

# INSPECTION REPORT

**WATH VICTORIA INFANT AND JUNIOR  
SCHOOL**

Wath upon Dearne

LEA area: Rotherham

Unique reference number: 106887

Headteacher: Mrs L M Wylam

Reporting inspector: N A Pett  
17331

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> October 2000

Inspection number: 224911

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:	County
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Doncaster Road Wath-on-Dearne Rotherham South Yorkshire
Postcode:	S63 7AB
Telephone number:	(01709) 760103
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr A Atkin
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
N A Pett	Registered inspector	Geography History	The school's results and achievements How well is the school led and managed?
J R Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr P Thrussell	Team Inspector	English Art Physical education Special educational needs	How well are pupils taught?
Ms P Jackson	Team inspector	Under fives Science Music Religious education	
J Haslam	Team inspector	Mathematics Design and technology Information and communication technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the town of Wath upon Dearne, between Barnsley and Rotherham. The immediate area is part of a major redevelopment zone, brought about by significant unemployment after the closure of the coal industry. The school, founded in 1887, is still housed in the original buildings and serves an area of established housing, with some new housing development nearby. It caters for boys and girls aged between 3 and 11 years of age. There are 256 pupils on roll, including places for 26 children in the nursery and it is bigger than other primary schools nationally. Pupils come from the full range of socio-economic backgrounds, with a significant number experiencing disadvantages. The number of pupils eligible for free school meals is well above the national average. The ethnic heritage of the pupils is mainly white European and the percentage of pupils not having English as their first language is low in comparison with the national average. Forty-five pupils are identified as having special educational needs, which is in line with the national average. Ten pupils hold statements to address their specific needs, which is well above the national average. Attainment on entry is below the expectations for their ages for most pupils, particularly for literacy. The school's aims seek to develop the potential of all of its pupils, in a caring and stimulating environment.

### **HOW GOOD THE SCHOOL IS**

This is a good school, which is providing well for the needs of its pupils. It has many strengths and has achieved significant improvements since the last inspection. Teaching is, overall, of a good standard. Standards are improving, because most pupils make good progress, although National Curriculum tests results are below average. Expectations have been raised. The ethos is very good. The school is well managed and gives good value for money.

#### **What the school does well**

- Provides very well for the children in the Foundation Stage; the nursery and Reception classes.
- Achieves very high standards in pupils' personal development and relationships, leading to a positive learning ethos.
- Teaches effectively to promote the progress of the large majority of pupils.
- Cares very well for all of its pupils.
- Celebrates pupils' achievements to raise their self-esteem.
- Provides a good range of extracurricular activities to enhance the National Curriculum.
- Works well with the majority of parents to raise standards.

#### **What could be improved**

- Raising standards in the core subjects, especially in literacy.
- Strategies for teaching within Key Stage 2.
- A more consistent approach to recording and using assessment.
- The roles and responsibilities of the senior staff.
- The surfaces of the hard play areas.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1996. It has sustained its ethos as a caring school and the overall improvement has been good. Standards have improved, but, even with the positive changes, the school still recognises that it has not yet fully achieved its target to raise pupils' language skills. Teaching has improved significantly. Procedures for assessment and for standards in religious education, have improved. The roles of subject coordinators have been effectively developed. Improvements have been brought about by the school's own assessment of its needs. This includes detailed analysis of pupils' standards through a wide range of testing systems, the provision for information and communication technology and in overall development planning. The budget deficit has been cleared. The school has the potential for further improvement.

## STANDARDS

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

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

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

All of the years in the above table contained a large proportion of pupils with special educational needs and were also affected because of the social mobility and poor attendance of a minority of pupils. The results achieved in the tests were below the national average in English, but when compared with similar schools, were well above average. Standards in mathematics and science were well below national averages and, in both subjects, below results in similar schools. Results in the year 2000 tests show a larger proportion of pupils gaining the expected levels for their age in mathematics and science, but not in English. This reflects the arrangements made to support pupils in mathematics. Targets for the percentage of pupils reaching the national levels have yet to be met, although the trend for improvement over the last four years is very similar to the national trend.

Standards are affected by the limitations in pupils' literacy. Pupils often give one-word answers and do not use their vocabulary sufficiently. Good links are being made to extend writing in English and in subjects across the curriculum, but they experience difficulty in recording, particularly in science. Most pupils are making good progress, including those with special educational needs. Standards for the large majority of pupils are broadly in line with national expectations by the end of both key stages. In Key Stage 2, a small minority of pupils underachieve when work does not fully meet their needs.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work and teachers. They enjoy school and work hard. They are proud of their school and of their achievements.
Behaviour, in and out of classrooms	The behaviour of the very large majority of pupils is very good at all times. They understand the difference between right and wrong.
Personal development and relationships	Pupils show responsibility and care. They collaborate well and have good relationships with teachers and each other.
Attendance	The overall attendance figures are unsatisfactory. Both authorised and unauthorised absences for the last year were higher than the average for primary schools nationally.

Pupils identify very well with their school. They care for each other and their resources. Older pupils have formed a support group to help pupils who are experiencing any difficulties, which operates effectively. Their teachers and learning support staff effectively cater for a small minority of pupils who have behaviour problems. Pupils are very enthusiastic and converse willingly with visitors. Attendance is affected by persistent problems with a small minority of pupils.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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.*

The quality of teaching has improved and is a significant strength of the school. It is virtually always at least satisfactory, is good, overall, in 79 per cent of lessons, very good in 33 per cent of lessons, and excellent in 6 per cent of lessons. Teaching of literacy and numeracy is good, overall. The teaching has a positive impact on pupils' learning and is leading to the improved levels of progress and subsequent standards. In the best lessons, teachers set demanding work and use appropriate strategies to address the significant literacy problems. The scrutiny of pupils' work shows that there is good teaching over time in the majority of classes. Pupils with special educational needs are supported very well through the effective partnership between teachers and learning support staff. The strategies used in Key Stage 2 do not develop pupils' independent learning and thinking skills sufficiently.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory breadth and balance within the National Curriculum. Extra-curricular activities are a significant strength.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils with English as an additional language	There are no children in this category.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for all aspects of pupils' personal development. A particular strength is the provision for their moral, and social development.
How well the school cares for its pupils	The overall care is very good and is a strength of the school. Target setting is supporting pupils' progress.

There are several different strategies being used for assessment. The school partially recognises the need to review the systems to make assessment more efficient. Good individual education plans exist for pupils with learning difficulties. The school is beginning to identify and meet the needs of gifted and talented pupils, although the planned programme is at an early stage of development. Good use is made of visits to enhance the curriculum. The school works very hard and, overall, successfully to achieve a good partnership with parents, in terms of support and involvement in their children's learning. A minority of parents are not being sufficiently supportive.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The headteacher provides good leadership and a clear direction for the school. Further progress is required in delegating whole school management initiatives to ensure that there is a better impact of initiatives on pupils' achievement.
How well the governors fulfil their responsibilities	The work of the governors is effective and they fulfil their statutory responsibilities.
The school's evaluation of its performance	Good. Analysis of tests results is carried out and there is monitoring, but the practice needs further development to ensure that individual target setting is more rigorous.
The strategic use of resources	Good. The school seeks to provide the best opportunities for its pupils and is providing good value for money.

The headteacher has identified and introduced a range of relevant strategies that have improved the school. She provides a very good example to staff and pupils through her commitment and has an effective partnership with all staff. Responsibility for managing initiatives by senior staff is underdeveloped, but subject coordination is good. The school development plan is well structured, but needs more detail on subsequent year plans to guide it forward. Governors are effectively monitoring the work of the school, standards and quality of education. The principles of best value are applied to ensure that every opportunity exists for the children and pupils.

There are sufficient staff who have appropriate qualifications and experience to teach the age range and the curriculum. Subject expertise is good. The accommodation is adequate to meet the needs of the curriculum, especially with the recent provision of the computer room, which is well resourced. Learning resources, overall, are good and are used very well. The display of pupils' work helps to create the stimulating learning environment. The surfaces of hard play areas are in poor condition and hazardous.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The standards and progress being achieved by their children.</li> <li>• The improvement made in behaviour.</li> <li>• How well the school cares for its pupils.</li> <li>• The good attitudes, values and beliefs being promoted and achieved by the school.</li> <li>• The quality of teaching is good.</li> <li>• Homework is appropriate.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities outside of lessons.</li> <li>• Information about the progress their children are making.</li> </ul>

