that standards in religious education in both key stages are in line with the expectations of the Agreed Syllabus - a marked improvement since the last inspection for infant pupils. Progress is sound throughout the school. Younger pupils have gained insights into the significance of religious symbols and festivals. By the time they are 11, junior pupils can relate some of the Ten Commandments to their own lives and have an understanding of Buddhism and Judaism.
- 10 Pupils attain standards that are in line with national expectations for seven and 11 year olds in history, geography, design and technology, music and physical education. Attainment in art and design is below national standards due to a lack of systematic progression by pupils in the key skills of drawing, painting and modelling.
- 11 Given the exceptionally able Year 6 group of 1999, the targets set for 11 year old pupils to attain in 2000 were realistic, but still challenging. Pupils made good progress and targets were met in English and mathematics and exceeded in science.

Pupils' attitudes, values and personal development

- 12 Pupils enjoy coming to school, have a keen interest in their work and are eager to learn. They show good concentration, listen well to their teachers and work hard.
- 13 There are very good relationships throughout the school. Pupils are encouraged to be polite and to listen carefully to each other. They respond well and there is mutual respect between staff and pupils. Pupils concentrate in lessons and co-operate well

with each other when working in pairs or groups.

- 14 Behaviour in and around the school is good. In lessons good behaviour helps to ensure that pupils learn effectively. Pupils are aware of school rules and understand the consequences of their actions. They enter and leave classrooms in an orderly manner, walk around school quietly and file in and out of assembly without noise or fuss. Pupils are courteous, polite and helpful. During the inspection behaviour was poor in only one lesson where the silly actions of some Year 1 boys hindered the learning of others.
- 15 Although playground behaviour can be rather boisterous, this is mainly good natured and pupils get on well with each other. Any instances of aggressive behaviour or bullying are dealt with effectively. Instances of exclusion from school are rare. There are good relationships between boys and girls who work effectively together.
- 16 The school works well to help pupils to become mature and responsible. As they move through the school, opportunities to take responsibility increase. Year 6 pupils called 'enablers' carry out a range of tasks from organising resources to helping younger children. This they do well. 'Circle Time' also makes a very good contribution to pupils' personal development. When pupils are asked to use their initiative and plan their own activities they respond well, but there are too few such opportunities at present.
- 17 Attendance at the school is satisfactory. Rates are slightly below those achieved nationally but the trend is improving and some authorised absence is accounted for by term time holidays. The school has successfully tackled the problem of unauthorised absence which is now rare.
- 18 Overall, pupils have a good attitude to their learning, form constructive relationships and behave well. This makes a positive contribution to their learning.

HOW WELL ARE PUPILS TAUGHT?

- 19 At this school pupils are taught well. The teaching of children up to the age of five, in the Foundation Stage, is consistently good. It is satisfactory in Key Stage 1, good and often very good in Key Stage 2. Teaching is less effective in the Year 6 class where some unsatisfactory lessons were observed. There is good teaching in all stages and the nursery nurse makes a significant contribution to the quality of teaching and learning in the Nursery. The overall quality of teaching represents a huge improvement since the last inspection. The strong sense of co-operation and teamwork has resulted in teachers successfully incorporating the national strategies for literacy and numeracy, both of which are taught well. There is effective teaching from the literacy support teacher who works in the school fortnightly, funded through the EAZ, who has helped to raise standards in Key Stage 2.
- 20 Teachers' knowledge and understanding are good across the curriculum. Nursery and Reception class staff have a good level of insight into the Foundation Stage Curriculum and how to use that knowledge to plan an engaging and challenging curriculum. Planning is a strength throughout the school. Medium term planning is clear, matched appropriately to the National Curriculum and the literacy and numeracy strategy programmes and contains sufficient detail to support the accurate setting of objectives for lessons. Teachers explain these objectives to pupils at the start of lessons and connect content with previous learning so that pupils have greater confidence in tackling new work.

- 21 In all but a small number of lessons, teachers' expectations of pupils are appropriately high both in terms of achievement and attitude. The most effective teaching has a clear sense of purpose, with the teacher ensuring the active involvement of all the pupils through good pace and well timed tasks. In Key Stage 2 especially, the classroom is arranged so that pupils are clearly focused on the teacher for whole class teaching. Teachers constantly reinforce the importance of 'good sitting', ensure that pupils are involved in question and response sequences and create a positive and dynamic atmosphere for learning. Lessons observed in both key stages showed that teachers use whole class teaching and group working well, according to the purpose of the learning. In less effective lessons, such as a lesson in ICT in Year 6 and a physical education lesson in Year 1, the focus of the learning was sometimes lost. There was too much talking by the teacher which limited the opportunity for pupils to clarify their own thinking through discussion with others.
- 22 In a very good Year 3 gymnastics lesson, the teacher described the sequence of movements she wished the pupils to work on. The activities were followed by a series of short evaluation sessions with the class gathered together closely for discussion. Teaching points were made and pupils then attempted to improve the quality of their movements. In the Reception class, a circle arrangement was used very effectively for a lesson on personal and emotional development. The teacher created a quiet setting such that all the children were prepared to talk about things which frightened them in a secure and supportive situation. In both key stages pupils can work collaboratively and often show an enthusiasm for supporting each other's learning. Most lessons contain work which is matched appropriately to the variation in pupils' abilities. Those with SEN are catered for well and ably supported by the additional adults available.
- 23 Class management is generally good. From the earliest stages teachers establish class routines and expectations well. Throughout the school, teachers place considerable emphasis on building pupils' confidence in spoken language, reinforcing vocabulary and phrases through visual displays as well as through their own modelling of language. A richer diet of literature, and some time devoted to teachers reading aloud to children, would further stimulate a more imaginative use of language.
- 24 The best lessons have a vitality and enthusiasm which is tangible. Pupils are engaged in the learning through effective questioning by teachers which challenges their thinking. At the same time they are supported through positive attitudes which encourage pupils to believe in themselves. Teachers use resources to good effect. The electronic whiteboard in the Year 4 class is a sophisticated learning device and used well by the teacher to excite children's interest visually. The continuous day-to-day assessment of pupils is carried out well. Teachers know their pupils and they have the added support of useful documents which record individual pupil's progress and show where a pupil might have a particular emotional or learning need. Pupils' progress is tracked effectively and regularly reviewed so as to ensure that every child is being helped to achieve a higher level of achievement.
- 25 Homework is set for classes in both key stages, but it is not used consistently nor in sufficient quantity. As a result its effectiveness in supporting overall learning is unsatisfactory.

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

- 26 The school provides a broad and balanced curriculum which includes all subjects of the National Curriculum and meets statutory requirements. Pupils and teachers take part in a daily act of worship and the requirements of the locally Agreed Syllabus for religious education are met. Provision for under-fives is good.
- 27 In the timetable the school places an appropriate emphasis on the teaching of literacy and numeracy. There are sound strategies for the development of literacy and the programme is well-planned, monitored and evaluated. However, pupils have few opportunities to develop extended writing in history and religious education. The National Numeracy Strategy has been implemented enthusiastically and the school's provision for mathematics is good. There is a clear structure for curriculum coverage and the teaching strategies employed present mathematics in a practical, meaningful way.
- 28 The school has relevant policies and schemes of work for almost all areas of the curriculum. This is a significant improvement since the last inspection. The schemes are already in the process of review by co-ordinators in order to take account of new government guidelines. However, there is insufficient understanding of the progressive development of skills in some subjects, particularly art and design and some aspects of physical education. There are limited opportunities for pupils to work in depth and engage in extended study in history, geography or religious education. In science, recording is carefully structured and the curriculum is well-planned to develop investigative work.
- 29 Planning is good across the curriculum and time is appropriately allocated to subjects. However, lessons are sometimes too long. More frequent, but shorter, lessons would be more effective, for example, in ICT and music, and particularly in physical education. Pupils generally have only one session of physical education each week, which limits the range and quality of work undertaken. Pupils, particularly those in Key Stage 1, find it understandably hard to sustain concentration and effort for such extended periods. Although pupils in Key Stage 2 have some opportunities for short periods of outdoor activities, such lessons do not ensure appropriate coverage of the physical education curriculum.
- 30 The school's provision for pupils with SEN is good and meets all statutory requirements. Support staff are effective in helping pupils with statements and in working with groups of pupils. They work in partnership with teachers and have a clear understanding of the needs of the pupils, enabling them to achieve success in lessons. Suitable activities are generally provided for more able pupils, but the school needs to keep their work under constant review in order to ensure a consistently appropriate level of challenge. All pupils have full access to the curriculum and care is taken to ensure that boys and girls have the same opportunities to take part in all activities.
- 31 There is a well-established policy for personal, social and health education, which is closely linked to the behaviour policy. The governors have agreed a satisfactory sex education policy, for Year 6 pupils only, which involves the school nurse. Teachers and governors have undertaken training in drugs education, but there is as yet only a very limited programme of work with pupils.

