

INSPECTION REPORT

**MOORTHORPE JUNIOR AND INFANT
SCHOOL**

South Elmsall, Pontefract

LEA area: Wakefield

Unique reference number: 130863

Headteacher: Mrs M Wildey

Reporting inspector: Graham Bate
20926

Dates of inspection: 20th – 24th May 2002

Inspection number: 230162

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Regent Street
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Pontefract
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr P Brook

Date of previous inspection: May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Music Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
12682	Mr J Griffin	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?
27426	Mr T Aldridge	Team inspector	English Design and technology Religious education Special educational needs	
30590	Mr P Tuttle	Team inspector	Mathematics Information and communication technology Art and design	How well is the school led and managed?
22509	Ms G Cowmeadow	Team inspector	Geography History Foundation Stage	How good are 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 former mining village of Moorthorpe, near Pontefract, which is part of the Wakefield local authority. The school caters for pupils from the age of three to eleven years. Most pupils attend from the immediate surrounding area. There are 312 pupils on roll, which is slightly bigger than the national average, with a further 37 who attend part-time in the nursery. Other than those pupils in the nursery, there are 41 pupils under the age of six in the reception and mixed-age classes. There is a significant, and rising, level of pupil mobility with about 19 per cent of pupils leaving or joining the school at other than normal times. About 21 per cent of the pupils have special educational needs, which is about average. Two of these pupils have statements of special educational need. Almost all the pupils are of white ethnic origin and there is none who speaks English as an additional language. Overall, there is a gender balance, but there are significantly more boys than girls in Years 4, 5 and 6. Unemployment in the area is high and there is considerable social disadvantage. About a quarter of the pupils are eligible for free school meals but this is deemed not to be a true reflection of need. The pupils' overall standard of attainment on entry to the school is below average, particularly in communication skills. A significant proportion of the teachers is fairly new to the school.

HOW GOOD THE SCHOOL IS

This is now a good school. The pupils make good progress through the school. Most importantly, the pupils achieve well. Good progress is also made by pupils with special educational needs as a result of the effective support they are given. Standards are now good, by the age of eleven, in English, science, art and design and physical education. Positive attitudes are displayed by the pupils to their work and school life in general, and the quality of relationships is very good. However, the quality of the curriculum requires revision in order to provide a broader range of experiences, as they are currently narrow. The pupils are well cared for. There are very good procedures for eliminating oppressive, and promoting good, behaviour. There are good procedures in place for assessing the pupils' rate of progress and their attainment in the tested core subjects of English, mathematics and science. Assessment in other subjects is less well developed. The quality of information provided to parents about their children's progress is very good, especially in the annual reports. The school is keen to involve parents in the life of the school and in their children's learning. It is adopting a good variety of initiatives to support this aim. After a period of uncertainty and change, the school has worked hard to improve standards and address areas of weakness. The new headteacher has a clear vision for the school's future, which is shared by the governing body and staff. As a result, there is a strong sense of purpose and a rapidly developing caring atmosphere of a large family in which every individual matters, whether child or adult. In the light of the pupils' achievement and progress, the good quality of teaching and the average level of income, the school provides good value for money.

What the school does well

- Standards, at the age of eleven, are good in English, science, art and design and physical education.
- The overall quality of teaching is good.
- The pupils have good attitudes to school, behave well and have very good relationships. They are well cared for and behaviour is very well monitored.
- The provision for pupils' social development is very good.
- The headteacher is a very good leader. She is well supported by the governing body and staff.
- There are good links with the parents who are provided with good information about their children's progress.
- There is a very strong commitment from everyone in the school to improve and succeed.

What could be improved

- Standards in religious education, design and technology and information and communication technology (ICT) at age eleven.
- The breadth and balance of the curriculum.
- The presentation of pupils' work.
- The consistency and quality of teachers' marking.
- The governing body's annual report to parents.
- The role of the subject co-ordinators, outside English, mathematics and ICT.

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 May 2000 when it was removed from the special measures category into which it had been placed in 1998, having been judged previously to have had serious weaknesses. A number of management changes took place during this time. As a result of the continuing improvement in the quality of teaching, standards in the national tests for eleven-year-olds in 2001 show above average performance in English and science, with mathematics being average. Standards, in comparison with schools in similar contexts, are well above average. This represents a significant improvement. The school has put in place strategies to raise standards in spoken English, which is also improving. Standards in mathematics remain average but the school is addressing effectively the identified weakness in problem solving. Experimental work in science has improved and there is now a well-embedded understanding of prediction and fair testing. The school now has a computer suite, but the number of machines per pupil remains low, which, coupled with their functional unreliability, has contributed to insufficient time and opportunity for standards at age eleven in ICT to reach average. The overall quality of teaching is better and the early years' curriculum is now well structured and coherent, except for the provision for outdoor play. Marking by the teachers of the pupils' work remains inconsistent. Strong and effective leadership has continued in the fairly recent appointment of both a new headteacher and deputy headteacher. Whilst the roles of the English, mathematics and ICT co-ordinators have been developed successfully, those of the remainder are largely unchanged, but there is a clear plan for future development, especially in relation to judging the effectiveness of their subject's provision. The deficit budget has been eliminated successfully and the governing body and headteacher are beginning to come to terms with the implications of longer-term spending decisions. A very significant improvement has been made in the provision for the social development of the pupils. They now feel at ease with adults and are given a number of opportunities to take responsibility. The rate of attendance has fallen well below the national average. This represents a deterioration from the former position; it results from an increasing number of unnotified removals from the school and rising pupil mobility. Overall, however, these changes and developments represent a good level of improvement.