A significant number of parents completed the pre-inspection questionnaire, but only a small minority of parents attended the pre-inspection meeting. Inspectors firmly agree with all of the points that please parents most. Inspectors consider that the range of activities outside of lessons is good. Appropriate opportunities exist to keep parents informed about their child's progress and there is a good 'open door' policy.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The prior attainment of pupils on entry to the Foundation Stage is well below expectations for their ages, overall. Pupils speaking skills are very low. Because of families moving homes, there is a considerable degree of change during the key stages, plus a significant issue of poor attendance for a minority of pupils. This interferes with the continuity of these pupils' learning. A significant number of pupils are identified as having special educational needs and the proportion of pupils who hold statements to address their needs is above average. Combined together, these features have an adverse effect on the standards being achieved, overall. Pupils who do not experience change or learning difficulties do achieve well in relation to the national expectations for their ages.
2. Results in the 1999 National Curriculum tests at the end of Key Stage 2, when pupils are aged eleven, were well below the national average in English, very low in mathematics and well below in science. The proportion of pupils gaining the higher levels was below average. When compared with similar schools, results were well above average in English, well below average in mathematics and below average in science. Taken over the last 4 years, the average points score achieved by the pupils has been well below the national average. Boys perform better than girls, especially in mathematics, although their overall performance is below the national average in all three core subjects. The targets set for the percentage of pupils achieving the expected levels in these tests have not yet been met. These targets are demanding, setting the school a good challenge, to which it is effectively responding. For example, in the year 2000 tests, the proportion of pupils who gained the expected levels increased in mathematics from 34 to 49 per cent and, in science, from 56 to 62 per cent. In English, there was a fall from 66 to 57 per cent, reflecting the high proportion of pupils with special educational needs and low prior attainment. The trend for improvement broadly reflects the trends to be found in primary schools nationally.
3. Results at the end of Key Stage 1 were well below average for reading, well below average for writing and very low in mathematics. In comparison with similar schools, writing was in line with the average, but reading was well below, and mathematics very low, in relation to the average. Only in writing did results for the higher levels become close to the national average. Over a four year period, the results have been below average and there has not been a trend for improvement. Boys have achieved slightly better than girls, except in writing. In the teacher assessment for science, attainment was below the national average. However, there has been a significant change in the year 2000 results. The proportion of pupils reaching the expected levels has risen in reading from 37 to 65 per cent and in mathematics from 47 to 82 per cent. This is very positive achievement when taking into account the prior attainment of these pupils.
4. This overall improvement in standards is reflected in inspection evidence Standards being achieved in The Foundation Stage, that is the nursery and Reception class, show that when pupils begin in Key Stage 1 they are reaching the expectations of the Early Learning goals except in communication, language and literacy skills, where standards are below expectations. This is a considerable achievement and is a strength of the school.
5. By the end of both key stages, the large majority of pupils listen well and talk confidently. Higher attainers often have a good vocabulary, which they use appropriately. The majority of pupils converse easily and willingly, for example, when they speak about their experiences and ideas during discussions in the literacy hour and in lessons in general. Nevertheless, their answers to questions are often short, although as they gain in confidence they speak with enthusiasm and their oral skills are better than their writing skills. By the end of Key Stage 2, pupils' writing is below national expectations, overall. All pupils write for a wide variety of purposes including reporting, stories, plays and poetry and higher attainers achieve standards in line with expectations. The work of average and below average pupils displays weaknesses in grammar, punctuation and spelling. Good links are being made in subjects across the curriculum to extend the range of opportunities for writing to raise standards. For example, in the writing of accounts in history.

Standards of handwriting are inconsistent throughout the school and are, overall, below expectation for a significant minority of pupils. The overall standard of reading is broadly in line with the average. A significant minority read well by the end of the key stage, showing understanding of the texts and reading with good expression. There are a significant minority in both key stages who experience real difficulties in reading and the school is using appropriate strategies to improve their standards, not least by encouraging pupils to read regularly at home.

6. Standards in mathematics are in line with national expectation in all of the attainment targets of numeracy, shape, space and measure, using and applying mathematics and in handling data by the end of both key stages. Numeracy is used effectively in subjects across the curriculum, for example, in science and design and technology. In mental work at the beginning and end of lessons, pupils display good levels of numeracy skills and, in their work, the large majority of pupils can calculate accurately, construct a good range of graphs from data that they have acquired and draw appropriate conclusions. Standards in science are below average for the majority of pupils by the end of both key stages. Whilst pupils generally understand their work, they do not have the skills to explain and record their findings.
7. Standards in information and communication technology are in line with national expectations. The good resources are used well and pupils display their skills in word processing, simple control technology and in handling data and constructing graphs. In religious education, standards are in line with the expectations of the agreed syllabus by the end of both key stages. Standards are in line with expectations in art, design and technology, geography, history, music and physical education by the end of both key stages.
8. Progress, despite the current evaluation of standards in national tests, is often good and occasionally very good. Pupils consolidate their knowledge and understanding and are developing the appropriate skills in English, mathematics and science. For example, in English, and in subjects across the curriculum, teachers are concentrating on developing pupils' vocabulary in oral work. In mathematics, pupils are being encouraged to draw on their previous knowledge to suggest accurate solutions to new problems. In science, the large majority of pupils carry out investigations accurately and make good predictions, although the writing up of their findings requires improvement. In religious education, pupils develop their ability to discuss a wide range of issues in a mature manner, a characteristic which is also prominent in all subjects. Progress in information and communication technology is good and reflects the improved access to computers. Progress in other subjects is at least satisfactory. Pupils with special educational needs make good progress with the support of class teachers, support assistants and external agencies. Targets, which are realistic yet demanding, are well matched to their ability. The school has begun to identify its gifted and talented pupils. This progress is achieved, because learning in lessons is nearly always at least satisfactory and often good and, in a significant proportion of lessons, it is very good. In a very small minority of lessons, the challenge in the work is occasionally not demanding enough.
9. From inspection evidence, there is not a significant difference between the attainment of boys and girls, which has been present in key stage tests. Pupils who have special educational needs attain appropriate standards. The school has introduced setting and additional support in Key Stage 2 for mathematics to enhance the progress of the pupils in Year 6. Inspection evidence shows the effects of this situation on standards in that they reflect national expectations. It is planning to provide further support for older pupils in English in this key stage.
10. In relation to the last report, pupils are now making better progress and standards are improving in the core subjects. This reflects the developing effect of the good quality of education they are now receiving and their own positive attitude towards learning. Nevertheless, the raising of standards, particularly pupils' overall literacy skills, remains the key area for improvement.

### **Pupils' attitudes, values and personal development**

11. Pupils enjoy school. Their attitudes to school, standards of behaviour and quality of relationships are very good. The very good initiative and personal responsibility which pupils' display in their work and in the life of the 'community' of the school remain very significant strengths and make an important contribution to their learning.

12. Pupils' behaviour around the school and in lessons displays self-discipline. They understand the high standards of behaviour that are expected from them and respond very well. Pupils have a very good understanding of the school's rules and have been involved in drawing them up and reflecting upon the impact of their actions on others. Parents believe and inspection evidence confirms that the school achieves high standards of good behaviour and that the school's values and attitudes help pupils to become mature and responsible. During the last school year, there were no exclusions. A small minority of pupils are very challenging in their behaviour, but they generally respond in a positive manner.
13. The personal development of pupils is very good. In their work, they display good independence as well as the ability to collaborate and share ideas very well, from an early age. For example, pupils in a lesson in Reception worked together effectively to estimate how many sweets were contained in a tube of fruit pastilles and rapidly learned that 14 is significantly less than 100. Pupils are involved in the daily routines of the school, undertaking class responsibilities and whole-school duties with maturity, care and pride. There is a school council and pupils have formed their own support group, which is available every lunch time to listen to pupils who have any concerns. They help them or take them to staff. Pupils regularly volunteer to help around the school with tasks such as selling apples at morning break and tidying book shelves. Lunchtime is a social occasion when older pupils share activities. In the dining hall, pupils sit in groups which may cover several years, taking care of each other and interacting very well. They are also active in the local community where their activities include distributing harvest gifts to local old people and joining in the Wath Gala by performing Maypole dancing. Pupils have a good understanding of the needs of others and are involved in supporting local, national and international charities.
14. The school functions as a very orderly community with a positive ethos in which everyone is valued and everyone values each other. Pupils value recognition of good behaviour, work or effort and share in celebration at assemblies when 'star pupils' are announced. Relationships within the school are very good between pupils and between pupils, teachers and adults such as the premises officer and learning support staff. Pupils are courteous and respectful to adults and show an appreciation of each other's success. They listen attentively to their teachers and other adults working or helping within the school and show respect for each other's feelings, beliefs and values. For example, at lunch time, pupils readily befriend other pupils and visitors who are on their own and act with great sensitivity and responsibility as 'buddies'. Children take good care of school equipment and resources and keep their school clean and tidy.
15. Overall levels of attendance are unsatisfactory and remain broadly similar to those recorded at the time of the previous inspection, with lower than average attendance and higher than average unauthorised absence levels. However, almost half of the pupils achieve good or very good attendance and the very poor attendance levels of a group of about 25 pupils have a significant impact on the overall levels of attendance. The good level of attendance of many pupils has a positive effect upon their learning and standards of attainment.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching is good, overall, with 98 per cent of lessons being at least satisfactory, 79 per cent being good or better and 38 per cent very good or excellent. This shows a very good improvement since the last inspection when the great majority of lessons were at least satisfactory and one in eight unsatisfactory.
17. Teaching in the nursery and Reception was good or better in all the lessons observed. The main strengths are the very good relationships between adults and children, very competent planning, knowledge of early learning goals and how young children learn. The activities provided are interesting, relevant and challenging. The staff have high expectations of pupils showing self-confidence, good behaviour and self-control.
18. The teachers know their subjects well. Literacy and numeracy skills are generally well taught. A strength in all the teaching is the use of good subject guidance to plan lessons. Along with the National Literacy and Numeracy Strategies, the recently published national planning document guidelines have been adopted. This guidance is enabling all staff to gain increased confidence

in the teaching of all subjects. The school has recognised in its current development plan those areas where it has very minor shortcomings, such as science, numeracy and information and communication technology, and has immediate strategies to address matters.