- 32 The contribution of the community to pupils' learning is unsatisfactory. The visits of the vicar have a very positive effect, but there is too little other involvement. Parents and other members of the community do not take an active part in the life of the school. Although some use is made of the local environment, little use is made of the community in pupils' day-to-day work. The provision the school makes for extra-curricular activities is also unsatisfactory, and some parents are concerned about this. There are extra classes for Year 6 to prepare for national tests, but pupils have very few opportunities to engage in sporting, artistic or musical activities outside school hours. There are satisfactory links with the secondary school to which most pupils transfer.
- 33 Opportunities for cultural development are satisfactory. Pupils learn about the local area and other places in geography. Work on varied cultures and beliefs is part of religious education, and there are references to different artists and styles.
- 34 Provision for pupils' spiritual development is good, having improved significantly from the follow up visit made by inspectors after the previous inspection. Assemblies on such themes as kindness and friendship provide opportunities for pupils to reflect on feelings and attitudes. There is a school prayer that all pupils know. Pupils are also encouraged to think about their feelings in 'Circle Time' and other lessons. Year 4 pupils showed real emotion when acting out scenes from World War II.
- 35 The school provides very well for pupils' moral development. There are very high expectations of pupils' behaviour which are in keeping with the school's aims and values. Displays emphasise the importance of good relationships. Incidents of unsatisfactory behaviour are used positively, with even the youngest pupils always helped to understand why the behaviour is unacceptable. Pupils are expected to apologise graciously for such incidents. As a result pupils get on well together, with boys and girls able to work in groups and support each other.
- 36 The provision for social development is good. Although there are limited opportunities to enhance the curriculum through out-of-school visits, efforts are made to develop pupils' social awareness in everyday school life. Pupils work together and are encouraged to take on responsibility. Older pupils have a rota to identify 'enablers' who look after younger pupils and ensure that playtimes are happy. They look after the pond and help organise equipment. Clearing away and helping to prepare for lessons are looked upon as privileges.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 The school continues to provide a secure and caring environment. The quality of pastoral support provided by all adults in the school community is good. Pupils with SEN are particularly well supported. Relationships throughout the school are very good. Parents are very positive about the welcoming atmosphere and the fact that their children enjoy coming to school.
- 38 School policies are in place for ensuring the welfare, health and safety of pupils. These include appropriate arrangements for child protection and clear guidelines for promoting good behaviour. There are strategies for monitoring and trying to improve pupil attendance and the management and organisation of SEN. The school has maintained its strong commitment to the personal development of the pupils in its care.

- 39 During the last inspection criticisms were made about the lack of effective systems for evaluating information on pupil performance and assessing and monitoring their academic progress. The follow-up visit by Ofsted inspectors in 1998 reported limited, patchy improvement. The school has taken this issue very seriously and now has a clear and coherent policy. This is effectively managed by two very able co-ordinators charged with the responsibility for assessment, target-setting and pupil tracking.
- 40 Data is analysed much more rigorously. Realistic, but challenging targets are set for all pupils which relate to key learning objectives in English, mathematics and science. Half-termly assessments, termly reviews and end of year transition meetings ensure a structured approach to raising achievement and monitoring performance. Targets are shared with the pupils and good efforts are made to involve parents in the process. This system includes identification and assessment procedures for pupils with SEN, linking clearly with their individual education plans.
- 41 Whilst most of the school's efforts have been rightly focused on the core subjects, it is good to see that other subject co-ordinators are drawing up action plans to improve assessment procedures across the curriculum, for example in history and ICT. This will enable staff to have a better picture of academic progress over a broader spectrum of pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 Almost all parents who expressed a view feel that their children enjoy coming to school. They consider teaching and behaviour to be good, that their children do well and the school has high expectations of them, helping them to become mature and responsible. They also feel that the school is well led and managed with staff who are approachable and deal well with any concerns.
- 43 One area where parents have reservations is to do with homework set, although views vary between those who believe that children are given too much and those who believe that they are given too little. A large number of parents feel that the school does not provide an interesting range of activities outside lessons and some suggest that the school does not work closely with parents.
- 44 The views of parents are largely consistent with the findings of the inspection team. There was little evidence of homework being set during inspection. The school does however make efforts to involve parents in the education of their children and endeavours to work with them. EAZ funded projects have had some limited success, but involvement is rarely sustained.
- 45 There has been an improvement in the partnership with parents since the last inspection with the introduction of a home/school/pupil agreement. This clearly sets out the expectations of parents and teachers and includes a commitment from pupils to abide by school rules. The school's aim to involve parents begins with a programme of home visits for nursery children. A parents' meeting for children moving into Reception is well attended, but consultation evenings for parents of older pupils to discuss progress are not so well supported.
- 46 Parental involvement with pupils' learning is limited. Reading records are not used as a means of communication. Limited evidence was seen of parents helping in school.

- 47 The school provides parents with detailed information and keeps them well informed on school events and issues. School productions are well attended. Annual written reports provide parents with a clear picture of their children's strengths, weaknesses and ways in which they can improve. The school also provides good opportunities for informal contact and parents feel that their concerns are dealt with swiftly. Pupils' achievements are also communicated to parents with 'Best Work' certificates.
- 48 Overall, parents are supportive of the school. However, the school has not been successful in securing a working partnership with parents whereby they take an active role in supporting their children's learning. There is a pressing need to address these shortcomings and to consider more imaginative approaches to parental involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 49 The significant improvements in the school over the last two years are attributable in large part to the effective and purposeful leadership of the headteacher and senior management team. They have also managed change efficiently, through using the information from a detailed analysis of pupils' performance and rigorous self evaluation. These processes have helped to identify clearly the main priorities for school development. Improving teaching was one of those priorities. The systematic monitoring of teaching through classroom observation, linked to some highly effective staff development, has led to improved standards and a real sense of commitment to succeed. The headteacher has steered the changes by ensuring that all the staff ask themselves the difficult questions about where and why they are not being fully effective and then supporting them in raising the quality of teaching.
- 50 The school is pursuing its published aims with equal regard for both the quality of relationships in the school and for achieving higher standards. Now that the school has a clearer picture of how well pupils are achieving and of their potential for further achievement, it has been possible to set targets which are challenging but within pupils' grasp. Senior staff have taken responsibility for developing a very good system of assessment and tracking pupils' progress. It not only informs teachers of a pupil's level of performance at any one time, but also allows them to involve pupils in understanding how well they are doing and what they need to do to reach the next level. Curriculum co-ordinators have a clear understanding of their role which includes the monitoring of teaching in their particular subject or aspect. They work hard and take their responsibilities seriously. As a result, there are clear action plans for all subjects, policies are in place and school schemes of work are being developed. Lack of clarity in the role of co-ordinator was a key issue of the last inspection when having separate co-ordinators for each key stage was heavily criticised as preventing the formation of a clear whole school view. The present arrangement of having a key nominated person as co-ordinator, with a second member of staff in support, is proving to be highly effective in monitoring development and providing support for colleagues. The changes represent a considerable improvement.
- 51 The school development plan is similarly improved in content and focus. Priorities are identified and the planned developments have clear timescales for completion and review. There are links between key aspects for improvement and the required staff development. The implications of the plan on expenditure are set out in detail. In the programme are well considered plans for improving the outdoor environment. It was evident during the inspection that the plan is well known and understood by staff and that the planned developments are indeed taking place.