STANDARDS

The table shows the standards attained by pupils at the end of Year 6 (eleven-year-olds) based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	A	B	A
mathematics	E*	C	C	A
science	E	A	B	A

Key

well above average A

above average B

average C

below average D

well below average E

The standard of attainment on entry to the school covers a wide range but is overall below average. The results in the National Curriculum tests for 2001 show that standards in English and science were above average and, in mathematics, average when compared with all schools nationally. When compared with similar schools, that is those having between 20 and 35 per cent of pupils known to be entitled to free school meals, performance in all three subjects is well above average. The underlying trend in performance has been up, particularly since 1999, at a rate above the national trend. During the inspection, standards of work seen in Year 6 indicate that achievement, in the core subjects of English, mathematics and science, is good, with above average attainment in English and science and average performance in mathematics. Standards are above expected levels for eleven-year-olds in art and design and physical education, but below expectations in religious education, design and technology and ICT. They are in line with expectations in other subjects.

Pupils in Years 1 and 2, during the inspection, attain standards in line with expectations for their age in

all subjects, except English and art and design where they are above. Achievement is good. About half the children in the reception classes are on course to attain the national targets for learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good and positive attitudes to school life. They show interest in most aspects of their work and concentrate well.
Behaviour, in and out of classrooms	Behaviour is good overall. There was no sign of oppressive behaviour in the playground. Pupils are extremely welcoming to visitors.
Personal development and relationships	Relationships throughout the school are very good. Mutual respect within the school is at the heart of the pupils' learning. Pupils undertake responsibilities with pleasure.
Attendance	Attendance is well below the national average. Unauthorised absence is high mainly as a result of unnotified departures from the school.

The behaviour of the pupils and the quality of relationships reflect the high expectations all staff have for these areas of the pupils' development.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 overall quality of teaching is good. During the inspection almost three-quarters of the teaching was good or better. One-fifth of the lessons were at least very good. Except for one unsatisfactory lesson, the remaining quarter were satisfactory. The quality of teaching was broadly consistent across the school, and represents a good improvement on the last inspection, especially as there are a number of inexperienced teachers new to the school. Overall, the teachers' knowledge and understanding of the subjects they teach is good, but there is some insecurity and lack of confidence in, for example, religious education and in some aspects of ICT. The teachers manage their classes well using a broad range of effective teaching methods. The good planning includes clear learning objectives, which are conveyed regularly to the pupils but not always in terms they understand. Planning, in some subjects other than English and mathematics, does not always match the needs of different groups of pupils. The teachers have high expectations for the standard of behaviour, the inclusion of all pupils, the quality of relationships and the extension of the pupils' vocabulary. As a result, the quality of learning is good. Expectations, however, for the quality of handwriting and presentation, are not consistently high enough. The teaching of literacy and numeracy skills is good. Pupils with special educational needs are supported well and taught effectively. Learning benefits considerably from the good collaboration that exists between the teachers and the learning support assistants. This collaboration also results in the effective use of time and the availability of resources. As the pupils are well known to the teachers, they make good assessments of their progress, for example in question and answer sessions. Marking, however, is inconsistent and infrequently sets targets for improvement. Homework is used appropriately by the teachers, except in Years 3-6, to support a breadth of literary experiences. The predominantly positive aspects of the teaching ensure learning is good in the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is insufficiently broad and is not balanced in Years 1-6. The Foundation Stage curriculum is coherent and appropriately structured.
Provision for pupils with special educational needs	The provision is good and well managed. The pupils are supported well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. The provision for social development is very good and reflects well the school's inclusive approach.
How well the school cares for its pupils	There are good procedures in place to ensure the pupils are well cared for and protected. Pupils' progress is assessed well, especially in English and mathematics. The staff have a good knowledge of their pupils' needs.
How well the school works with parents	The school is working very hard to improve links with parents and it is beginning to succeed. Parents are provided with good quality information, especially in annual reports and in the setting of regular targets for pupils' improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. She has set a clear agenda for change and development, well supported by the senior staff and the rest of the team.
How well the governors fulfil their responsibilities	The relatively new governing body has a good understanding of the school's strengths and areas for development. Their annual report to parents does not currently meet requirements.
The school's evaluation of its performance	The school carries out extensive and effective evaluations of standards and the quality of provision. The monitoring of teaching in English and mathematics is good. Evaluation of the school development plan is carried out regularly.
The strategic use of resources	Resources are satisfactorily deployed. Longer-term financial planning is at an early stage of development. Best value principles are beginning to be applied effectively.

The teaching staff offer a good range of expertise and experience. There is, however, a lack of a pianist. The learning support assistants are effective, efficient and appropriately trained. The administrative and cleaning staff are very efficient and effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • Children make good progress. • The standard of behaviour. • The children are expected to work hard. • The way in which the school helps children to mature. • Their children like coming to school. It is a happy school. • The relationships in the school. • The zero tolerance of bullying. • The improvements under the new headteacher. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Closer working with parents. • Being able to approach the school. • The absence of a newsletter. • Home visiting prior to starting school. • Overuse of supply teachers in one reception class.