19. Teachers also know their pupils well and the relationships within the school are supportive and friendly. Teachers and learning support staff are good role models and for the very large majority of lessons they plan the work effectively, matching it to the needs and abilities of pupils. Weekly planning is often amended during the week when pupils make unexpected progress or meet difficulties. In most lessons, higher attaining pupils are given tasks which challenge their understanding; in a minority of lessons, lower attaining pupils are given similar tasks to the rest of the class, which, despite adult support, are not always appropriate to their ability and learning needs. Teachers have high expectations, particularly in Key Stage 1 and the majority of classes in Key Stage 2. Classes and pupils are well managed, leading to good standards of behaviour and the opportunity for pupils to work independently or in groups with the minimum of supervision, even at the earliest ages. Time, resources and support staff are used well. Increasing use of the new computer room is developing opportunities for independent research and learning. In one lesson observed, the learning support assistant worked with other groups in the class, enabling the class teacher to focus on the special educational needs group, so gaining further understanding of their learning needs for those lessons when extra support is not provided in class. Lower attaining pupils learn well and benefit from the provision made to extend their development through the support staff, additional literacy support and reading recovery. All these factors make a strong contribution to the improved levels of pupils' learning.
20. Teachers' enthusiasm is often transferred to the pupils and this leads to enjoyable lessons in which pupils work hard and their learning is good. This was very evident in a challenging physical education lesson, where pupils listened well to instructions, responded very well throughout the lesson and achieved high standards. In a Year 1 literacy lesson, pupils were engrossed in their work and were reluctant to stop. In science they enjoyed being detectives in their investigation.
21. In many lessons, the learning objectives are shared with the pupils, enabling them to know what they will be learning. They are often referred to again in the summary sessions when pupils consider whether they have achieved their learning goals. Teachers use opportunities within lessons to assess pupils' learning, often through working with a focus group or individuals. Opportunities are also taken during discussions when good questioning helps teachers to gauge pupils' learning and understanding, for example, by asking for explanations or for a recap of previous learning. In some lessons, however, questioning asks for simple one word answers from those with their hands up and does not help to develop pupils' own understanding of their learning. This limits the development of thinking skills. Opportunities at the end of Key Stage 2 do not develop strategies to make pupils independent learners. The quality of marking is variable, with few comments to aid pupils' future learning or to inform pupils how well they have done. Homework is used effectively and encourages pupils to take further responsibility for their learning.

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

22. The curriculum is broad and balanced and meets statutory requirements. Improvements in planning, particularly for information technology across the curriculum and the foundation subjects, along with assessment to inform teaching and learning, are recognised by the school. The programmes of study for the foundation subjects are covered throughout the school, using the recent national planning document guidelines where they are available. The school recognises the need to review schemes of work in accordance with the changes to the curriculum. The teachers' careful and detailed planning for literacy and numeracy is a strength of the school.
23. The school successfully promotes equality of opportunity. There is a strong ethos of respect and care for each pupil and the school aims for equal access for all pupils to the whole curriculum. Teachers usually plan different activities for pupils of different prior attainment, although, in

some lessons the extended activities intended for these pupils are additional activities for those who finish quickly rather than activities which hold more challenge. There are carefully devised individual education plans for pupils with special educational needs. These are formulated by the class teacher and the special needs teacher and there is good adherence to them.

24. The provision of extra-curricular activities is very good. There is a range of lunchtime and after school clubs in sport, photography, mathematics and computers. The school organises visits from the Houlgate Centre in York, so that pupils can learn about the Romans and Vikings. It has developed links with schools in Hungary and Sweden and pupils make regular contact with each other, using electronic mail.
25. The school very successfully meets its aims to provide an environment committed to mutual care and to high standards in every area. Pupils develop their capacity for thoughtful reflection, self-discipline and a respect for others. Provision for pupils' moral and social development is a very strong feature of the school.
26. The provision for pupils' spiritual awareness is good. It is developed across the curriculum, for instance in the good use made of the study of how special each individual is, to develop pupils' insight and self-knowledge. Opportunities for quiet reflection are limited to school assemblies and some classrooms. Teachers generally listen attentively to pupils' contributions to discussion and always give them time to express themselves thoughtfully and this promotes pupils' respect for each other's ideas and values. The opportunity for discussion and reflection is present in religious education and circle time lessons. Good examples of pupils' response to awe and wonder were seen in science lessons. There are good links with the local church and Salvation Army.
27. Moral teaching is very good and is emphasised throughout the school day. The school stresses to the individual how their actions affect others and emphasises the need for fairness. This teaching is supported by the school's positive behaviour framework. In the local community pupils take part in fund raising activities, recognising that other people have needs which require moral decision-making.
28. The school has high expectations of pupils' social development and provision is very good. Pupils are given many opportunities to show respect for their teachers and to show consideration for others. Pupils are encouraged to be kind and supportive of each other and polite. The school is effective in fostering good relationships. Where appropriate, pupils are given good opportunities to work together in groups and in pairs in lessons. Overall, the school is particularly successful in promoting a clear sense of community in which all are valued and respected. Boys and girls work together equally in all subjects in the classrooms and sit together at lunchtimes. Music plays a very significant role in pupils' social and cultural development, through the good range of music which they experience and through their performances for assemblies and at special events.
29. The development of pupils' cultural awareness is good. To develop their awareness of their own cultural heritage, there are opportunities for pupils take part in local activities, such as well dressing. Opportunities are taken to study local sights of historical and environmental interest and to support learning in current topics. Pupils are taught to have positive attitudes in a multi-cultural society and parents comment that their children's knowledge of Judaism, Islam and Hinduism is greater than their own. There are displays around the school to raise pupils' awareness and appreciation of other cultures. Visitors from a range of backgrounds provide additional opportunities to make pupils aware of the multicultural nature of society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

30. Since the previous inspection, a range of detailed assessment procedures to monitor the academic performance of pupils has been developed. These benefit pupils' learning and attainment by identifying where support can effectively be provided to raise standards. Whilst the procedures in early years are good, inconsistencies in application of procedures in Key Stages 1 and 2 mean that, overall, the impact is only satisfactory. Good use is made of results

from key stage national and optional tests, combined with teachers' very good knowledge of pupils and their personal development. This work is supported by termly moderation of work and an overview of planning by co-ordinators. It has led to the targeted action of teaching and learning support staff and booster classes, where appropriate, in Key Stage 2. Good target setting contributes to the assessment record, which accompanies pupils as they move through the school. These targets are set mainly in the core subjects of English and mathematics, particularly to improve pupils' literacy. The process, in which parents, teachers and pupils sign the targets, is being effective in raising standards. Occasionally, the process is not kept up-to-date, limiting the recording of the progress made in achieving the target. A further range of recording techniques is also used, but there are too many structures leading to an inconsistency in completion. This reflects the limited involvement of the senior staff in managing the process. To improve practice, planning to review the systems and build upon best practice is essential.

31. The positive ethos and the very high expectations of teachers and adults working within the school, are successful in promoting pupils' very good standards of behaviour. There is an effective behaviour policy, which is consistently applied by staff and well understood by pupils, who value the praise and recognition of staff. They readily recognise that staff are fair and feel a responsibility towards them to behave well. Neither pupils nor parents identify bullying as a problem and the ethos of the school promotes a sense of community. The very good role models provided by staff promote very good relationships in a school that is free from oppressive behaviour. Pupils are confident to take any concerns to any member of staff, or to the pupils' own support club, knowing that issues will be effectively addressed. Parents are fully involved when necessary. The effectiveness of the strategies employed and the close monitoring of personal development ensure the high standards of behaviour, absence of oppressive behaviour and very good personal relationships, which together, have a positive effect on both attainment and progress.
32. There are satisfactory procedures to monitor attendance and punctuality. The benefits of good attendance are well promoted to parents. Where concerns are identified, the school seeks to work in partnership with parents and outside agencies to address them, but has been unable to reduce the very high levels of absence of a minority of pupils. Registers are marked accurately and parents are quickly contacted if their child is absent if they have not given the reason.
33. Child protection procedures comply with requirements. The headteacher is responsible for child protection and undertakes regular training to ensure that she is up to date with current practice. All staff are familiar with the procedures to be followed. The school is vigilant and sensitive in exercising its responsibilities and there are good liaison arrangements with outside agencies. In addition, there is a very good, concise set of guidelines which are readily accessible throughout the school and are provided to all adults helping within the school. The policy for the use of restraint to protect pupils from harming themselves or others is currently being reviewed to include recent guidance.
34. There are sound procedures for monitoring health and safety and the policy includes a number of generic risk assessments. Full risk assessments are completed for all visits and off-site activities. There is a good awareness of safety and the school acts promptly when any concerns are identified, although risk assessments are not formally recorded. Safe practices are promoted in lessons and teachers are successful in ensuring that pupils understand the need to behave and act sensibly for the safety of themselves and others.
35. The arrangements for first aid are satisfactory. Most staff hold current first aid certificates. Pupils are looked after well. First aid supplies meet requirements and are readily accessible. Accidents are appropriately recorded and informally reviewed by the headteacher to identify any risks.
36. There are effective links with secondary schools to support the transfer of pupils for the next stage of their education.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

37. The effective partnership makes a positive contribution to the work of the school. Relations between school and home are promoted through good communications, satisfactory information about pupils' progress and the involvement of parents in the life and work of the school.
38. The school works hard to encourage parents to involve themselves in its life and work. A number of parents help in classes with creative activities and staff and pupils value their assistance. Whilst there is no parents' association, parents are supportive of events such as sponsored spells, sponsored skipping and Summer Fayres, which have helped to fund the purchase of equipment to support areas of work such as physical education and literacy. The home/school agreement reinforces the partnership between school and home.
39. Parents expressed through the pre-inspection questionnaire and meeting their generally positive or, more often, very positive views of the school in all aspects of its work. They particularly value the good quality of teaching, the high expectations of the school and the ease with which they feel they can approach the school with any problems.
40. Many parents are supportive of the work which pupils are expected to do at home. This is particularly true of those with children in the Foundation Stage and Key Stage 1. The parents are actively encouraged to become involved in their children's learning at the start of the school day and many do so. When children progress to Key Stage 2, the support for their learning at home is sometimes less satisfactory. Where parents do support homework and regular reading at home, it reinforces pupils' understanding and supports their learning.
41. There is an appropriate range of consultation meetings and annual progress reports, to provide satisfactory information for parents about pupils' progress. The reports are written with care and familiarity with pupils as individuals. They contain information about pupils' knowledge, understanding and attitudes. The targets are not always clear enough to assist parents to support their children at home, but they are discussed with those parents who attend consultation evenings. There is a good open-door policy which parents praise. Good opportunities are made for parents to attend celebration and curriculum assemblies and meetings to inform parents of new curriculum initiatives.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