- 52 Governors have involvement in determining the school development plan and are fully aware of the financial demands and of the targets for improvement being set. Staff and governors have a consistent and shared vision for the school. They are increasingly gaining insights into the curriculum changes taking place, and there are nominated governors for particular aspects such as SEN. The chair of governors is very experienced and has an extensive knowledge of the community and a deep commitment to the school. There is a clear understanding of school strengths and the areas for further development. However, the governors' role in strategic planning and, for example, their evaluation of the effects of spending on school performance are unsatisfactory. They have yet to apply principles of best value to spending decisions. The headteacher has drawn up plans for a strategy committee which will involve governors and members of the senior management team. This group will have a more strategic focus.
- 53 Teacher performance is appropriately monitored on a regular basis by the headteacher. Monitoring is followed by informal discussion which has led to professional development and to the inclusion of staff in the senior management team when individual strengths and enthusiasms have been recognised. Teachers value this approach, which is about to be more formalised in line with the national performance management programme. However, whilst weaknesses in teaching have been identified through this process, in some instances the action taken has not been sufficiently rigorous to secure the improvements in performance needed.
- 54 The school is well staffed with teachers who are appropriately qualified to teach the age groups with whom they work. There has been a number of new appointments over the last two years and these teachers have played a prominent role in improving school performance. The two newly qualified teachers on the staff have appointed mentors and are well supported, but there is no developed programme of induction other than arrangements to fulfil statutory requirements. Support staff are well deployed and make a significant contribution to the pupils' quality of learning. This is particularly the case where they support pupils with SEN who make good progress throughout the school.
- 55 The resources for supporting the effective delivery of the curriculum are generally satisfactory. There is good provision for ICT and the school is well supplied with up-to-date computers and an electronic whiteboard, all of which are being used effectively to develop pupils' skills and expertise. Much of the funding for this equipment has been through the EAZ. There is not a sufficiently broad range of fiction books available. Whilst there has been recent expenditure on perceived weaknesses in the book stock, there remains the need for more books that have lively and imaginative texts and which can support pupils' learning through the richness of vocabulary and ideas.
- 56 School accommodation is adequate and most classrooms are of reasonable size. The detached nursery unit is well suited to purpose and effectively organised by the staff. Space in the school hall has been reduced by the installation of the computer suite along one side. The lack of alternative suitable space for this facility is noted, but the use of the hall needs to be carefully monitored, as the number of physical education lessons has been reduced to accommodate classes using the suite. Space for such lessons is also limited and this creates some difficulties for junior classes which have over thirty pupils.
- 57 Consideration should also be given to the site of the school library that is unattractive at present and which would benefit from a full review and additional stock. Staff

create attractive displays of pupils' work and provide collections of artefacts to stimulate pupils' interest. The school grounds have received good attention recently and there have been sound attempts to create more attractive places. A small garden area with a pond and fountain close to the school building provides a pleasantly quiet area for pupils to enjoy at break times. However, the hard surface area is uneven, cracked in places and has raised curbs which can be a hazard. These need attention, otherwise they represent a risk to the health and safety of pupils.

- 58 The school budget is secure and effectively managed by the headteacher in consultation with the governor's finance committee. Financial planning is sound, informed by accurate information from the school and increasingly based on best value principles.
- 59 Day-to-day monitoring of expenditure is very efficiently managed by the school secretary. The additional funding the school has received through the EAZ has been efficiently and judiciously used to make improvements in resources and to support teaching in order to raise standards.
- 60 It is clear that the school has made many improvements since the last inspection. All the key issues have been addressed, school procedures and systems have been strengthened. There is a real determination amongst the headteacher and staff not only to sustain the improvements made in pupils' standards of attainment but to raise them even higher and they have the capacity to succeed. From a low starting point, pupils make good progress throughout the school. Teaching is good. There is clear leadership and efficient management, the financial position is sound. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 61 In order to improve the effectiveness of the school, the headteacher, governors and staff should:

- **Improve standards in pupils' language and literacy by:**

- including a greater and richer variety of literature read to pupils;
- allocating time for reading for pleasure;
- developing further the provision made for role play and drama in the Foundation Stage and at later stages, to support the effective development of pupils' speaking and listening skills;
- increasing the range and quantity of books in the school library; include books which raise awareness of the variety in cultures and lifestyles.

[paragraphs 5, 27, 55, 71, 86, 88, 89]

- **Improve the quality and depth in the learning programme of subjects which are part of the broader curriculum. For example:**

- introduce sustained writing in history and religious education;
- limit the range of media in art and design so that pupils focus on the progressive development of key skills in drawing, painting and modelling.

[paragraphs 27, 28, 29, 103, 104, 113, 116]

- **Strengthen the active involvement of parents in their children’s learning by:**
 - continuing to seek further ways of involving parents through programmes such as Family Literacy and Family Numeracy;
 - ensuring that parents are fully informed about the nature and purpose of homework;
 - seeking additional funding through the EAZ to support further initiatives.

[paragraphs 43, 44, 45, 46, 48, Annex 2]
- **Provide opportunities for a range of extra-curricular activities, including sport**

[paragraphs 32, 43, 48]
- **Develop the role of governors in strategic planning by:**
 - enabling them to take a longer term view of the direction and goals for the school;
 - providing training to enable governors to monitor and evaluate the effects of spending on the standards attained by pupils.

[paragraphs 32, 52, 53]

Minor points:

Review the amount and distribution of time allocated to PE lessons. Lessons of one hour once a week are not appropriate for young children. Two sessions of 30 minutes would help pupils to concentrate and develop their skills.
 [paragraphs 21, 133, 134]

Arrange for the hard surface area of school grounds to be re-surfaced.
 [paragraph 57]

ANNEX 2: INSPECTION OF INITIATIVES FUNDED UNDER SPECIAL NATIONAL PROGRAMMES TO RAISE ACHIEVEMENT AND PROMOTE INCLUSION

EDUCATION ACTION ZONE

Education Action Zones (EAZ) are a part of government policy to raise standards in areas which face challenging circumstances, such as those related to social and economic disadvantage. Extra funding is provided from government, business and industry which is allocated through a partnership formed from representatives of all interested groups, including teachers. The Barnsley EAZ is formed from three neighbouring districts which include Worsbrough. There are 21 schools in the EAZ. Initially, not all the schools were happy about being included as they felt that their standards of attainment did not warrant inclusion. However, after discussions with officials from the DfEE all the schools agreed to being involved in the EAZ activity. The governors and staff of Worsbrough Bank End welcomed the initiative, as they considered the additional support from the funding and from teachers with specific skills to be entirely in accord with school development plans.

KEY AREAS OF ACTIVITY

Literacy

The EAZ identified underachievement in pupils' oracy and literacy development to be a major area of focus and this is particularly true of Bank End. Prior to 1998 pupils' attainment in English at the age of 11 as measured by national tests, showed standards to be well below national averages. Through well-focused activity within the school (recorded in the main inspection report) the main areas of weakness have been tackled effectively, and the support available through the EAZ has been influential in the progress achieved. The school was asked to identify the pupils whom they had judged would not achieve national levels when they set their targets, but were perhaps capable of doing so with appropriate intervention strategies and additional support.

For the year 1999-2000, for example, a group of 16 pupils in Year 6, whose predicted grades would have fallen short of national averages, were targeted for additional support. The support provided consisted of an EAZ literacy teacher working with the targeted pupils for one half day per week linked to 5 hours support from a Learning Support Assistant (LSA) based in the school. With the exception of one pupil, already on the SEN register and who had many absences, all the cohort gained between 1 and 2 levels between September 1999 and May 2000. The average increase was by one and a third levels. Half of the group attained at a level in line with national averages. It would be unfair to attribute these gains entirely to the support from the EAZ, as the quality of teaching in the school has been clearly improving rapidly since 1998. However, the boost in skills and confidence given to these targeted pupils in large part through the intervention of the EAZ literacy teacher, clearly had a very positive effect on attainment. The target for the EAZ as a whole was to convert 50% of target pupils to national levels in 2000, for this school, a goal achieved. Gains were also made by identified pupils in Year 2 where the EAZ literacy teacher worked with target pupils for one half day a fortnight, linked to 5 hours support from the zone-funded LSA.