The inspection findings agree with what pleases parents most. There is, currently, satisfactory provision for extra-curricular activities. The school is looking to expand the range available. Close working with parents is one of the school's priorities; a number of initiatives have already begun to increase co-operation. Regular newsletters are an established means of communication. Most parents find the school very approachable and willing to listen. Part of the school's action plan is to review the possibility of home visiting. The school tries hard to use consistent supply teachers when the deputy is supporting the work of pupils with special educational needs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the 2001 National Curriculum tests for eleven-year-olds (Year 6), based on the average points scored by all pupils, were above average in English and science and average in mathematics. When compared with similar schools, that is those having between 20 and 35 per cent of pupils known to be eligible for free school meals all three subjects were well above average. The trend, particularly since 1999, has been upward in all three subjects at a rate that is better than the overall national trend. Taking the three years, 1999-2001, results show that boys and girls both fall below the national average in all three core subjects. However, in 2001, boys and girls together exceeded the national average.
2. The performance of seven-year-olds (Year 2) in the 2001 National Curriculum tests, also based on average points scored by all pupils, were all above average in reading, writing and mathematics. When compared with similar schools, all three areas indicate well above average performance. As with Year 6 pupils, the seven-year-olds' results show an overall upward trend since 1999. In the three areas of learning, over the period 1999-2001, only the boys' performance in reading has fallen below the national average.
3. Although there is a wide variation, the standard of attainment on entry to the school is just below average. This has been the broad picture in recent years. Therefore, the above analyses of performance in the national tests indicate that the pupils achieve well and make good progress.
4. Inspection evidence confirms that the standards of work seen in English and science were above average, and average in mathematics, in Years 3-6. In Years 1 and 2, overall standards are above average in English and average in mathematics and science. This indicates that most pupils in the school are continuing to achieve well and make overall good progress. Pupils with special educational needs make good progress in relation to their individual targets, especially in English, greatly assisted by the suitably small steps set for learning in their individual education plans.
5. Children in the nursery and reception classes also achieve well and make good progress. As a result of the good start they are given in the early years, at least half the children are on course to attain the national early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development, by the time they move to Year 1. The children quickly learn to become independent and to take small responsibilities, showing good levels of concentration. Children co-operate well and role-plays provide good opportunities to develop socially. Many of the children lack speaking and listening skills. They widen their vocabularies, for example, as they are introduced to the names of musical instruments. Good progress is made in learning letter sounds and a bank of key words and most children copy write letters correctly; some higher attaining children are beginning to write independently. Most children in the reception classes can count and order number to 20 and in tens to 100. Frequent attention to the number square to look for missing numbers effectively consolidates understanding. The children are naturally curious about the world about them. They enjoy examining snails with a lens, cooking simple foods and visiting the local fire station. Although the children develop good bodily control from their experiences in the gymnasium, the currently limited outdoor facilities reduce the opportunities, for example, to climb and balance in imaginary and exploratory play. Children handle paint well, some mixing their own colours, sing a

range of songs from memory and use musical instruments quite expressively.

6. There has been a steady improvement in standards of most aspects of English since the last inspection, as a result of the sharp focus placed on the subject by the school. More opportunities are now planned to improve the previously weak standards of speaking and listening. Most pupils now listen well and good quality relationships in the classroom encourage greater confidence in articulating their thoughts and ideas. The mechanics of reading are generally well established with most pupils knowing how to tackle unfamiliar words and to use expression when reading aloud. However, in Years 3-6 the breadth of pupils' reading is narrow, with few opportunities for them to develop a wide vocabulary, critical appreciation of different authors and reading for pleasure. This is a key area for development. By eleven years of age, standards in writing and spelling are above average. The pupils successfully write for different purposes and audiences, but have insufficient opportunities to use their writing skills in extended form in other subjects, for example history and geography. Standards of handwriting are not improved by regular practice and the standard of presentation in pupils' books is inconsistent.
7. Most pupils have a sound understanding of basic mathematical concepts; for example Year 2 pupils have a satisfactory grasp of addition and subtraction with higher attaining pupils also knowing that multiplication is the inverse of division. In Year 4, most pupils have a good understanding of number value, use simple fractions correctly and know the properties of two-dimensional shapes. They are less secure with three-dimensional shapes. The oldest pupils handle data effectively, for example constructing accurate line graphs, and successfully using partitioning techniques to solve multiplication problems. The pupils also show accuracy in calculating percentages. Whilst Year 6 pupils have a sound understanding of most areas of the mathematical curriculum, problem solving, especially those involving more than two stages in the calculation, is an area for further work if standards overall are to rise further. Presentational standards are generally weak.
8. Overall standards in science are satisfactory in Years 1 and 2 and, in Years 3-6 they are good. As a result of the focus placed upon this aspect of the subject, the standards of investigative work have continued to rise since the last inspection and are now good throughout the school. For example, prediction and the understanding of the principles of fair testing are a considerable strength in the subject. There is an increasing ability to make deductions as a result of the experimentation, for example in some good work on air resistance and parachutes. By the end of Year 6, pupils have a good understanding of an increasing range of scientific terminology using terms such as predator, photosynthesis and heart rate correctly. The pupils' mathematical knowledge is used very well in the tabulation and graphical work from which they make accurate interpolations. All aspects of the subject are covered throughout the school but, in Years 1 and 2, there is currently insufficient recording in order to reinforce knowledge and understanding.
9. By the end of Year 2, standards in ICT are broadly those expected of seven-year-olds. However, standards by the age of eleven remain below expectations, as was noted in the last inspection report. This results from a lack of coverage in earlier years, mainly due to lack of computers, and insufficient time has yet elapsed for the full impact of the new computer suite to be felt. Standards are beginning to rise and the pupils are achieving well and making good progress in the work they have covered. They have little experience of, for example, communication, modelling and control. A similar picture emerges from the inspection of religious education; standards are in line with expectations at seven but below at eleven years of age. The standards attained at age eleven are almost entirely due to the insufficient time, lack of depth and lack of reinforcing written work. There is some awareness of major Christian ceremonies but little knowledge and understanding of other faiths, significant religious figures or places