42. The school's aims are shared by all involved with the school. They centre on providing pupils with an environment that supports their personal development and develops their learning potential. These aims are very visible in the daily life of the school. The personal standards achieved by the pupils are very good and the aims are well met. In relation to standards, pupils' progress is good and they are developing their potential as seen through the improving standards.
43. The school is well led by the headteacher. She has vision and plays a distinctive role in the life of the school through her commitment to the staff and pupils. At the time of the last inspection, she had been in post for only a very short time. Through her quality of leadership and management she has initiated the effective improvement in the school, by addressing the key issues from the last report in 1996 and through identifying the school's own priorities. Expectations have been raised. The staff are a committed team of colleagues who provide the headteacher with good support. Governors, parents and pupils have great confidence in the headteacher and the staff.
44. The overall improvement since the last inspection has been good. Teaching has improved significantly. Standards in the core subjects are improving, but, even with the positive changes, the school still recognises that it has not yet fully achieved its target to raise pupils' language skills. Standards have improved in religious education. The roles of subject coordinators have been effectively developed. The school has improved its caring ethos. Procedures for assessment have been markedly improved by the detailed analysis of pupils' standards through a wide range of testing systems and target setting, but now need to be reviewed to ensure that the best practice is consistently used. The boiler, which caused concerns for the health and safety of the pupils, has been replaced. Improvements have been brought about by the school's own assessment of its



needs, for example, in the provision for information and communication technology and in overall development planning. The school has the potential for further improvement.

45. The governors are appropriately involved in the management and leadership of the school. For example, governors are linked to each subject area for the purpose of monitoring the standards and quality of education to inform their decision making. Statutory requirements are met. This good partnership between the headteacher and governors is effective in promoting the very good learning opportunities throughout the school. Whole-school policies are in place and there is a process for review to ensure that they contain sufficient structures for guidance, monitoring and evaluation.
46. There is insufficient delegation by the headteacher as she recognises the pressures placed upon staff with full teaching timetables. The involvement of the senior staff in effectively managing appropriate areas for development and the setting of targets needs to be improved. For example, the monitoring of teaching, results and the impact of staff development on classroom practice, is not shared sufficiently. Whilst core subject co-ordinators do monitor teaching, it is mainly carried out by the headteacher. This limits the overall awareness of the senior staff and their involvement in ensuring that initiatives are always cohesively managed. There is sound co-ordination of the work of the key stages, as colleagues plan in teams. Nevertheless, a shared approach to ensuring that initiatives, such as the implementation of assessment procedures, are reviewed will benefit staff professional development and aid strategic thinking. The whole-school development plan is a very detailed and effective document and contains a comprehensive approach for development. It is insufficiently strategic, as it does not list in sufficient detail proposed developments for future years.
47. Special educational needs are well coordinated and provision is effective in promoting the importance of special educational needs throughout the school. Good records are kept and there are efficient procedures for the identification, monitoring and review of pupils' progress. The nominated governor for special educational needs has monitored provision.
48. The school is appropriately staffed and there is a very good match of experience. Learning support staff, many of whom have undertaken effective training, are well involved in planning and through their work enhance the learning opportunities of the pupils and children. Good use is made of parents who willingly give of their time to support teaching and activities in a wide range of contexts. Administrative staff make a very positive contribution to the day-to-day running of the school. The school has the potential to provide very effectively for initial teacher training and has appropriate links.
49. The accommodation is broadly adequate for the number of pupils and to meet the needs of the curriculum. Recent refurbishment and modifications have enabled the construction of a good computer room. The school hall provides appropriate accommodation for the teaching of physical education and for assemblies. A number of classrooms lead directly off the hall and movement around the school can cause distractions to those using the hall. Good use is made of smaller areas in which individual pupils or small groups can receive support. The grassed areas provide satisfactory space to support physical education, although the surface of the pitches runs down a slope. Much of the hard surfaced areas are unsatisfactory and hazardous. The lower playground is suffering from subsidence and in the interests of the health and safety of staff and pupils has been closed. Steps in some areas of the school pose limitations of access for physically disabled. The accommodation is very well maintained by the caretaker and cleaning staff. There are no graffiti and very small amounts of litter.
50. The overall quantity of resources in the large majority of subjects is good. Books are readily accessible throughout the school and an adequately sized area has been designated as a library, but, because this space is also used for support work, it does not provide an appropriate focus for independent learning. Very good displays enhance the learning environment and help to raise pupils' self-esteem. They are linked to areas of the curriculum and are used effectively to celebrate pupils' work, activities and success.
51. Financial planning is sound and the budget deficit has been cleared. Specific funds for special educational needs, funding allocated to the school from National Standards Funds and from the

Single Regeneration Budget have been targeted effectively and are having a positive impact on the learning opportunities provide by the school. The headteacher and governors seek the best possible values, being very conscious of the limitations of their budget. Overall, the management and leadership is providing good and appropriate structures to enable the school to address areas for improvement and to maintain the momentum in the future. Taking into account the unit costs, the standards being achieved through effective teaching and the overall, very positive learning ethos, the school is giving good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors, headteacher and staff now need to:

- i. Raise standards further in the core subjects, and especially at the end of Key Stage 2, by;
  - extending the opportunities to improve writing and recording, particularly in science;
  - improving the use of language and vocabulary in all lessons by encouraging pupils to extend their answers and use appropriate words;
  - encouraging pupils to further extend their reading;
  - extending the wider use of numeracy across all subjects;
  - improving the teaching strategies at the end of Key Stage 2 to develop pupils' independent learning and thinking skills.

Paragraphs: 2, 3, 5, 6,10, 18, 19, 21, 55, 62, 64, 65, 66, 71, 78, 81, 101

- ii. Review the initiatives for assessment to make systems more cohesive and effective so that:
  - pupils are better informed of their progress;
  - marking is targeted to consistently contain comments to show pupils how to improve their work.

Paragraphs: 30,41, 44, 46, 67

- iii. Clearly define the roles and responsibilities of the senior staff so that:
  - they are more effectively involved in managing initiatives
  - they are more widely involved in monitoring teaching to improve strategies and share good practice

Paragraphs: 44, 46, 97, 122

- iv. Liaise with the appropriate authorities to improve the surface of the hard play areas to prevent hazards to staff and pupils.

Paragraph; 49

Additionally, the school should continue to promote the roles of parents to improve their involvement in their children's learning and supporting good attendance.

Paragraphs: 32, 40

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	33	40	19	2	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	231
Number of full-time pupils eligible for free school meals	0	86

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	1	45

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	7.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.8
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	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	10	7
	Girls	7	10	6
	Total	14	20	13
Percentage of pupils at NC level 2 or above	School	52 (17)	74 (28)	48 (24)
	National	82 (80)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	7	6	7
	Total	14	13	15
Percentage of pupils at NC level 2 or above	School	52 (28)	48 (24)	56 (26)
	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	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	11
	Girls	15	5	12
	Total	27	14	23
Percentage of pupils at NC level 4 or above	School	66 (42)	34 (27)	56 (31)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	5
	Girls	7	5	7
	Total	14	10	12
Percentage of pupils at NC level 4 or above	School	34 (66)	24 (65)	29 (57)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	27.2
Average class size	28.9

#### **Education support staff: YR-Y6**

Total number of education support staff	6
Total aggregate hours worked per week	86.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	0
Total aggregate hours worked per week	0

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	466954
Total expenditure	460594
Expenditure per pupil	1821
Balance brought forward from previous year	8900
Balance carried forward to next year	15260

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	91

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	2	2	1
My child is making good progress in school.	67	27	2	1	2
Behaviour in the school is good.	49	45	1	1	1
My child gets the right amount of work to do at home.	46	42	2	2	4
The teaching is good.	66	30	2	0	1
I am kept well informed about how my child is getting on.	53	37	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	21	2	2	0
The school expects my child to work hard and achieve his or her best.	76	23	0	0	1
The school works closely with parents.	56	38	3	0	1
The school is well led and managed.	71	22	3	0	3
The school is helping my child become mature and responsible.	66	27	2	0	3
The school provides an interesting range of activities outside lessons.	51	29	11	0	9

### Summary of parents' and carers' responses

A significant number of parents completed the pre-inspection questionnaire, but only a small minority of parents attended the pre-inspection meeting. Inspectors firmly agree with all of the points that please parents most. Inspectors consider that the range of activities outside of lessons is good. Appropriate opportunities exist to keep parents informed about their child's progress and there is a good 'open door' policy.

## **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**

52. The Foundation Stage, which includes the nursery and Reception class, is a strength of the school. Children enter the nursery, at three years old, on a part-time basis, with a wide range of ability. Attainment on entry is below average, particularly in speaking skills, which are very low. A very small minority of children are higher attainers. During their time in the nursery and Reception class and in relation to their abilities, overall children achieve well. By the time they move into Year 1 many are reaching the 'Early Learning Goals', that is national expectations, in most areas of learning. Many are still below in communication, language and literacy skills. This effective provision supports the progress of the children who remain in the school for Key Stages 1 and 2. A significant minority of pupils in these key stages have not experienced time in the nursery and Reception classes as they enter the school later.
53. The nursery has maintained a very high quality of education since the last inspection and the school has very successfully adapted to the demands of the new Foundation Stage. Provision for all areas of learning is good. The nursery and Reception class are in different buildings. The staff have worked extremely hard to ensure that strategic planning and co-ordination between the nursery and Reception being continuity and progression of learning. They have worked hard to ensure that the Reception children have appropriate opportunities for outdoor play and physical development as required under the new guidelines.