It was only possible to observe the teaching of the Key Stage 2 literacy teacher during the inspection, but her work within the Year 6 class was very effective. The targeted pupils were eager to be involved in the group activity which was well matched to the class teacher's lesson objectives. The teacher maintained a very brisk and purposeful pace to the session, actively involving every pupil and using praise appropriately and to good effect. The literacy teacher had also been closely involved with the class teacher in drawing together pupils'

learning plans. This was regarded as helpful by both teachers, and essential in focusing the support of the LSA.

Inspectors who spoke with currently targeted pupils in Year 6 during the inspection, noted the very positive attitudes to learning they showed, their clear idea of their own level of performance and what they needed to do to improve and to reach their targets. The school has developed an assessment and target setting system which informs this process of pupils knowing the 'next steps' they need to make to improve. Although teachers were involved in an EAZ initiative to produce a common system based on key stage plans across the zone for this purpose, the Bank End staff judged that the process they had devised themselves was more accurate than the one being promoted by the EAZ. The school system examined during the inspection, is judged to be very good and a key contributor to raising pupils' achievement.

The pupils targeted for this focused support have certainly benefited from having their specific learning needs addressed, both individually and as part of an identified group. The group interaction observed during the Year 6 work was good. Pupils showed a pleasing confidence in contributing to the group's activities and in responding to the teacher's questions. For most of these pupils, this represents real gains in their inclusion in general classroom learning as consequently, they have the skills and confidence required to allow them to participate satisfactorily.

Information and communication technology (ICT)

The school has been identified as a 'Hot Spot' school and as such, has become eligible for considerable additional funding. This funding was to provide hardware and software to enable the school to establish a computer 'suite' and the installation of an interactive electronic whiteboard in the Year 4 classroom.

Funding also provided training for teachers and support staff in ICT skills and the effective use of the whiteboard within teaching programmes.

The provision of £11,000 has enabled the school to complete its computer suite with IMAC computers and printers. The computers are linked and situated in a designated area of the school hall. Use of the suite has been carefully timetabled and linked to the action plan for the development of ICT. The ICT manager from the EAZ has provided a series of twilight training sessions for staff which have increased knowledge and confidence appreciably. Training has effectively focused on word processing, the creation of databases and spreadsheets. Further training will include Power Point and the use of Email. There are still variations in the degree of confidence amongst teachers in utilising aspects of ICT within teaching programmes, but this is increasing well. The gains in skills and knowledge shown by pupils in both key stages is noted in the main body of the inspection report. The inspection team also regard standards being achieved in ICT to be generally in line with national expected levels and there are clear indications that these standards will rise further.

The electronic whiteboard cost £10,000 and clearly its use is a major area of innovation for the school. The Year 4 teacher in whose classroom the whiteboard is installed, has a good level of ICT skill and knowledge and has learned a great deal about the potential of this facility in a short time. Observations made by inspectors during the inspection of lessons where the whiteboard was being used within the teaching strategy being adopted, showed that pupils are effectively motivated by the interactive possibilities of the whiteboard. Good gains are being made, although further planned use of the whiteboard by other teachers and groups of pupils should now become a priority.

Early Years/Partnership with Parents

The school made smaller scale bids, for example for two projects which were targeted at involving parents in supporting their children's learning. This is an area of development identified by the school and one endorsed by the current inspection. The school makes commendable efforts to draw parents into their children's learning and to provide information in a way which is accessible to them and which will motivate their involvement. Strategies used have rarely been very successful.

An early years project involved the establishment of 'listening centres' within the nursery where children could listen to taped texts which were carefully selected for their stimulating content. Whilst the use of this facility within the nursery through support staff working with children was helpful, the transfer of the activity into the home context was less successful. The overall cost of the initiative, including materials, was however only £2,600 and therefore modest given the positive returns in school.

For junior pupils, the school purchased commercially produced homework booklets at a total cost of £200, to stimulate involvement by parents in their children's learning. Use of the booklets was reinforced by the school introducing 'homework clinics' to offer guidance to parents on using the material. Again, whilst some parents showed initial interest, it was difficult for the school to retain the degree of involvement so much needed to make the project a real success.

There is a general area of development needed regarding the involvement of parents in their children's learning. The inspection found that some parents were confused about what homework was being set and how far they should 'interfere' in the process. Others felt that the amount of homework set for pupils was either too much or too little. The great majority of parents, however, found staff in the school to be 'very approachable'. Further ways of securing parents' involvement need to be developed and recommendations have been made in the inspection as to how these might be focused. Amongst those suggestions is the use of EAZ funding to establish programmes of Family Literacy and Family Numeracy which could be funded through the EAZ.

Overall evaluation summary

The EAZ initiatives for Literacy and for ICT have clearly contributed significantly in raising pupils standards of attainment in literacy at the end of both key stages and notably by 11 year olds. Similarly, inspection evidence suggests that increased confidence by teachers through the installation of the computer hardware and the associated training is having a very positive effect on the pupils' systematic understanding of key skills and knowledge.

Pupils targeted for additional literacy support have made significant gains and become more fully integrated into mainstream class activity.

The skills and strategies demonstrated by the EAZ literacy teachers have a direct effect on the achievement of targeted pupils, but this needs to be set alongside the notable and continuing improvement in the quality of teaching throughout the school since 1998 and especially in most classes in Key Stage 2. It would be justified to suggest that the involvement of the EAZ literacy teacher in the Year 6 class contributed effectively to the overall performance of pupils as the inspection noted weaknesses in the teaching of the class teacher. The involvement of EAZ personnel either directly in the classroom, or through training for learning support assistants as well as for teachers, has contributed well towards more effective teaching.

Targeted pupils for literacy support have made significant gains and all pupils in the Year 2 and Year 6 classes have benefited from teachers adopting strategies and approaches to which pupils clearly respond well.

The school has managed the use of opportunities and funding from the EAZ satisfactorily and senior management has been prepared to stand firm against the wishes of the EAZ where an alternative or existing methodology was judged to be more suitable and more effective for Bank End pupils. The overall amount of funding received has been modest given the effect on overall achievement. The largest area of expenditure was on ICT hardware and the benefits of this investment will take time to fully evaluate and appraise. There is evidence to suggest, however, that in terms of pupil and staff confidence, gains will continue to be made. The main weakness in management of the EAZ initiatives is in the links made with parents and the local community. There are acknowledged difficulties in recruiting and maintaining parental interest in children's learning and there have been efforts made to secure the active interest of parents.

However, the school could make further inroads into this area for development by a more imaginative and sustained programme enlisting the support of the EAZ and networking with other schools.

The projects in which the school has participated, and particularly in literacy, have been effective and contributed well to overall school development and improvement. Given the comparatively modest costs involved, the initiatives used represent good value for money.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	12	51	25	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	206
Number of full-time pupils eligible for free school meals	0	129

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	2	106

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	30
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	7.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	17	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	12
	Girls	12	14	14
	Total	21	23	26
Percentage of pupils at NC level 2 or above	School	62 [46]	68 [55]	76 [74]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	10
	Girls	14	13	14
	Total	24	26	24
Percentage of pupils at NC level 2 or above	School	71 [61]	76 [65]	71 [100]
	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	17	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	14
	Girls	11	10	14
	Total	25	25	28
Percentage of pupils at NC level 4 or above	School	81 [42]	81 [52]	90 [65]
	National	70 [64]	69 [58]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	13
	Girls	10	10	14
	Total	22	25	27
Percentage of pupils at NC level 4 or above	School	71 [41]	81 [51]	87 [55]
	National	68 [65]	69 [65]	75 [71]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	206
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25.8
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	102

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	10

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	418741
Total expenditure	408055
Expenditure per pupil	1558
Balance brought forward from previous year	27028
Balance carried forward to next year	37714