of worship.

10. Standards in Year 3-6 are good in art and design and physical education, satisfactory in history, geography and music and below expectations in design and technology. In Years 1 and 2, attainment is satisfactory in all these subjects, except art and design where it is good. Achievement in Years 3-6 is generally good in the areas covered in these subjects but, where standards are satisfactory or below, it is almost entirely due to the narrowness of the curriculum and consequent inadequate progress in the development of skills, knowledge and understanding. The good work in art and design and physical education reflects the level of knowledge and understanding of the teachers in these subjects. The school is aware of concerns about the breadth of the curriculum and has plans to develop these subjects now that standards in English and mathematics are rising.

Pupils' attitudes, values and personal development

11. Pupils show positive attitudes towards school and their work, behave well, form very good relationships and their personal development is good. Children in the Foundation Stage also make very good progress in their personal, social and emotional development. The good partnership with parents together with their social and personal development at school make significant contributions to these positive attitudes and values. There have been important improvements on the previous good overall standards, in relation to pupils' behaviour and personal development.
12. Pupils' attitudes to school are good overall. Based on questionnaire returns, nearly all pupils like school. Discussions, with Years 2 and 6 pupils, confirm that school plays an important part in their lives. For example, both groups ranked school ahead of friends and hobbies and only behind family in a list of the important things in their lives. Most look forward to returning to school at the end of holidays. Whilst attendance is well below the national average, the reasons often relate to parental decisions rather than pupils' attitudes to school. They consider that the certificates and other rewards they get and the very good relationships amongst nearly all pupils make significant contributions to their positive views about school. In nearly all lessons most pupils listen and concentrate well and start promptly on their individual work. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art and design, design and technology, experimental science and mental mathematics. For example, the Year 6 pupils spoke very positively about science experiments which they actually do themselves, such as pulse rate measurements and examining the way in which sponges soak up water. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them.
13. Most special needs pupils have a positive attitude to school and are usually interested and enthusiastic in their lessons. They are fully involved and included in all the range of activities that the school provides and their independence and self-esteem is raised. Most pupils behave well in lessons and in small groups. Behaviour is usually good at lunchtimes and in the playground and no different from that of other pupils. Those pupils identified with behavioural problems are well supported and behaviour is usually good. Most pupils with special educational needs show very good respect for the work and feelings of others and are positive about each other's efforts. Relationships with teachers and other pupils are very good.
14. Behaviour in classrooms, during lunchtime and playtimes is good overall. The good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are well behaved. In a minority of lessons, teachers still need to address the behaviour and attentiveness of a few pupils. Prior to moving in groups, pupils form orderly lines and move about in a

calm and responsible way. Behaviour of nearly all pupils at lunchtime and playtimes is good. There is no sign of any bullying, racist or sexist behaviour. There has been no permanent exclusion for over three years although the number of fixed-term exclusions has risen in the past two years; five pupils were excluded in the past year. Pupils take good care of property and resources and help keep their school in attractive condition. Parents' questionnaire responses fully support this positive picture, with nearly all parents positive about pupils' behaviour.

15. Relationships between adults and pupils and among pupils are very good overall. Adults act as good role models. Teachers value pupils' work and most effectively praise effort and good work. For example, pupils in Years 2 and 6 spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons, pupils are comfortable expressing views and asking questions of their teachers. This assists their learning. Very good relationships among pupils, including those with special educational needs, is a positive feature. As a result, most pupils, even in the reception class, are able to work well in pairs. Pupils have working partners and nearly all are clear that they are expected to work individually most of the time but can discuss things with their partner when they are not clear what is required. These arrangements contribute very well to pupils' academic and social development. Most parents are very clear that they send their pupils to a 'happy school'.
16. Pupils' personal development is good overall. Pupils' moral development is good. Parents are impressed with the way most pupils are clear that poor behaviour lets 'you and the school down'. Most pupils know and calmly carry out the daily routines expected of them. Pupils' social development is very good. They enjoy speaking with visitors. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly, and without prompting, hold doors open for each other and adults. When questioned in groups, Years 2 and Year 6 pupils are happy listening to different views expressed by others. The discipline with which pupils, particularly in Year 2 given their age, wait their turn to contribute to the discussion is particularly impressive. Pupils become increasingly comfortable taking responsibility as they move through school. For example, pupils from a number of upper junior classes operate as reading buddies for younger pupils. Monitors, drawn from upper Year 5 and 6 pupils, calmly carry out a range of out-of-class duties. The recently formed school council, comprising a boy and girl from each class from reception upwards, has made a good start in bringing issues that concern pupils to the attention of school management.
17. Attendance is poor. It has declined since the previous inspection and has been well below the national average for the past two years. Whilst absence is dominated by illness, a high level of absence, due to unnotified departures associated with the mobility of a small minority of families, makes a significant contribution. Pupils remain on the register until their new location is established. Holidays during term time is an important second reason for the well above average level of absence. The unauthorised absence level is well above average with unnotified departures and extended holidays during term time again contributing. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