#### **Personal, social and emotional development**

54. By the end of the Reception year, the majority of children have reached the expected levels. Firmly established daily routines create a calm, purposeful atmosphere in which the children grow in confidence, develop independence and concentration and learn to play happily alongside each other, sharing equipment and taking turns. The start to each nursery session enables parents and carers to work alongside their children for a short time, ensuring a smooth, calm transition. Staff use praise very well to reinforce their high expectations of behaviour and children respond very positively. They are encouraged to take responsibility for their actions and know right from wrong. This forms a strong basis for the school's training in social and moral values. Staff carefully nurture and encourage children, building up delightful relationships. This is reflected in the confident, trusting way in which the children respond to all adults within the school. It was particularly evident in sessions with the music specialist and in role playing, when visitors are frequently invited by the children, (and expected!), to join in.

#### **Communication, language and literacy**

55. All children achieve well in relation to their low prior attainment because of the very good teaching. Standards are still below expectations, although children are well prepared to start the National Curriculum in Year 1. On entry to the nursery, many children are reluctant to speak more than a few words and have limited vocabulary. Both in the nursery and Reception high priority is put on developing language and communication skills. The need for this has been clearly identified by regular, careful assessment. Very good opportunities are provided throughout the Foundation Stage for children to listen to stories, talk about what they are doing, share experiences and learn to link sounds to letters. Each day in the nursery, parents and carers help their children write their names, reinforcing how to form and recognise the letters. By the end of the Reception year, most children know many initial letter sounds and can read a number of simple words. Great importance is placed on books and pre-reading skills and all children take books home each day to share with their families. Very detailed records are kept of the skills acquired and staff use this knowledge well to help develop literacy skills. Imaginative situations, such as the current hairdresser's salon in the nursery, are created to stimulate speaking skills. All children respond very well to learning and singing songs.

## **Mathematical development**

56. Progress is good and the majority of the Reception children are on line to reach the expectations of the Early Learning Goals by the end of the year. A very few children in the nursery are already achieving higher than is expected for their age. Staff motivate and help the children to enjoy mathematics by making the activities fun and challenging. In an excellent Reception lesson the children learnt about estimation and were very keen to guess the number of fruit pastilles in a tube. A good nursery session developed the children's knowledge and understanding of simple, two-dimensional shapes, expecting them to name and sort circles, squares, rectangles and triangles by shape and colour. By the time they move into Year 1, children count confidently beyond 10 and a few beyond 20. Most have a satisfactory range of mathematical terminology, understanding such words as more, less, bigger, smaller, full, and empty. They are beginning to have an understanding of such operations as simple addition and subtraction, using objects, pictures and explanations. Teachers have high expectations of the children, who try very hard and behave extremely well.

## **Knowledge and understanding of the world**

57. A wide range of activities ensures that children gain a breadth of experience in order to reach the expected levels by the time they leave Reception. Staff have very good knowledge of information technology for this age group and nursery children independently use a computer with good mouse control. Programmes selected by the staff reinforce other activities. For instance, the drawing and identification of shapes, and drawing and colouring boats after a visit to Filey. In a session in the computer suite, Reception children made excellent progress in their learning of how to use computers. Most children know how to switch the machines on and off, select from menus to change colour and pencil thickness and skilfully operate the mouse to draw and paint. A few children also operated an additional menu to add patterns. Instructions such as click, drag, and file are understood by most of the children.
58. Children are also learning about the passing of time and scientific enquiry, further enhancing their knowledge and understanding of the world. Very good teaching, with the excellent use of resources, enthused Reception children to compare old and new toys. Observational skills were further developed in a science lesson by the teacher's very good questioning skills. Children were challenged with careful, searching questions to really look for differences between themselves and others.

## **Physical development**

59. Appropriate provision is made for children in both the nursery and Reception class. They achieve at least the expected levels by the time they move to Year 1 and exceed these in dance. Access to outdoor play in the nursery is well planned and good use is made of the playground, climbing apparatus and wheeled toys. Children learn to move with confidence, imagination and in safety, showing an increasing awareness of space as they successfully manoeuvre around each other. As they progress through the nursery they learn to handle small equipment such as scissors, pencils and modelling tools safely and to put on their own outdoor clothing. Brushing, combing and putting rollers in each other's hair in the hairdressing salon also provides good opportunities for developing fine motor control. Good planning ensures that the Reception children have at least one session each day for physical development. Both the hall and the nursery outdoor area are used for this. In an excellent dance session, Reception children showed good control and satisfactory coordination in responding to music, being able to speed up and slow down. The teacher's expertise and ability to challenge the children resulted in very good progress being made in their understanding and ability to balance and work in groups.

## **Creative development**

60. Children generally make satisfactory progress and learning in music is good. They reach satisfactory levels of achievement by the end of the Reception year. In the nursery, children are given good opportunities to explore and use a wide variety of paint, crayons, fabrics and other materials. Reception children's ability to mix colours was evident in the distinctively painted self-



portraits. Both nursery and Reception children benefit from the expertise of working with a musician. They sing a variety of songs with enthusiasm and show good understanding of rhythm. Reception children are learning to identify the first beat in a bar and all are given the opportunity to play percussion instruments. Music sessions reinforce many other areas of learning such as physical and social development. For example, in singing 'See-saw', nursery children cooperated with a partner to rock to the beat. A song about journeys extended knowledge and understanding of the world through the teacher's carefully structured questions such as 'Where will the bus go today?', 'What flies in the sky?', 'What jumps?', followed by appropriate actions.

61. In addition to the very good provision and teaching received, each child's development is carefully recorded, assessed and monitored. This knowledge is well used to provide appropriate challenge and help the children maximise their learning. Most parents are delighted with the progress their children make in the Foundation Stage and participate enthusiastically in their children's learning by reading with them and using the 'homework packs' provided. The staff work extremely well together and the work is very well co-ordinated.

## ENGLISH

62. The results of the 1999 National Curriculum tests at the end of Key Stage 2 were well below the national average, but were well above average compared with similar schools. Over recent years, results at the end of Key Stage 2 have fluctuated, but have remained below national averages. This reflects the high proportion of pupils with special educational needs. Boys have achieved better than girls in this period. The results for year 2000 show that fewer pupils reached the expected levels than in the previous year. School records show that 20 percent of the pupils taking the tests had been identified as having special educational needs. A significant minority of pupils who had joined the school during Years 5 and 6 were often of low prior attainment and this exerted a negative effect on test results. A careful analysis of results shows that the group of pupils who had always attended the school made satisfactory progress and achieved national expectations by the end of the key stage. In the tests held at the end of Key Stage 1, results for reading and writing were both well below national expectations. In comparison with similar schools, reading was well below average and writing broadly in line. In the year 2000 tests, results show a significant increase in the proportion of pupils achieving expected levels. In reading, the increase was from 37 to 65 per cent, and in writing from 74 to 83 per cent.
63. On entry to Key Stage 1 from the Foundation Stage, pupils' attainment in literacy is still below average despite the good progress that they make. The introduction of the National Literacy Strategy has helped to raise standards in Key Stages 1 and 2 and pupils make good progress to achieve their results by the end of the key stages. Pupils with special educational needs are well supported in the targets set in their individual education plans and make good progress in relation to their prior attainment. Overall, assessment records show that pupils gain added value as they move through the school with clear progress being made from the low levels of prior attainment. The influence of the National Literacy Strategy and links with other subjects is beginning to have a positive influence on progress and standards.
64. In all year groups, speaking and listening skills are developed satisfactorily through discussion activities, often during the introduction to lessons. Some classes plan specific lessons to develop the skills. For example, in Year 2, pupils took on the role of characters from the Good Samaritan and the rest of the class questioned them; in a Year 1 class, pupils gained confidence in speaking aloud through reciting verses in groups. Pupils can generate ideas in brainstorming sessions as in Year 4, where pupils were giving ideas and vocabulary for poems based on their Second World War studies. Throughout the school, pupils listen well to their teachers and to each other, but many lack confidence in speaking, often responding to questions with short or one word answers. They are not always aware of Standard English or when to use it. Overall, standards are below national expectations by the end of Key Stage 2.
65. In reading, standards are below average overall at both key stages. At Key Stage 1, higher attaining pupils read accurately from appropriate texts; their reading is fluent and expressive and they recognise a good range of complex words. A significant number of pupils experience

difficulty in word recognition and lack confidence in applying strategies, such as phonics, to establish pronunciation and meaning. In discussion, only the more able readers are confident when talking about their reading and expressing opinions about what they have read. Most pupils know that their story books have an author and an illustrator and that information can be found in non-fiction books using the contents or index. At Key Stage 2, higher attaining pupils do well. They read with confidence, are fluent and express a range of opinions on their reading. They read regularly and are familiar with the works of popular authors for their age group, such as Roald Dahl. The majority of other pupils are reading at levels below the national average. Whilst being accurate, their reading lacks fluency and expression; they lack the wider skills of analysing and discussing their reading. Most pupils can talk about the text and discuss the characters and plot, although few express preferences or opinions in relation to the style of writing. A significant number are hesitant when reading aloud and do not have a clear understanding of what they have read. Some understand how to find books in the library and can access information from reference books, but these skills are not sufficiently developed by the age of eleven.