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	236
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57.0	36.0	3.0	4.0	0
My child is making good progress in school.	54.0	36.0	8.0	1.0	0
Behaviour in the school is good.	29.0	51.0	7.0	4.0	8.0
My child gets the right amount of work to do at home.	28.0	35.0	27.0	6.0	4.0
The teaching is good.	53.0	39.0	3.0	1.0	4.0
I am kept well informed about how my child is getting on.	42.0	38.0	12.0	7.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	64.0	29.0	7.0	0	0
The school expects my child to work hard and achieve his or her best.	72.0	25.0	3.0	0	0
The school works closely with parents.	29.0	47.0	14.0	7.0	3.0
The school is well led and managed.	50.0	40.0	4.0	0	6.0
The school is helping my child become mature and responsible.	47.0	43.0	7.0	0	3.0
The school provides an interesting range of activities outside lessons.	15.0	28.0	31.0	11.0	15.0

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

- 61 The Foundation Stage at this school includes the 25 place part-time Nursery and the Reception class. Most children entering the school spend morning or afternoon sessions in the Nursery before they enter the Reception class at the beginning of the term in which they have their fifth birthday. The Nursery is a pleasant and welcoming purpose-built unit set apart from the main school building, with a fenced outdoor play area which is shared at times by the Reception class. At the time of the inspection there were 50 children on roll attending part-time.
- 62 At the last inspection the Nursery was commended for providing a good start to children's schooling, although the Reception class was not as successful in enabling children to progress at the same rate. There has been a clear improvement in the provision for children in the Reception class and the standards in the Nursery are being maintained and extended through effective planning across the Foundation Stage.
- 63 Most children start Nursery with poorly developed skills in using spoken language and listening attentively. Their range of vocabulary is very limited and they have similarly scant knowledge of number symbols and counting. The early assessment of children coming into the Nursery shows up these limitations. In spite of being in the Nursery only just over two weeks at the time of the inspection, the children who have joined the Nursery class, a few at a time, are already responding well to routines and showing signs of making effective progress in many areas of learning.
- 64 The children in the Reception class are talking with more confidence and listening attentively to stories and to each other. They have a good awareness of the school day and how to co-operate in learning activities.
- 65 There is consistently good teaching across the Foundation Stage, which includes an effective contribution to the quality of children's initial learning from the nursery nurse. Planning shows a considerable grasp of the foundation stage curriculum. The staff have developed a coherent planning format that shows how activities relate to the objectives for learning and lead through the 'stepping stones' towards the Early Learning Goals. The detail and forethought in this planning is contributing significantly to the standards already being achieved by children in both Nursery and Reception.
- 66 It is difficult to predict with accuracy at this early stage if these children will reach the Early Learning Goals by the end of the reception year, but in many respects, the indications are promising.

Personal, social and emotional development

- 67 Although most children enter the Nursery with poorly developed personal and social skills, the staff give this area a high priority and children are already making good progress. They are beginning to take responsibility for keeping their working space clean and tidy, taking turns in speaking during circle time, sharing tools and equipment and showing a growing care for each other. The teacher and the nursery nurse effectively create circumstances where children can talk about how they feel and what they are doing. They support the children well through their own actions, such as the delightful passing round of a 'warm squeeze' of the hand at the start of

'Circle Time'.

- 68 The staff always explain the reason to the children when they are introducing a new procedure or when they are discouraging inappropriate behaviour. This shows respect for children and encourages them to do the same for each other. For example, after a group of children had worked with the nursery nurse to make jam sandwiches for everyone, she explained to them that one sandwich would just be 'buttery' because some children cannot eat certain foods or it would make them 'poorly'.
- 69 The Reception class teacher takes a similar approach. Excellent use is made of 'Circle Time', as shown in a session devoted to personal and emotional development, where a secure and relaxed situation was created so that children felt able to talk about their feelings. Every child contributed to a well planned lesson by talking about things which frightened them. The teacher skilfully reassured them about their fears and made effective use of a story to illustrate her theme.
- 70 The Reception class children can organise their own equipment and resources for activities and, working in pairs, sustain concentration on a set task for some time. The teacher has established some of the school strategies for effective learning to take place such as 'show me good sitting', and praising children who have positive attitudes. As a result, the children are making good progress in their ability to co-operate, in showing concern for others, and taking responsibility for managing their equipment and resources.

Communication, language and literacy

- 71 Most of the children in the Nursery have limited skills in talk and find it difficult to listen attentively. They are, however, curious and staff have built on their natural inquisitiveness to encourage the children to use talk to describe, explain and relate experiences. Many of the children tend to make responses in single words and have a very limited vocabulary. For example, in some discussion on parts of the body, no child could identify the neck. Skilful teaching from the nursery staff constantly emphasises words, sounds and rhymes connecting them to the children's names and providing them with opportunities to try words out. During the children's activities the staff make well-judged interventions, opening up dialogue with the children who respond well. More might be made of using books to connect activities to the printed word. The children like books and there are varied and well chosen selections attractively displayed in the Nursery.
- 72 In the Reception class children certainly see themselves as writers, as shown by the pocket-sized booklets they have been making about themselves. They have illustrated captions dictated by the teacher for them to copy. More opportunity could be given for children to write independently.
- 73 The Reception class teacher is effectively using aspects of the National Literacy Strategy to structure specific work on language and literacy. Children show sound levels of attainment in their knowledge of books. They can explain what a non-fiction book is like and they are aware of terms such as 'title' and 'author'. Through good teaching which focuses children's attention for an appropriate length of time, most can suggest a range of words beginning with a specific letter and point out familiar sequences of letters and the sound they make. The children can write some words independently and letter formation is developing well.

- 74 The role play areas in both the nursery and the reception classes are under used. Both have domestic equipment and some other items relating to a theme. Their contribution to literacy and language could be strengthened through the addition of other material. More opportunities could be planned for the active involvement of staff in the role play.

Mathematical development

- 75 Attainment in this aspect of learning is good in both the Nursery and the Reception class through some effective planning, which incorporates mathematical thinking and language into a range of activities. In the Nursery, the singing of number songs and rhymes with all the accompanying actions, is a strong feature of the daily routine. Children clearly enjoy this activity and show that they can count to five and beyond. They are representing quantities on fingers and beginning to appreciate the notion of 'a pair'. The nursery teacher introduced an activity which related to the topic on 'ourselves' and required the children to classify items of clothing as suitable for a baby, a child or an adult. In this way, circumstances familiar to the children were used to create a situation where the language of size and shape could be used. Although their vocabulary is not extensive, children are able to clearly identify 'big' and 'little' and classify items accurately.
- 76 In the Reception class clear planning gives the whole class group the opportunity to count and recognise number symbols to 10 in various ways, and to talk about 'short', 'tall' and 'taller'. This is followed by group work matched skilfully to children's varied abilities. They use number games effectively and concentrate well. Children's attention is constantly drawn to appropriate mathematical language and many can explain work they have done in their books.

Knowledge and understanding of the world

- 77 The Nursery children have limited general knowledge. Few could name all the ingredients of the jam sandwiches and experience difficulty in remembering the names of parts of the body. Good teaching is providing children with experiences that will enhance their knowledge through building on what they already know. The Nursery children talk about the calendar and the days of the week. They are beginning to relate nursery routines to a time sequence.
- 78 In making some simple stick puppets the children show that they are learning how to choose materials for specific reasons and how to stick items together. The topic on ourselves is providing opportunities for children to relate discussion well to their own families and experience. Many know that they were once babies and some of the ways in which they have changed.
- 79 In the Reception class children have an impressive and growing confidence in using the computer. They know terms such as 'monitor', 'screen', 'keyboard' and 'mouse' and many can explain the use of the mouse with the computer. Most can go into 'file' and change the screen and use mouse control to move letters around to form their own names. Their attainment in this aspect is good.
- 80 Examples of children's work showed a developing understanding of how things grow and the essentials for maintaining life. They have a good knowledge of animals and how certain animals are a source of food.