18. The school has worked very hard to improve the overall quality of education provided. In this it has been very successful. Although there have been very significant improvements in leadership and pupils' attitudes in recent years, the rise in the standard of teaching and learning has been of particular importance. Since the last report the quality of teaching has improved further and is now good overall.
19. Of the 62 lessons observed, 72 per cent were good or better and 19 per cent were very good or better. The remainder was satisfactory except for one unsatisfactory lesson. Teaching was of a generally consistent quality through the school and the improvement is commendable, especially as there are a number of inexperienced teachers new to the school.
20. The teachers in the Foundation Stage plan a coherent curriculum, which is clearly in line with national guidance. This results in a consistent approach by teachers, nursery nurses and learning support assistants and represents an important improvement and development since the last inspection. As a result of the good teaching, the children's personal, social and emotional development is well supported and they make very good progress. The staff provide good role models and have high expectations for behaviour and co-operation. Staff ensure from a very early age that the children are made aware of the outcome of their actions on their peers. All the staff are aware that most pupils have underdeveloped speaking and listening skills and take care to emphasise correct speech and introduce new and appropriate vocabulary, for example the names of musical instruments. Emergent reading is well fostered by the teachers and the children are suitably challenged, for example by placing instructions in the correct order. Letter formation is well encouraged but occasionally staff miss opportunities to model writing. The good teaching also develops the children's numeracy skills well, for example by regular replacing of missing numbers in the hundred square and by using numbers in games, such as 'bear hunt'. Good opportunities are planned to consider shape, size and capacity and to extend the children's knowledge and understanding of the world, for example considerable curiosity was raised when they examined snails with a hand lens and visited a local farm. The teachers successfully ensure that the children are provided with a good range of creative opportunities for singing, painting and role-play. The limited range of outdoor resources restricts the opportunities the teachers can provide for exploration and play. However, the formal physical education lessons are used well by the teachers, which encourage the children to gain physical confidence, and how to move and climb safely and imaginatively. The teachers offer good support in these sessions. The children are prepared effectively for the National Curriculum as a result of the staff's good planning and teaching.
21. Teaching for pupils identified as having special educational needs is usually good in English and mathematics where pupils are grouped and taught in ability groups. However, pupils do not always receive a sufficiently differentiated curriculum in other subjects often undertaking the same tasks as others in the class. Support from learning support assistants is good and they are fully aware of pupils' needs and targets. Regular termly reviews and assessments take place so that pupils' needs are regularly updated. Targets are usually detailed, specific and manageable. Good attention is given to motivating, rewarding and praising pupils and building their self-esteem. As a result, pupils remain involved in lessons and try hard, despite their difficulties. Pupils are fully included and integrated into all school activities. However, insufficient use is made of ICT to support them in their learning.
22. The teachers and learning support assistants have established very good relationships with the pupils and effectively nurtured the same between pupils. This is strongly linked to the good classroom management skills of the teachers throughout the school and the consistently high expectations for behaviour. As a result, learning is good

throughout the school. Every individual clearly matters in this school. The teachers and all other staff ensure all pupils are included in all activities and that their views, strengths and abilities are valued. Therefore, in a Year 6 athletics lesson, physically reluctant pupils feel able to attempt the activity with greater confidence and so improve their learning.