66. By the end of Key Stage 1, pupils' handwriting is satisfactorily developed. Higher attaining pupils join cursive script accurately, but other pupils have varying degrees of accuracy. Extended writing skills are less well developed. Basic punctuation is in place, with many pupils placing events in order in their story writing. A small number are introducing imaginative language into their work. A Year 2 pupil wrote 'Rocks gathered by the slippery, slimy seaweed as people walked over it'. A significant number of pupils often need support with writing. When working independently, their spacing of words, sentence building skills and spelling are inconsistent. By the end Key Stage 2, standards are still, overall, below national expectations, although good progress is being made, especially by younger pupils in this key stage. Pupils, throughout the key stage, extend their range of writing well across the curriculum in a number of subjects, making at least satisfactory progress and leading to improving standards. They use a range of writing styles, including poems, descriptions, instructions and reports. By the end of the key stage, higher attaining pupils can produce work where spelling is usually accurate and sentences are grammatically correct. Punctuation, such as commas and speech marks, is often used correctly. They introduce imaginative language into their story writing, but are unsure about the use of paragraphs. The work of average and below average pupils shows many inconsistencies in basic spelling and punctuation and they have difficulty in expressing their ideas clearly.
67. The quality of teaching, overall, is good. In almost half of the lessons it is very good, but is very occasionally unsatisfactory. Teachers plan well for literacy, following the National Literacy Strategy. Learning objectives are often shared with the pupils to enable them to understand the purpose of the lesson. Teachers' planning takes account of pupils' progress. Teachers have good subject knowledge and expertise. During the introductory, oral parts of lessons questioning is often good, as in Year 5 where pupils were discussing the purpose of instructions. Open questions encouraged pupils' speaking and listening and clear, well formed questions acted as good models for pupils' responses. By targeting questions, class teachers can assess individual understanding. Questioning is less successful in assessing understanding in those lessons where pupils, in their enthusiasm, call out answers, or where questions only require one word answers from those who know the answers. Introductions are often used effectively to demonstrate activities. For example, in Years 3 and 4, where pupils were writing shape and acrostic poems, examples were written together by the whole class, enabling pupils to move on and successfully write their own. In the more successful lessons, tasks are well planned and challenging for different ability groups. It is only when work is not making sufficient demands that teaching becomes unsatisfactory. Marking does not consistently give pupils any indication of how well they have understood or what they should do to improve. Homework is given consistently; pupils are expected to read for a time at home and have spellings to learn. Computers are often used in lessons for pupils to word process their writing.
68. Good use is made of learning support assistants to support pupils with special educational needs, enabling them to make good progress. The reading recovery teacher, working with individual pupils in Year 1, provides an intensive and effective programme in reading skills for about a quarter of the pupils in the year group, enabling them to reach the average class level in

reading. Additional literacy support is provided for lower attaining pupils in Year 4 and booster classes are provided for all Year 6 pupils prior to national testing.

69. The good behaviour and attitudes in literacy lessons are a significant factor in pupils' learning. From the earliest age they listen well, maintain interest and concentrate well on the tasks set. They work independently in groups, enabling teachers to focus attention on other groups and individuals.
70. The coordinator for English heads the literacy team and provides good leadership and management. Since the introduction of the literacy hour, the monitoring of teaching has been beneficial in developing standards. Results of testing are analysed very carefully to identify pupils that need further support. The very good resources are carefully stored and easily accessible. A good range of big books helps to link literacy with other areas of the curriculum. The library has an adequate supply of non-fiction books which are not always accessible due to the room being used for group work. The Dearne Valley Partnership has funded story sacks for the youngest children and provided laptop computers, which pupils are able to use at home, as an incentive to writing. Since the last inspection, standards have begun to rise, particularly at Key Stage 1, and this progress is visible in the higher standards within Key Stage 2.

## **MATHEMATICS**

71. The results of the 1999 National Curriculum tests at the end of Key Stage 1 were very low when compared with standards nationally and with similar schools. At Key Stage 2, the results were well below the national average, and were below average when compared with similar schools. The results of the national tests for 2000 show that there has been a significant increase in the percentage of pupils achieving the national average in Key Stage 1, from 47 to 82 per cent. In Key Stage 2, the increase has been from 34 to 49 per cent. Analysis of school assessment records show that there is considerable added value in pupils' achievements. This is very positive achievement. Over the last four years, standards have improved in both key stages, although boys have achieved better than girls.
72. The inspection findings show that standards, by the end of both key stages, are in line with expectations. This is because of the improvements in the quality of teaching, booster support given in Year 6, the advice and support provided by the subject co-ordinator, together with the introduction of the National Numeracy Strategy and the staff development that has accompanied it.
73. Pupils in Key Stage 1 make good progress in their knowledge and understanding of number. They can count in odd and even to 20 and can count on and back in twos and fives to 100. They can quickly identify missing numbers on a 1-50 grid. Pupils in Year 1 can use a number line with confidence, working with numbers up to 30. In Year 2, the seven year-olds, when engaged in adding tens and units and identifying odd and even numbers, can calculate accurately in 2s, 5s and 10s, counting on and counting back. In Year 1, they can accurately recognise two dimensional shapes and can calculate the numbers of sides and corners. In practical activities, pupils enjoyed measuring different objects, working well in groups, sharing information and strategies about how to measure. In Year 2, pupils can halve and double numbers to 60, progressing to 100. They can identify two dimensional shapes and describe the characteristics of each shape. Pupils have a sound understanding of position, shape and movement. They can solve problems, using simple fractions. Pupils can accurately record information, using graphs and charts.
74. In Key Stage 2, pupils are taught in specific ability groups and make good progress in their learning. The lower attainers are in smaller groups and are often supported by classroom assistants; the effectiveness of this support is consistent between classes and year groups. The other groups are larger in number and, with the average attainers being in the largest groups, the pupils' work is well matched to what they have learnt before. The work planned for the higher attaining pupils, particularly in Key Stage 2, provides sufficient challenge. They have opportunities to solve number problems in mental and oral mathematics sessions and are quick to grasp the strategies needed to find a solution. In these sessions, pupils carry out calculations with speed, accuracy and confidence. The majority of eleven year-olds can add and subtract

numbers up to 1000. They can derive number facts from word problems and use appropriate arithmetical operations to calculate the answers. In Year 6, they can calculate the area of geometric shapes and calculate the perimeter of regular shapes. They are confident when explaining how they have solved number problems, for example, multiplying and dividing decimals by 10 or 100. They can also explain how to order a mixed set of numbers with up to 3 decimal places and are confident in their work on addition and subtraction in fractions. They know the difference between acute and obtuse angles and can calculate angles, using addition and subtraction together with known facts. Pupils can create graphs and charts, using a scale, and interpret the information from line graphs, for example, to calculate distance over time.

75. The pupils show good attitudes and respond well to the questioning skills of the teachers, who often ask pupils to explain their thinking. The pupils answer confidently, as they know their answers will be received well and, if they are incorrect, they will be asked to think again. Girls, particularly those in Year 5 and Year 6, are sometimes reluctant to answer questions but usually take the lead in problem solving activities.
76. The teaching is good. A particular strength is the teachers' subject knowledge and their planning, which is linked carefully to the National Numeracy Strategy. There are clear learning objectives for each lesson. Lessons throughout the school start with mental work associated with number facts and quick calculations, enabling pupils to practise their number facts every day. This is having a positive effect on raising standards, because the progress of all pupils, including those with special educational needs, is good, overall. Problem solving tasks are clearly matched to the abilities of all the pupils. Assessments, using national tests in each year, are analysed and have a positive impact on planning and teaching. Teachers have established a system for tracking the attainment of pupils and setting them individual targets. Homework is set and used satisfactorily to support pupils' class work.
77. The co-ordinator has a very good understanding of the subject and supports other staff very well. Good training sessions have been organised for staff to develop their skills of teaching numeracy. There is regular testing of pupils' progress and attainment and the information from the tests is being effectively used to inform teaching and planning. The formal recording of such assessment and more helpful comments when books are marked needs to be improved. Teachers are setting targets for improvement either for groups or individuals, based on end of year assessments. There is a good range of resources for teaching numeracy in every class and they are used very well to support the pupils' learning.

## SCIENCE

78. The results of the 1999 National Curriculum tests, at the end of Key Stage 2, were well below the national average and below the average for similar schools. However, the number of pupils achieving higher levels was in line with similar schools. Results have fluctuated over the last four years and girls have not achieved as well as boys. There was significant improvement in 1999, which slightly exceeded the national trend. The results of the year 2000 tests show a larger proportion of the pupils gaining the expected levels; 62 per cent compared to 56 per cent in 1999.
79. Standards are in line with expectations by the end of Key Stage 1, but below expectations by the end of Key Stage 2. The 1999 teacher assessments at the end of Key Stage 1 show that standards were well below national expectations. The year 2000 assessments showed some improvement, but still no pupils achieved the higher levels. Inspection findings indicate that pupils currently in Year 6 are still achieving below the standards expected nationally by the end of the key stage. These pupils, a high proportion of whom have special educational needs, were well below the national expectations when in Year 2, so have made satisfactory progress. Pupils in Years 3, 4 and 5 are now mostly achieving standards expected for their age, reflecting the recent improvements in the overall subject provision.
80. By the time they leave the school, pupils have had good opportunities to learn and develop scientific enquiry through a wide range of topics. They have a satisfactory understanding of fair testing. Good progress in their learning is frequently achieved as a result of their good attitudes and behaviour. They are usually well-motivated, thoroughly involved in activities and complete

tasks well. Pupils work very well together and handle resources safely and with care. In Year 3, pupils develop their understanding of how different materials reflect or transmit light by comparing the density of the objects' shadows. In lessons, Year 4 pupils built on their knowledge of simple electrical circuits to experiment and work out how to increase or diminish the brightness of light by increasing or decreasing the power source and adding to, or reducing, the number of bulbs to be lit. In Year 5, experiments on evaporation are well linked with other environmental work and include the practical application of how best to dry socks! By Year 6, pupils are able to extend their knowledge and understanding of substance change by investigating how a range of factors affect sugar dissolving. Pupils in Years 1 and 2 also have a wide range of opportunities and learn to question and collect evidence through careful observations. Year 1 pupils know about the human life cycle, describing babyhood, through to old age. In Year 2, this knowledge and understanding is extended and pupils sensitively learn that there are males, females and babies in all animal groups. By the age of seven, they can name many parts of both plants and the human body. They are beginning to understand what both of these need to ensure healthy growth.