Physical development

- 81 Outdoor activity is provided daily in the Nursery and careful planning ensures that there is an appropriate, but deliberately limited range of equipment to support particular aspects of skills development. Children have access to pedal vehicles, but also to hoops, for example where they were encouraged to find ways of making them 'travel'. The provision of a box of colourful chalks allows children to also extend their finer motor skills in making circle shapes on the hard surface area.
- 82 The reception children have the opportunity for physical development lessons in the school hall and are being taught effectively how to get out and put away simple apparatus safely. They can travel in different directions, but many have as yet little spatial awareness and tend to cluster in the middle of the hall. The teacher structured effectively a group activity that required children to travel across a mat in different ways. Almost every child could hop, jump, walk, roll or skip across and these words were reinforced appropriately. In this activity they showed impressive control. The planned sessions are, however, too long. Shorter, more frequent periods would build children's skills and knowledge more effectively.

Creative development

- 83 In this aspect the nursery children are learning very well indeed. They are already able to select from different kinds of papers and cellophane to create effects on a model puppet and fix them in place. From limited skills on entry, they are handling simple tools like scissors and spatulas with some control. Skills are progressively developed in the reception class and children are becoming increasingly skilful in drawing. There were very good examples of figures drawn by the children showing 'being frightened', demonstrating their perceptions of facial expression.
- 84 Reception class children have developed some understanding of tempo when listening to music and when singing songs themselves.

ENGLISH

- 85 In the 1999 national tests in English for seven year olds, results were well below national averages. When compared with similar schools, reading results were broadly in line, but writing results were below average. From 1997 reading standards have improved, as have writing standards from 1998. In the 1999 tests for 11 year olds, results were above national expectations and very high compared with similar schools. From 1997 standards have risen steeply and more quickly than the national trend. Standards seen during the inspection are at present below national expectations in both key stages. Standards are continuing to rise more quickly in Key Stage 2 than Key Stage 1. There is no significant difference in the performance of boys and girls.
- 86 Pupils make satisfactory overall progress in Key Stage 1, where they learn letter sounds and some begin to write using capital letters. However, other pupils cannot clearly identify words in text. Progress in reading is unsatisfactory. The most able readers do not know about authors, but understand about characters in stories. Pupils' skills in the use of reference books are very weak. They are confident with letter sounds and picture clues when reading unknown words, but few are able to use letter blends. Pupils make improvements in their writing, but their work is often limited in length and quality. Spelling is weak and presentation unsatisfactory. In Key Stage 2, progress is faster. By Year 6 the ablest readers can describe characters in stories

in some detail, use phonic skills to decode unknown words and name some popular authors. They also use reference books to locate information. Few know the names of any poets. Reading progress, however, remains unsatisfactory. Pupils need more time to enjoy books and gain a richer experience of literature. Pupils make steady progress in writing but many have weak spelling skills, which reduces the overall quality of their work. There are insufficient opportunities, across the curriculum, for pupils to learn and apply reference skills and write at length using their own words. Some instances were seen of pupils making a first draft of their work prior to completing a finished product. Pupils with SEN make good progress in both key stages.

- 87 In both key stages pupils listen very well to adults and each other. They make progress with their speaking skills because of the efforts of teachers who emphasise subject vocabulary and focus on displays of 'Wonderful Words'. Nevertheless, pupils' spoken and written vocabulary is limited and significantly hinders the expression of ideas and thoughts. Teachers ask pupils to give oral answers in sentences. Some very good role play, which helps develop vocabulary, was seen in a Year 4 class. Pupils responded very well to an activity which encouraged them to consider what it would be like to experience an air raid in World War II. They were able to express their feelings with a degree of confidence and imagination.
- 88 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Throughout the school every lesson observed was satisfactory or better. Teachers plan well using the National Literacy Strategy objectives. Progression in skills, understanding and knowledge is established by long term and medium term plans. Lessons have clear objectives which are explained to pupils. The full introduction of literacy hours and changes to teaching strategies have produced improvements in pupils' progress and standards. Teachers have good subject knowledge. They use questioning skills well to keep all pupils engaged in their learning. Plenary sessions are effectively used and reinforce vocabulary. The best lesson, seen in Year 3, was very pacy; pupils were managed very well, links were made between reading, spelling and writing and group work was extremely well matched to pupils' previous attainment levels. In Year 6, however the teacher's explanations and instructions were insufficiently crisp. Pupils' progress is well recorded and tracked. In Key Stage 2, in particular, groups of pupils are targeted to receive specific, well-focused assistance. This significantly contributes to advances in their attainment. Classroom assistants are used effectively. They understand their role, planning carefully with teachers. Staff funded by the EAZ make a valuable contribution to teaching and learning. Teachers should read more often to pupils to model expression, increase pupils' enthusiasm for literature and widen their vocabulary.
- 89 The co-ordinators are well informed, full of enthusiasm and clear about future developments. Their aspirations for pupils are high. Teaching and learning are appropriately monitored and evaluated. These factors are contributing to improving standards. The marking policy is not followed and should be replaced by a statement of what actually happens. Recent expenditure on books has been effectively targeted to identified needs. However, the library's site should be reconsidered, the stock re-catalogued and improved.

MATHEMATICS

- 90 Standards in mathematics across the school are average; this is a marked improvement since the last inspection. Indeed, results in the end of key stage tests between 1996 and 1999 have improved at a much faster rate than those achieved by schools nationally, significantly so in Key Stage 2.
- 91 The attainment of seven year olds in 1999 was in line with that of pupils from similar schools, but still well below national expectations. The most able pupils, however, did perform well at the higher level 3, achieving results which were close to the national average. Eleven year olds in 1999 attained standards that were well above those of pupils from similar schools and above average when compared with national results. This was an impressive achievement, showing the great strides made by the school with their older pupils. A satisfactory number of pupils reached the higher level 5 standard. Results, whilst better for girls, showed no significant difference in attainment. Standards in line with national expectations have been maintained in 2000 test results.
- 92 In Key Stage 1 lessons observed during the inspection and samples of work from the previous year show standards now to be more in line with those expected nationally. There is a good coverage of work and an appropriate emphasis on the development of numeracy skills - a clear weakness in the previous inspection. Work samples show an appropriate progression in the level of expectation and in the accuracy with which calculations, measurements and problem-solving are tackled by pupils. In lessons there is good attention paid to mental calculation, counting on and back in ones, twos and tens. Pupils recognise numbers and simple sequences. They can organise and classify sets of objects according to different criteria. Work is well matched to the needs of pupils, with reinforcement and extension activities to revise and promote understanding at appropriate levels, for example in Year 2 with early work on place value.
- 93 In Key Stage 2 lessons and work samples reveal an average picture of attainment across the older age range in the school. Whilst standards are not as high as those attained by Year 6 pupils in 1999, they are still much better than those found at the time of the previous inspection. Pupils are much more secure in their mental calculations and they can describe various strategies they use for solving problems with larger numbers. Exercise books and worksheets show a good progression in the level of difficulty of work. There is a very strong focus on numeracy skills and speed of recall, particularly with multiplication. Pupils within and at the end of the key stage demonstrate an increasing understanding of place value with larger numbers and with the introduction of decimals.
- 94 Pupils are making sound progress. They have very good attitudes to learning, concentrating well, often for long periods of time. Across the school, pupils work well together sharing, taking turns and discussing what they are doing, for example with the 'counting caterpillars' in Year 1 and the multiplication game in Year 3. In Year 6 pupils are very keen to improve the speed and accuracy of their work showing good self-motivation.
- 95 Teaching is very much improved and is consistently good across the school; examples of excellent teaching were seen in Year 3 and very good teaching in Year 5. Involvement in the LEA's pilot initiative, which preceded the introduction of the National Numeracy Strategy, has had a major impact upon the quality of teaching. Equally, the significant number of new staff in the school over the past two years has clearly

brought enthusiasm and skill to the teaching of the subject. Lessons are well prepared. There is a good balance of direct teaching and pupil activity in most classes. The purpose of the lesson is made very clear and a good range of teaching strategies are employed to consolidate and extend learning. Support staff are an important feature of class teaching, particularly in Key Stage 2 where they make a significant contribution to the progress made by SEN pupils. Teachers have high expectations and most move the lessons along at a brisk pace.