23. In virtually all lessons the learning objectives are clearly identified in the teachers' planning. These are invariably shared with the pupils at the beginning of the session and frequently written on the whiteboard as a reminder to them. A good strategy used, for example, in the mixed reception/Year 1 class was for a toy dog 'Wilf' (what I'm looking for) to 'whisper' in the teacher's ear what he wants the children to do. This is clearly a considerable motivator. Whilst the setting of objectives has a positive impact on the pupils' learning, frequently they were in language that the pupils found difficult, thereby reducing the intended effect. Some teachers, for example in a Year 3/4 mathematics lesson take care to ensure that the pupils fully understand the meaning of the learning objective and ask them to say it in their own words. This is good practice. In the best lessons, a review of learning takes place with the pupils at the conclusion to reflect on whether or not they have achieved the objective. This is most beneficial and helps teachers assess progress and understanding. As a consequence of the clarity with which most teachers set the learning objectives, little time is lost in lessons and most proceed at a good pace, the pupils knowing exactly what is expected of them. Although the teachers' planning is usually detailed, outside English and mathematics insufficient attention is sometimes given to match the needs of the sets' tasks to the abilities of different groups of pupils. This is particularly so in the case of subjects like history and geography.
24. The basic skills of literacy and numeracy are taught well. The teachers have a good understanding of the national strategies in these areas, for example in Years 1 and 2 reading and writing activities are very effectively linked. Further appropriate modifications are provided by the teachers for the pupils to undertake extended writing in other English lessons. However, opportunities are not generally taken for pupils to extend and practise their writing skills in such subjects as history and geography. Also, insufficient opportunities are planned, particularly for the oldest pupils, to widen the range of reading undertaken by the pupils, or reading for pleasure. Most teachers challenge the thinking of the pupils well in the introductory mental mathematics sessions. In an excellent Year 2 lesson, for example, not only were the inverse addition and subtraction operations challenging, they were also very well matched to the needs of different groups of pupils. Although the Years 3-6 are set for both literacy and numeracy, some teachers do not always provide for the inevitable range of ability even within a set. For example, in a Year 5/6 set the same mental tasks were given despite some pupils quickly being able to respond to 137×1000 , whilst others use a calculator to determine 64×10 . The teachers very effectively reinforce numeracy skills in other lessons, such as science and geography, and also consolidate knowledge and understanding well by the good use of a concluding plenary session of lessons. The use of 'relevant' situations in the numeracy lessons in Years 5/6 considerably improves the learning, for example by planning work around a set of soccer World Cup data.
25. Overall, the teachers have high expectations of their pupils. In addition to the high expectations for the quality of relationships and behaviour, the teachers are keen to extend the pupils' technical vocabularies and to challenge pupils' thinking. Pupils are left in no doubt when behaviour is deemed unacceptable. Most importantly, the teachers take time to ensure that the pupils understand why this is so. Consequently, there is a quick and immediate response to instructions, for example, in physical education lessons. Every opportunity is seized by the teachers to develop the pupils' language. For example, in a very good Year 3/4 literacy set lesson on the evaluation of the impact of advertisements, the pupils are led to the correct use of such terms as 'emotive language' and 'persuasive text'. In mathematics lessons, pupils are clearly motivated by

their ability to use correctly such words and phrases as axes, horizontal, vertical and appropriate scale. As a result, pupils' learning is promoted and good. The one area in which the teachers' expectations of the pupils are not high enough is the standard of presentation and quality of handwriting. It is not monitored with sufficient rigour.

26. The teachers generally make good use of time, particularly when pupils are working in groups or independently, to teach and to challenge and support individuals' learning. They give very effective support in this respect, especially to lower attaining pupils. Occasionally, as happened in a Year 5/6 mathematics set lesson, the focus of the teacher's attention was more on task maintenance, resulting in lost opportunities for reinforcement and challenge. The teachers use an appropriate balance of different teaching methods. The teachers ensure that the very effective learning support assistants are well briefed so that they, too, can offer help and guidance to the pupils. Their time is used well, for example in a Year 5 lesson the learning support assistant was noting the pupils' responses as part of ongoing assessment procedures. This is very effective use of time and supports pupils' learning well. The teachers know their pupils very well. This is of great assistance to short-term assessment of progress, as is the good quality of teachers' questioning and answer skills. The teachers' evaluations of progress allow for the short-term amendment of the curriculum to meet pupils' perceived need. It is undertaken very effectively by most teachers, as is the one-to-one assessment of progress, especially with the younger pupils. Learning is, however, not well supported by the overall quality of marking, which is inconsistent, and often limited to necessary praise and encouragement, but with few targets for improvement.
27. The teachers' overall knowledge and understanding of the subjects they teach is good. Confidence in teaching ICT has risen since the last inspection but learning, especially in Years 3-6, is affected by the individual teacher's own knowledge and understanding. Also, in Years 3-6 teachers' knowledge of design and technology and religious education is currently unsatisfactory. Homework is used appropriately to support pupils' learning, except in Years 3-6 to increase literary awareness.

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

28. The school does not currently provide a satisfactory quality and range of learning opportunities because the breadth of the provision is too narrow and the balance is weighted too heavily in favour of English, mathematics and science. This emphasis has allowed the school to raise standards in these subjects in recent years for which it should be congratulated. However, this has been achieved, to some extent, at the expense of the foundation subjects, in particular history, geography, design and technology and religious education. The headteacher and the chair of the governing body are aware of this narrow focus and planning is in place to address the issue. The overall breadth and balance of the curriculum should now be reviewed in order to improve the quality and range of learning opportunities offered to pupils.
29. The National Curriculum statutory requirements are met by the current curriculum but the requirements of the Wakefield Agreed Syllabus for religious education are not fully delivered.
30. The school has successfully addressed the issues of coherence and consistency in the Foundation Stage curriculum identified in the last inspection report. Planning and teaching in the nursery and reception classes are now based on a coherent curriculum that meets national

guidance and provides consistency throughout the Foundation Stage. A good range of planned and interesting activities promotes children's development in all areas of learning. However, use of the outdoor area to promote children's physical and creative skills is currently underdeveloped and under-resourced.