81. As pupils progress through the school, they are increasingly expected to plan and carry out their own investigations. After carrying out an experiment, it is evident from their conclusions that pupils show a good level of understanding. However, except for those pupils who have better literacy skills, they are not so adept at explaining and recording their findings.
82. Teaching is good. Teachers know the subject very well and carefully plan what they want pupils to learn. Activities and discussions are challenging and generally well matched to previous achievement. This ensures that the majority of pupils are making at least satisfactory gains in their learning. Organisation is generally good and this ensures that pupils are fully involved in learning how to investigate, record and use equipment. Pupils are encouraged to predict outcomes and to use correct scientific language, for example, *transparent* and *opaque* in the Year 3 lesson and *gravity* and *upthrust* in Year 6's work on forces. Relationships are good overall, and work is mostly monitored well, providing support and encouragement for pupils to do their best. Instructions are clear and most teachers are skilled in using questions to assess pupils' levels of understanding, though questions are not always sufficiently targeted at individuals. Pupils are encouraged to work both independently and in small groups, enhancing their social development. Occasionally there are delightful moments of amazement, such as '*Look at this – we've made the buzzer work with a switch!*' The pace of lessons is very good and pupils are expected to work hard. Lessons usually finish with a short, effective class session that recaps what has been learnt, but this time is not regularly used to lead into the next unit of learning. Very occasionally, pupils are all given the same work and this limits their overall progress, as occurs when the purpose of the lesson is not fully shared with pupils.
83. A good contribution is made to the development of pupils' literacy skills. Vocabulary is widened effectively and pupils are encouraged to explain their reasons and conclusions. They are also given the opportunity to record in a variety of ways, using different styles of writing. However, their skills of speaking and writing are not as good as their scientific understanding. Numeracy skills are used for measuring, recording data and creating graphs and charts, but these need to be planned for more systematically. Insufficient use is made of information technology and the use of CD-ROMs for independent research. The good emphasis placed on studying environmental issues enhances pupils' moral development.
84. The coordinator provides very good leadership and has worked hard to improve standards. Improvements are a result of the careful analysis of test results and the tracking of individual pupils. Weaknesses in some areas of the curriculum and in teacher assessments have been identified and are now being effectively addressed. Regular and systematic assessment of individuals and the curriculum have been successfully developed and implemented. Recent national planning recommendations have been adopted, ensuring systematic and progressive planning. Good links, through a joint project, have been established with the local comprehensive and other primary schools, ensuring that Year 6 pupils make a smooth transition. The monitoring of teaching takes place, but needs to be more rigorous to be really effective. Improvement since the last inspection has been satisfactory, but has gained in impetus as the action plan and school development plan place greater emphasis on the subject.

## **ART**

85. Due to timetabling, it was not possible to view any lessons in art and, therefore, a judgement on teaching and learning cannot be made. Judgements are based on evidence gained from displays, a scrutiny of pupils' work from the previous year, discussions with staff and with pupils. Standards are in line with national expectations at the end of both key stages. Pupils enjoy their work and are very proud of their achievements, which are used well in displays around the school.
86. Essential skills and techniques, using a range of materials, are acquired and practised regularly throughout the school. Pupils are introduced to the work of well known artists, for example by painting seascapes in the style of J Turner. They have a sound understanding of tone and texture, often working in tones of a particular colour or by creating collages, using different materials. Pupils use these skills to good effect, for example, when creating pictures of the Salvation Army staff who regularly visit the school, or a large Viking longship. They are taught to observe carefully, for example when painting pictures of plants in Key Stage 1, or of the school in Key Stage 2, showing perspective. They can use clay and create small models of their own faces reflected in a mirror. Much of their work in other subjects is carefully illustrated with pictures and diagrams.
87. The coordinator has recently introduced the new curriculum guidelines to re-establish a clearer whole school focus for the subject. Some teachers have made records of the media used by pupils in the course of a year, for example in Year 3, where pupils' use of pencil, crayons, oil pastels, paints, collage, clay and sewing is recorded. There are good resources, which are used well.

## **DESIGN AND TECHNOLOGY**

88. All pupils make satisfactory progress, and, by the end of Key stage 2, their standards of work are in line with expectations for their age. Pupils with special educational needs make good progress.
89. By the end of Key Stage 1, pupils understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting materials to make models of a moving picture. Pupils understand the importance of planning, which includes deciding what tools they are going to use. In Year 2, pupils have designed and made glove puppets, using fabrics, taking care when joining the material together and skilfully sewing on pieces of material to create unique puppets of good quality. They have designed and made models to illustrate a story, using a winding mechanism. Pupils measure, cut and join a variety of materials accurately when constructing models. They carefully assemble simple mechanical models, introducing movement by using axles for winding, or split pins for joints in card cut-out figures. All appreciate the importance of evaluating the quality of their work when it is finished.
90. By the end of Key Stage 2, pupils are accustomed to working from designs, which specify the tools and materials that will be needed for their models and work safely. They investigate the use of mechanisms to make things move and incorporate these ideas in their models. Most pupils have a good knowledge of a variety of methods to fasten materials together, which includes staples, clips, glue and string. Pupils design and make hats, selecting materials and deciding on methods of joining the fabric and how to attach badges and logos. They develop their knowledge of healthy eating by carrying out research of different foods and producing menus. In Year 5, they produce their designs for a car using the computer to develop their graphic design skills and make good use of colour and rendering in the presentation of their drawings. When making vehicles in Year 6 they design and make a frame for the chassis from strip wood and attach wheels and axles to the frame. They consider the need to design a lightweight structure to allow the vehicle to travel as far as possible, using a power source such as an elastic band or electric motor. Pupils have taken particular care and skill when applying decoration and detail to the models. In Year 4, pupils have produced a battery-powered light. Their design drawings show particular attention to detail, describing how the light works, using notes and sketches. They develop their knowledge of electrical circuits and the use of a bulb,

battery and switch in a circuit, through links with science. Pupils work confidently with tools and are fully aware of the need to work safely.

91. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and components and describing what they are doing. For example, when carrying out disassembly they can describe the components and write out step-by-step instructions. Numeracy is used well in their measurements of materials.
92. Pupils' attitudes are good. All take a pride in their work and enjoy taking part in lessons. Pupils with special needs are equally as successful in making things as other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly.
93. The subject is satisfactorily coordinated. Planning is based on the recent national planning documents, but within a limited range of activities. There are adequate resources to teach the planned projects in each year. The procedures for assessment are underdeveloped. Since the last inspection, standards have been maintained.

## **GEOGRAPHY**

94. Standards by the end of Key Stage 1 are broadly in line with expectations and, by the end of Key Stage 2, are in line with expectations. Judgements are based on a limited opportunity to observe lessons, discussions with teachers and pupils, and a scrutiny of work.
95. By the end of Key Stage 1, pupils understand simple facts in relation to weather, clothing and settlements. In Year 1, their visit to different places in the world through the eyes of 'Barnaby Bear' developed comparisons between their own area and other countries. By the end of Key Stage 2, pupils understand and can use grid references and recognise and explain symbols on ordnance survey maps. They understand the concept of scale and can measure accurately. Pupils show a sound understanding of the differences between their own area and tourist areas throughout the world. They can provide adequate explanations in relation to weather and climate. Through their visit to Filey, they gain an understanding of the physical geography of coastlines and the different styles of settlements.
96. Teaching is good. Lessons are effectively planned and learning objectives are shared well with the pupils. They understand what they have to do and their learning is good. Learning support staff are effectively involved in planning and know the pupils whom they are supporting very well. They teach, using good challenging questions and guiding pupils with learning difficulties in a very confident manner. Pupils enjoy their lessons and, through the sound questioning, are making satisfactory gains in their knowledge and understanding.
97. Subject coordination is satisfactory, although there is insufficient monitoring. Resources are used well. Since the last report standards have been broadly maintained, although the development of literacy links remains an area for improvement.

## **HISTORY**

98. Because of the timetable, only a small minority of lessons could be observed during the inspection. Judgements are based on these lessons, a scrutiny of pupils' work, discussions with pupils and their teachers. Standards are in line with expectations by the end of both key stages.
99. By the end of Key Stage 1, pupils have gained a sound understanding of the lives of famous people, such as Florence Nightingale. They know about the causes of the Great Fire of London and its effects on the people and their lives. Younger pupils in Key stage 2 have a sound understanding of Roman life. They can explain the characteristics of settlements from this civilization and, from their valuable experience with a visitor, understand the style and materials used in clothing. Overall, pupils can explain their knowledge and understanding of relevant facts much better than in their written work. Their answers are sometimes short, but they answer with enthusiasm. Older pupils enjoy their work on the Victorian period as they study life in a village school in the late 19<sup>th</sup> century. They react with some amazement at the style of teaching and the furniture and work to be found in a classroom. The majority have gained a good level of

understanding of the difference between primary and secondary sources and they handle artefacts very carefully. For example, when pupils in Year 6 were considering the contents of Egyptian houses, one pupil referred very accurately to a 'commode'. Good links exist in both key stages with work in geography, especially for visits. In Key Stage 1, there is a visit to Cleethorpes and, in Key Stage 2, to Filey. The work undertaken is appropriate and used well in learning to develop pupils' knowledge and understanding. Good contributions are made to pupils' personal development as they discuss different cultures.

100. Teaching is at least satisfactory, overall, and over time is often good. Lessons are effectively planned, with the objectives being explained to the pupils. This helps them to understand what they have to do and enhances their learning. Good links are made to literacy as pupils are encouraged in their writing of lifestyle accounts. Pupils enjoy their lessons and behave well. They respond to questions and their answers show that they are listening well and making progress.
101. The subject is effectively coordinated. Resources are used well. Since the last inspection, standards have been maintained and the teachers recognise the need to take opportunities to enhance pupils' use of vocabulary and to develop their writing to raise overall standards.