- 96 The two subject co-ordinators work very well together. There is a very clear sense of purpose in the leadership of the subject and a good action plan for further improvement. Data is used well to analyse strengths and weaknesses and prioritise areas for attention. Target setting is clearly based on what pupils need to do to progress. Good advantage is taken to make the most of training opportunities offered to staff.

SCIENCE

- 97 Teacher assessment of standards in Key Stage 1 for 1999 were below those expected in similar schools, and well below national averages. The number of pupils achieving at the higher level 3 is also well below national expectations. However, standards achieved by 11 year olds in the national tests were well above national averages, and very high when compared with similar schools. The number of pupils achieving at the higher level 5 was above average; these results represent a significant improvement over the last two years. Key Stage 1 results have not shown similar improvements. Standards in national tests in 2000 show that pupils are continuing to improve by the age of 11.
- 98 There are significant improvements in standards since the last inspection. From lessons observed during the inspection, standards are satisfactory across the school. Pupils make good progress throughout the school, covering an appropriate range of topics. Presentation of work is variable, but satisfactory overall.
- 99 By the end of Key Stage 1 they learn how to conduct a fair test and record their findings simply. By the end of Key Stage 2 they can carry out investigations and draw conclusions from the results. Across the school, pupils' use of scientific language is not sufficiently secure, notably in Key Stage 1. Pupils work enthusiastically and are helped to make hypotheses by lively and focused teaching.
- 100 Teaching of science is never less than good and often better, having improved substantially since the last inspection. Considerable staff training has resulted in teachers' increased knowledge and understanding. Teachers now plan very well, ensuring progressive development of scientific skills as well as knowledge. Teachers use questioning very effectively and stress the use of correct vocabulary at all times. Very good teaching in Year 2 ensures that pupils understand how to classify different materials by involving them in practical activities which require them to observe and describe real objects.
- 101 Teachers have high expectations of behaviour and effort, though some tasks are over-structured into a list of instructions. Outstanding teaching in Year 3 was observed with pupils being able to plan their own work, co-operate and work independently.
- 102 The co-ordinator has a clear role which includes monitoring of planning to ensure progression and consistency. Monitoring of teaching in science is part of the school's

wider monitoring policy and focuses on clear links between learning objectives and teaching outcomes. This is contributing to improved quality of teaching. Strategies for teaching science are an important part of the school's policy for teaching thinking skills and are, as such, a priority in the School Development Plan. There are good assessment and tracking procedures which are used effectively to provide information for target-setting for individuals and groups. These are helping to raise standards.

ART AND DESIGN

- 103 Three lessons were observed during the inspection. Further evidence was gathered from samples of work, displays and documentation. Standards are generally below national expectations. There is attractive work displayed in some classrooms and shared areas, which adds to the quality of the learning environment, but art and design and design work is not represented in every classroom. Pupils have personal sketchbooks, but their use is as yet underdeveloped. Pupils' skills with pencil and paint, particularly in observational work, are unsatisfactory. There is an insufficient emphasis placed on the progressive improvement of these skills, with the result that work lacks depth and quality.
- 104 Pupils are introduced to a wide range of media, including pastels, crayons, pencils and different types of paint, but have few opportunities to work in three dimensions or with fabric. In some classes, pupils have the opportunity to interpret the work of artists such as William Morris, Picasso and Seurat, but such work is not progressively developed across all year groups.
- 105 The teaching observed was satisfactory and this is an improvement from the last inspection. Teachers plan and organise individual lessons well, making clear references to the requirements of the National Curriculum. They use questioning effectively and give pupils the opportunity to talk about their work. However, tasks are not always sufficiently well matched to pupils' needs. Pupils do not have enough opportunities to practise and improve their drawing and painting skills to form a firm basis for effective work in the full art and design curriculum. Pupils are interested and motivated. They enjoy art and design and respond well to their teachers. They concentrate and work together well, share materials and take responsibility for clearing up from the earliest age.
- 106 The recently appointed co-ordinator has a clear understanding of the requirements of the art and design curriculum and has the expertise to manage development. There is an action plan which concentrates appropriately on the need to improve pupils' skills. There is as yet an insufficiently clear understanding of expected standards by all staff, but improved assessment procedures are beginning to address this. Systems for monitoring planning and progression are already in place, and the need to monitor teaching is recognised.

DESIGN AND TECHNOLOGY

- 107 From the limited evidence available during the inspection, including one observed lesson, standards are broadly in line with national expectations at both key stages. Planning is good, and indicates satisfactory coverage of the National Curriculum, including the development of skills in a variety of contexts. Pupils use a variety of tools and materials to make puppets, working models of torches and slippers they can wear. They make biscuits and simple Indian food. They have design sketchbooks, but their use is as yet underdeveloped. In Year 2, however, pupils

included considerable detail in their plans for making a simple moving vehicle.

- 108 There are clear improvements in teaching from the last inspection. Teachers' planning focuses more clearly on the development of skills and there is evidence of pupils having more opportunities to plan and evaluate their own work. However, some tasks are still too tightly controlled by teachers, allowing little scope for pupils to use their own ideas. Although variable in quality, pupils' work generally shows effort and thought. Pupils make satisfactory progress throughout school but there is less evidence of challenging work at the end of Key Stage 2.
- 109 There is an action plan which appropriately addresses the need to focus on improved assessment to ensure progressive development of pupils' skills. Resources are well organised and of satisfactory quality.

GEOGRAPHY

- 110 During the inspection, one lesson was observed in Key Stage 2. However, evidence was obtained through teachers' planning, other documentation, from displays, samples of work, together with discussions with staff and pupils. By the time they are 11, pupils are achieving standards in line with national expectations. Progress since the last inspection is satisfactory.
- 111 Standards in Key Stage 1 are sound. Pupils are aware of the features that make up their local area. They can make a simple map showing the route from home to school. They can offer suggestions for improving aspects of their local environment. By the time they are seven, pupils can recognise the main similarities and differences between their local area and a contrasting seaside place. They are developing some understanding of the concept of travel to other places.
- 112 In Key Stage 2, pupils have satisfactory geographical skills. They have studied a village in India, and have considered issues to do with climate. By the end of the key stage, they have studied the use of water at home and in industry, and have considered the problem of water pollution. Pupils show interest and respond positively to questions. They apply themselves well to tasks.
- 113 Teachers demonstrate a sound knowledge of the subject through their planning. This is much improved since the last inspection. Very good planning by the Year 3 teacher led to a successful outdoor activity session. This combined vigorous exercise and work on thinking skills and teamwork. It also involved very good development of geographical skills and knowledge. In contrast, in Year 6, the lack of planning for the outdoor activity session led to opportunities being missed to promote geographical learning and resulted in a lesson with limited educational purpose. In Year 5, the teacher made maximum use of a brief interlude between the end of the numeracy lesson and lunchtime to give pupils opportunities to practise mapping skills.
- 114 The recently appointed co-ordinator has a good level of knowledge and is clear about the subject management role.

HISTORY

- 115 The previous inspection report found standards and progress in the subject to be in line with national expectations. This position has been maintained since standards across the school are satisfactory. No history lessons were observed in Key Stage 1 during the inspection. However, samples of work from the previous year and detailed teacher planning for half-termly topics during this school year show that younger pupils have good opportunities to learn about differences between the past and

present in their own lives. They can classify old and new toys and items used in the home. By the end of the key stage they know about some stories and events from the past, like the Great Fire of London, and describe them in words and pictures.