31. The curriculum is socially inclusive and successfully incorporates all pupils including those with special educational needs. Provision for pupils with special educational needs is good in literacy and numeracy lessons where they are taught in ability groups. The school complies with the recommended Code of Practice and devises good programmes of support to meet pupils' individual needs. Good procedures are in place to support pupils in literacy through the Early Literacy Support, Catch-up and Additional Literacy Support programmes. Pupils' targets are clear, specific, manageable and achievable. However, there is little reference to these in teachers' lesson planning. Pupils' progress towards the objectives outlined in their individual education plans is carefully reviewed at least termly. All pupils identified as having special needs are fully included in all aspects of school life. The school has due regard to the requirements of the Special Educational Needs Code of Practice. The special educational needs policy is currently under review to incorporate the recommendations of the new Code of Practice.
32. There is an appropriate emphasis on numeracy and literacy in the school. Effective planning to national guidelines is having a strong impact that shows in the significantly improved standards. There are valuable opportunities for pupils to transfer their literacy, numeracy and ICT skills for use in some of the foundation subjects, such as the use of frequency charts in geography in Years 5 and 6, graphical representation of results in science and the use of the Internet to research information about the Romans in history.
33. There is a satisfactory provision for extra-curricular activities with around half of the pupils and staff members involved in some way. There are clubs to cover a range of interests, including ICT, art and design and a range of physical education activities throughout the year. Parents run a successful out-of-school swimming club. There are plans to develop the extra curricular provision further as many of the initiatives are only just underway. Other events are annual or single instances, such as a poetry workshop with an evening performance, an African drumming workshop and participation in 'healthy schools' week.
34. Nearly all pupils have full and equal access to the curriculum. Boys and girls can, and do, choose to participate in any of the extra-curricular activities on offer. The stars of the school football team are both boys and girls. However, there is a small group of young reception aged pupils in the mixed age class who do not currently have equal access to the range of activities provided for the Foundation Stage. There are plans to address this matter.
35. Provision for pupils' spiritual, moral, social and cultural development is good overall. A strength is the provision for social development which is very good. This is a very significant improvement since the last inspection when it was considered a weakness. Provision for the spiritual, moral, social and cultural development of those pupils with special educational needs is similar to that of other pupils in their class and is good overall.

36. The provision for spiritual development is good. The school has developed an atmosphere where pupils can grow and flourish, respect others and be respected. The arrangements for daily acts of worship are sound, being carefully planned and organised and this ensures that legal requirements are clearly met. Good opportunities for celebrating pupils' achievements and valuing pupils are provided during this time. In classrooms, pupils are given opportunities to explore values and beliefs and the way in which they impact on their lives. Good quality displays in classrooms and corridors provide opportunities to value pupils' efforts and provide a focus for reflection. In lessons, pupils are given the opportunity to understand human feelings and emotions in subjects such as English, science, art and design and music, although these are not always specifically planned. Displays of photographs and objects from other faiths in classrooms and corridors provide many opportunities for pupils to reflect on, and develop respect for, different beliefs and cultures. Religious education lessons further provide opportunities for spiritual development.
37. Provision for moral development continues to be good. The school effectively promotes the principles, which distinguish right from wrong, fairness, honesty and truth. The Moorthorpe code of conduct, displayed in classrooms, provides clear moral guidance for what is expected of pupils. This is an area that particularly pleases parents and from the parents' survey the vast majority believe behaviour to be good. The school works hard to promote and celebrate good behaviour and to raise pupils' self-esteem. This is promoted through a reward system where pupils receive stickers which convert into rewards of pencils, rubbers, pencil cases and certificates. All staff provide good role models and promote good behaviour by following the school's clear discipline and behaviour policy. Assemblies provide good opportunities for pupils to listen to stories dealing with morality and codes of behaviour and to reflect on the part they play in making the school a friendly and supportive community. A successful mentoring system is in place to support pupils who have behavioural problems.
38. The school has worked hard to improve social provision and has been very successful. There are many very good opportunities for pupils to develop socially, increase their understanding of living in a community and become good citizens. Teachers provide good opportunities in lessons for pupils to work together in pairs and small groups to develop social skills. Pupils in all classrooms undertake a range of jobs, such as tidying areas and acting as school monitors, which encourages them to take responsibility and help each other. Year 6 pupils have added responsibilities in and around the school, such as helping with the delivery of registers, preparing the hall for daily acts of worship, acting as monitors, undertaking telephone duty at break-times and working the overhead projector and compact disk player in assembly. A range of clubs and activities provides good experiences for older pupils to work co-operatively and to take part in inter-school sporting and musical activities. There is an established school council with representatives from all classes. It meets regularly and provides a good platform for pupils to be involved in the school's decision making process. The 'buddy' reading system provides a good opportunity for pupils of different ages to interact and for the older pupils to take social responsibility for the younger ones.
39. Provision for cultural development and understanding is satisfactory. Through subjects such as English, history and geography, there is sound provision for pupils to appreciate the cultural traditions in which they live. For example, in history, they learn about some of the important cultures, civilisations and events in the past, such as the Greeks, Egyptians and Tudors. In geography, pupils learn about life in the immediate locality and in contrasting localities, for example an Indian village. These lessons make valuable contributions to their wider cultural understanding. A range of visitors to school, including musicians, theatre groups, artists, writers, the police and the health service, also satisfactorily extend pupils' cultural development. However, more needs to be undertaken to ensure pupils learn about the wide diversity of cultures in this country

and around the world through subjects such as religious education, art and design, dance and music.