## **INFORMATION TECHNOLOGY**

102. Judgements are based on a scrutiny of pupils' work and teachers' planning, discussions with teachers and pupils and a limited range of lesson observations. Standards by the end of each key stage are in line with national expectations.
103. Pupils are confident in using computers to communicate their ideas in a variety of ways. For example, they can paint and draw on screen and can enter, amend, save, print and retrieve information without help from the teacher. They can change the style, colour and size of text and print. Pupils have opportunities to program a floor turtle, using sets of simple commands to construct different geometric shapes. They have opportunities to use paint programs, clip art and logo and they can use paint and draw programs to produce designs for projects. They can use information from a database to construct graphs and charts and are beginning to use spreadsheets.
104. They develop skills in using the equipment and skills in using the mouse to give instructions to the computer; for example, pupils are skilful in using the mouse to draw with precision. They are developing skills in combining text and graphics, using clip art to illustrate stories. Pupils are familiar with controlling devices; they can recognise that a computer can control devices and write a sequence to produce a recognisable event. Pupils have opportunities to use CD Rom and the Internet to search for information to help with their project work. The school has established its own web page and pupils attending the computer club are designing their own web pages. Pupil use email to contact schools in Hungary and Sweden where they have established links. By the end of each key stage, the majority of pupils are able to use computers with confidence, covering a range of activities.
105. Pupils have particularly good attitudes to their work. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils are able to access the computer without help from the teachers and work independently. Pupils are very responsible when using computers and can work together on the computer well. They show particularly good respect for the equipment and, indeed, for each other. Behaviour is always good.
106. The quality of teaching is good, overall. Strengths include teachers having a mostly secure knowledge and understanding of information technology and planning that identifies clearly what pupils are to learn. Teachers' expectations are usually appropriately high and they set tasks that are suitably demanding. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information technology. Pupils make satisfactory progress as they move through the school, particularly in their skills in using computers and communicating ideas and information. Lesson objectives are clearly identified,



and work is appropriately challenging. Classroom organisation does not always give pupils enough time for using the computer.

107. The subject coordination is good and effectively shared so that all staff have confidence in their work. Good use has been made of staff development. Resources are very well developed, especially as a new computer room has become available. This enables whole class sessions to take place, supporting the work done on computers in classrooms. Since the last inspection there has been good progress, building effectively on the good foundations which existed.

## **MUSIC**

108. By the end of both key stages, pupils continue to achieve standards which are broadly in line with national expectations and, in some aspects, many pupils are achieving above them. Pupils in Key Stage 1 sing very well and have a good sense of rhythm and timing. Knowledge of musical terminology is also good. Key Stage 2 pupils sing enthusiastically and pay good attention to the words, paying very good attention to articulation, dynamics and sentiment. They understand simple composing, but their use of information technology is underdeveloped.
109. A strength is the very good knowledge and teaching skills of the music specialist who works in close partnership with the class teachers. This ensures that the pupils' development of knowledge, skills and understanding is systematic and continuous throughout the school in most areas of the subject. Although the school now uses the recent national planning documents, there is insufficient use of modern technology to develop skills of composing, recording, altering and combining sounds at both key stages.
110. Music lessons are thoroughly enjoyed by the vast majority of pupils. The enthusiasm of the teaching is infectious and results in hard work, good concentration and generates a sense of achievement. In all class lessons, teaching and behaviour were consistently very good. Lessons are well planned and provide opportunities for listening, participating and evaluating performance. Teachers have high expectations and provide challenging activities. In a Year 2 lesson, pupils extended their skill of voice control by applying knowledge of 'sustained' and 'staccato' in their singing. Listening, reading and numeracy skills were also reinforced as they grouped various instruments according to whether the sounds were sustained or staccato. Literacy links continue to be reinforced for older pupils as key musical terminology is specifically taught and vocabulary extended. In a Year 4 lesson, pupils had worked in small groups, discussing and selecting appropriate instruments to create a musical accompaniment to a story. Year 6 very successfully tackled a difficult Shakespearean song, with tuned and untuned instrumental accompaniment.
111. Teachers carefully select a good range of taped music for pupils to experience in both lessons and assemblies. In Year 5, music by the London Gospel Choir provided inspiration for the pupil's own singing of a 'Spiritual' and gave a good opportunity for links with their work in religious education. The use of 'The Flight of the Bumble Bee' provided a very good introduction to the Year 4 lesson on representing animals through music. The setting of appropriate homework further extends pupils' learning. The task was to think of two different animals and suggest instruments which might represent them.
112. Pupils' oral abilities to keep a rhythm and count the beats for different types of music are well developed. All Key Stage 2, pupils are given the opportunity to join a recorder club, but must audition for the chance to learn the violin or viola. Opportunities for all pupils to read music from charts and staves needs to be developed in order to extend learning even further.
113. Music plays a very significant role in pupils' social and cultural development. Their very good cooperation, performances for assemblies and at special events, together with the good range of music sung, played and listened to is a strength of the school, as it was at the last inspection.

## **PHYSICAL EDUCATION**

114. Standards are in line with the national expectations by the end of each key stage. Because of the timetable arrangements and the inclement weather, only a small number of lessons could be

observed. Judgements are based on these lessons and from discussions with teachers and pupils. By the end of Key Stage 1, pupils respond well to rhythm in dance lessons, making effective use of space and following instructions with care. In gymnastics' lessons they are able to demonstrate balances at different levels satisfactorily, both individually and with a partner. In Key Stage 2 pupils develop complex dance sequences, following the mood and tempo of chosen music. They make sound progress in developing games' skills through learning passing, sending and receiving techniques and using them effectively in invasion games.

115. Teaching is, overall, good, and occasionally excellent. It leads to pupils making at least satisfactory and often good progress in all aspects, because of the quality of learning opportunities. In the excellent lesson, the teacher had very high expectations. The lesson had a brisk pace; pupils listened well to clear instructions and concentrated throughout, showing a strong interest and enjoyment in what they were doing. Opportunities were taken for pupils to demonstrate their work and so begin to evaluate performance. The continual use of praise and encouragement helped to produce a high level of achievement. Other lessons are effectively planned and pupils respond well. However, their enthusiasm sometimes gets the better of them, and they forget momentarily to listen and follow instructions, reducing their progress. For example, in a dance lesson in Key Stage 2, pupils developed well-composed sequences linked to their Second World War studies, but the soldiers and pilots at times lacked discipline! The majority of pupils in Year 6 can swim at least 25 metres. Lessons all contain warm-up and winding-down sessions and have due regard for safety. Overall, pupils behave well and enjoy their lessons. Good provision is made for pupils with special educational needs; one, with a physical handicap, has a special nebulizer and is able to take part in lessons.
116. The coordinator provides effective leadership. The recently published national guidelines have been introduced and the scheme of work gives clear guidance to the staff, so that all strands of the subject are covered throughout the school. The subject is well resourced and safety audits of equipment are carried out regularly. The school belongs to the Top Sports Scheme and receives help and equipment through this. There are good links with the Dearne Valley College, whose students help in school and whose facilities are used by the school. Pupils have opportunities to perform movement and dance in assemblies and whole school productions. There is a dance club and pupils perform maypole dances at the Wath Mayday Festival. All pupils have the opportunities for swimming lessons in Year 6. Competitive sport is strong in the school, with a number of parents helping out. Pupils are involved in football, netball, cricket and rounders matches with other schools.
117. Since the last inspection, standards have improved. The hall is not now blighted by dust and provides a broadly adequate space for indoor work. The hazardous state of the playground surfaces limits their use and thus opportunities for activities. The field area is adequate.

## **RELIGIOUS EDUCATION**

118. By the end of both key stages, the majority of pupils are learning satisfactorily and reach the standards expected in the locally agreed syllabus. This is a significant improvement from the last inspection where most of the pupils made unsatisfactory progress. Pupils with special educational needs learn well, particularly through the encouragement they receive to participate in discussions.
119. The overall quality of the teaching is good and, occasionally, excellent. Teachers have a very good understanding of the subject and careful planning over time ensures that pupils build up their knowledge of Christianity and other religions such as Islam and Judaism. Questions of belief and the right to personal opinions are sensitively handled so that pupils develop a good understanding of how faith affects people's actions. In both a Year 5 and a Year 2 lesson, pupils were given time to consider and discuss emotive issues and this plays a significant part in their moral and social development. Most teachers skilfully question pupils to confirm knowledge, as in Year 6 during a lesson on the life of Mohammed, but in Key Stage 2 they still need to ask more probing, targeted questions to extend pupils' thinking. Pupils in Year 2 were very effectively challenged and targeted in their lesson about the 'Good Samaritan'. By the end they had reinforced their understanding of why Jesus told parables and applied good reasoning skills to consider how their behaviour can affect others.

120. Oral, whole-class sessions, such as the telling of the story of Mohammed, are well led and pupils respond with keen interest to learning about what others believe. They listen attentively to their teachers and to each other; their behaviour was never less than good and mostly very good. Follow-up activities are not always so challenging or motivating and there is a need to ensure that these match the different abilities of the pupils. In one or two lessons the enthusiasm and pace of learning slowed because the pupils were unsure of the task or it was too difficult.
121. Speaking and listening skills are continually enhanced through religious education lessons and in some lessons, for example in Year 5, good emphasis is placed on extending vocabulary through the identification of key words.
122. The school has made significant progress in planning for pupils' systematic learning by using the new national guidelines in conjunction with the locally agreed syllabus. Resources have improved, particularly books, but there are still insufficient artefacts. As yet, there is no satisfactory monitoring of pupils' achievements or learning, but the school is aware of this and has identified it in the action plan for the subject.