- 116 In Key Stage 2 pupils are extending their factual knowledge and understanding of periods of history through a good coverage of history topics. They are beginning to handle artefacts and use books and other sources of evidence to answer questions about the past. Their historical vocabulary is increasing, for example in their understanding of 'change' and 'reform' to improve the lives of people in Victorian England. When given an opportunity to imagine themselves to be living back in the early 1940's experiencing an air raid, Year 4 pupils showed above average understanding of how events might effect and, possibly, change their lives. By the end of the key stage older pupils know that information can be gained from a wide variety of sources, such as members of the community and the local press, and that they, themselves, and events in their school are part of recent history. There is, however, little evidence of sustained writing on historical topics.
- 117 Pupils are interested and well-motivated. When given an opportunity, they are keen to answer questions and offer suggestions. A very good example of pupils actively involved in their own learning was seen in Year 4 with some impressive group role play. Pupils with SEN are well supported and make sound progress.
- 118 The overall quality of teaching in Key Stage 2 is good. All teachers are knowledgeable and enthusiastic about the subject, and most plan their work well in a structured, detailed way. Some good resources are used to bring history to life and to make links with other subjects. For example in Year 5 the use of a 19th Century painting of homeless people demonstrates art and design as a source of historical evidence. One teacher made very good use of a digital camera to capture the pupils' interpretation of home life during World War II to use as a stimulus for further work.
- 119 Subject co-ordination has clearly improved since the last inspection, underpinned with a policy statement and scheme of work. The new co-ordinator has a good grasp of strengths and weaknesses in the subject. Her action plan appropriately identifies relevant development activities such as extending resource provision and, more importantly, collecting a portfolio of assessed work to ensure progression in the development of historical skills across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 120 Pupils' attainment in both key stages is broadly in line with national expectations. In Key Stage 1 pupils in Year 1 they are able to explain how and why computers are used inside and outside school and can draw pictures, move objects around the screen by using the mouse and colour in shapes. In Key Stage 2 pupils in Year 4 pupils can draw pictures, add and move text around; alter the colour of pictures and textual features and present information in tables and pie charts.
- 121 Skills, understanding and knowledge are carefully planned in the school's new ICT teaching programme. Progress is especially clear in Year 3 and 4 lessons where pupils learn subject specific language and master new skills rapidly. In Year 4, the lesson supported literacy skills well, with pupils rearranging mixed up text explaining how to make a cup of tea. Year 6 pupils, are however, making more limited progress, repeating established skills of information gathering. Pupils with SEN make good progress.

- 122 Pupils are enthusiastic about their work. They are attentive and apply themselves well to tasks. They work well in pairs and support each other. They explain eagerly what they are doing.
- 123 Teaching is mostly good, and sometimes very good and excellent. Most lessons are well planned with clear learning objectives. Most teachers have secure subject knowledge. The best lessons are paced, with clear instructions, good supervision and intervention. In an unsatisfactory lesson in Year 6 the teacher talked for too long and failed to supervise pupils properly.
- 124 Funding from the EAZ has been used to establish an excellent suite of computers in the hall. However, access to this provision is limited as the hall is used for other purposes. The school is connected to the National Grid for Learning. The school has an electronic white board, also provided by the EAZ, which is being well used in Year 4 and making a major contribution to pupils' learning and motivation. It does, however, need to be made more available to all the school and staff need appropriate training. The co-ordinator is enthusiastic and well trained, partly by the EAZ. She has planned well for further development. Assessment and recording procedures are not yet sufficiently well established to ensure progression for pupils.

MUSIC

- 125 During the inspection, one lesson was observed in Key Stage 1, and two in Key Stage 2. Further evidence was obtained through teachers' planning, samples of work and discussions with staff and pupils. Standards throughout school are in line with national expectations. Progress since the last inspection is satisfactory.
- 126 Pupils sing well in assemblies and recorded music is used effectively to set a calm atmosphere. In class, pupils are encouraged to listen to a range of music. For example, in Year 1, where they listen attentively and show their understanding by responding well to questions. They are beginning to use accurate musical vocabulary.
- 127 Younger pupils also handled untuned percussion instruments correctly, and were able to demonstrate an understanding of loud, quiet, fast and slow. In Key Stage 2 an excellent lesson was observed in Year 3, which displayed real dynamism and creativity when introducing pupils to the use of notation. In Year 6, pupils are able to articulate their thoughts and feelings after listening to a selection of music.
- 128 Older pupils are encouraged to write lyrics and action songs. There is less evidence of work in composition and recording which uses symbols and notations. They have satisfactory knowledge of instruments and composers. No pupils at present have instrumental lessons.
- 129 The teaching observed was satisfactory. Teachers plan their lessons in detail using the national schemes of work. Performances are held regularly for parents. The co-ordinator is clear about her subject management role. She has audited resources, gives support to colleagues and has a definite understanding of her monitoring role which will in future extend to observation of teaching. This demonstrates that the school has the capacity to improve in the future.

PHYSICAL EDUCATION

- 131 Standards of attainment in Key Stage 1 are broadly in line with national expectations for seven year olds. Standards in Key Stage 2 remain satisfactory. Year 2 pupils respond effectively to music and, in pairs, produce and refine dance phrases representing the varied effects of winds on the sea. They recognise the importance of exercise for their bodies. In a Year 1 lesson observed, attainment was limited by inattention and silly behaviour. Older Key Stage 2 pupils respond sensitively to a variety of music, move well, using limited space to best effect. They understand the importance of warming up and cooling down.
- 132 Most pupils are enthusiastic, learn well in lessons and make satisfactory progress. They listen when teachers issue clear instructions and learn by critically observing others' performances.
- 133 Teaching in Key Stage 1 is satisfactory, although some teachers lack confidence. In Key Stage 2 teaching is good and sometimes very good. All lessons have clear objectives, are well structured and most teachers have sufficient subject knowledge. Teachers reinforce appropriate vocabulary. Lessons are usually brisk, but in one lesson too much time was spent on pupils' demonstrations and too little on refining their work. Timetabled lessons are too long. Pupils would benefit from shorter, more frequent lessons. Parents' concern about the lack of emphasis school gives to physical education, and especially extra-curricular activities, has some justification.
- 134 Physical education needs a thorough review which raises its status and ensures pupils receive a balanced and full curriculum. Systems for monitoring and evaluating the schools' provision and assessing progress are yet to be developed. Space available in the hall limits activity level for older pupils and larger classes.

RELIGIOUS EDUCATION

- 135 During the inspection two lessons were observed, one in each key stage. Further evidence was obtained from teachers' planning, displays, samples of work, collective worship and discussions with pupils and teachers. In addition a scrutiny was made of the Barnsley Revised Agreed Syllabus (1999).
- 136 The previous inspection report indicated that standards in Key Stage 1 were unsatisfactory, but that standards in Key Stage 2 were in line with the expectations of the Agreed Syllabus. Current inspection evidence indicates improvement in provision in Key Stage 1. Standards in both key stages are now broadly in line with the expectations of the Agreed Syllabus, and progress is satisfactory.
- 137 By the end of Key Stage 1 pupils are developing an understanding of Christianity. They have heard the Biblical story of Creation. They can talk about a wedding and baptism. They know about the major Christian festivals of Christmas and Easter and are beginning to understand the importance of some symbols in Christianity. In addition there is an appropriate study of other religions. An attractive display of artefacts and work indicates that pupils are gaining an understanding of some important symbols and festivals in Judaism. Pupils have been introduced to aspects of Hinduism through stories and celebrations such as a wedding.
- 138 In Key Stage 2 pupils continue to develop their knowledge through Biblical stories, for example the story of Abraham and the stories of Pharaoh and the slaves. They can relate some of the Ten Commandments to their everyday experiences. In Year 5,

pupils are introduced effectively to aspects of Buddhism. They know about the Eight-Fold Path and are able to consider similarities and differences between Christianity and Buddhism. By the end of Key Stage 2 pupils have extended their knowledge of Judaism.

- 139 Good teaching was observed in a Year 1 lesson, taken by a supply teacher, based on detailed planning by the regular class teacher. After an initial story about belonging to a family, pupils were encouraged to make the connection between their own family and belonging to a church family or community. Many pupils were able to identify Christian symbols. In Year 6 the lesson on 'Precious Things' made an effective contribution to pupils' personal development. However the length of the introduction and lack of focus by the teacher impacted negatively on the pupils' ability to make progress on the main learning activity.
- 140 Teachers have sound subject knowledge. They plan well using the Agreed Syllabus and selected units of work. Lessons are well structured. Teachers ask challenging questions and engage the pupils' interest. During the week of inspection the local Vicar made an excellent contribution to pupils' understanding of Christianity in collective worship through his explanations of symbols and demonstration of vestments. A school scheme of work, which reflects fully the requirements of the revised Agreed Syllabus, is now needed in order to provide progression in knowledge and understanding together with continuity in learning.