40. Provision for pupils' personal, social and health education is now good. This has made an important contribution to the major improvement in pupils' social development, since the previous inspection. Based on a purchased scheme, personal, social, health and citizenship education is coherently delivered in all year groups in the form of group time known as 'circle time'. Years 2 and 6 pupils speak positively about 'circle time'. Based on a clear action plan, the co-ordinator has led the delivery of a number of additional initiatives, such as, setting up the school council and the reading 'buddies' scheme. A recent pupil survey is another good measure to help promote full inclusion of pupils through identification and consideration of their needs and concerns. With the help of the school nurse, sex education forms part of Year 6 provision.
41. The extent to which the local community contributes towards pupils' learning is satisfactory and there are significant and very defined plans for developing this aspect in the future. These include furthering current links with the police partnership, with health professionals, with the local church and with the business community. A parent provides a very helpful link with Doncaster Rovers football club.
42. There are satisfactory links with other schools in the area particularly the secondary school to which the pupils move. Transfer arrangements include helpful bridging units of work in English, mathematics, science and French. A range of visits by staff and pupils together with a summer school ensure a smooth transition. Headteachers of the local 'pyramid' of schools meet regularly and pupils participate in joint events such as swimming galas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. As at the previous inspection, the care arrangements for pupils are good overall, with the prevention of all forms of oppressive behaviour a particularly strong feature. Assessment procedures continue to be very good in the tested subjects, but are still in need of some development in the other subjects.
44. Procedures for child protection and ensuring the welfare of pupils' who have special needs are similar to that for other pupils and are good. Records are well maintained and organised.
45. Procedures to promote and ensure pupils' wellbeing are good. The school has effective arrangements for induction to nursery, reception and other classes. Transfer arrangements to secondary school are well established and appropriate. Pupils confirm that they are well cared for when they are ill or otherwise distressed. School keeps a register of those pupils who are considered vulnerable or where there are some concerns about their welfare. Child protection procedures and those for looked-after pupils are good. The procedures to follow and the designated staff member are known by adults in the school. Effective links exist with social services. Pupils are made appropriately aware of these links as part of their personal and social education.
46. Procedures to ensure pupils' health and safety are satisfactory overall. The use of separate playing zones for younger and older pupils makes lunchtimes and playtimes inherently safer. Teachers make pupils aware of health and safety issues in lessons, such as, in physical education and science. This effectively contributes to the development of a safety conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First-aid arrangements are well established and appropriate.

47. Procedures to monitor and promote good behaviour and discipline are good overall. The positive behaviour policy and associated code of conduct provide a coherent basis for pupil behaviour, discipline and personal development. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. Ongoing praise in lessons and assemblies are routine features. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by most staff.
48. Procedures for monitoring and eliminating oppressive behaviour, including bullying, are very good overall. The small minority of pupils, with significant behaviour difficulties, are clearly identified. Behaviour improvement plans are well used to support these pupils. There is a clear proportionate set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel well supported by teaching staff and the headteacher in relation to playground incidents. Parents are effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective.
49. Procedures to monitor and improve attendance and punctuality are broadly satisfactory overall. For example, staff complete a 'concerns sheet' for those pupils whose attendance is a cause for concern and administrative staff promptly follow up absences of these pupils. The education welfare officer is effectively involved in helping to resolve the few cases where there are persistent attendance difficulties. Measures to promote high attendance are currently limited to individual recognition and rewards given for full annual attendance only.
50. The very good systems for assessing pupils' progress, noted in the previous inspection report, have been maintained and developed further. The systems are good overall and they are very good in English, mathematics and science. When children enter the nursery their development is assessed, with the help of information from parents gathered during the preliminary visit. The Wakefield assessment scheme of initial knowledge and skills has been tailored to meet the needs of the school and careful individual records of progress are kept across all six areas of learning. These feed directly into the records maintained in the rest of the school to track individual pupil's progress.
51. The school uses a range of tests in English and mathematics and the results of these, together with the results of the statutory tests at ages seven and eleven, are carefully analysed. These analyses are used to identify aspects of the curriculum that need more attention and the necessary adaptations are made. For example, recent analysis showed that pupils were less confident and skilled in problem solving in mathematics than in other aspects such as calculation. The curriculum has been adapted to provide more opportunities to develop problem-solving skills and this is now in action in the classrooms. The school also tracks the progress of each year group and of boy and girl groups separately so that any problems are identified early and precisely. The assessment systems for the foundation subjects are currently less well developed. However, teachers do plan assessment activities as a team and this provides a good way of checking the attainment of one year group across different classes. These assessments are not yet analysed to provide information about the way the curriculum is working or needs adaptation to meet identified needs.
52. Assessment procedures for pupils with special educational needs across the school are very good in English, mathematics and science but are not yet in place for other subjects. Procedures are well supported by appropriate help from outside agencies, such as speech and language specialists, the medical services, educational psychologist and behavioural support services.

53. Assessment on entry to the school takes place for Foundation Stage pupils and results are used well to identify those pupils with learning difficulties. Regular assessments in English, reading and mathematics are undertaken on all pupils and the information is carefully analysed and used to identify pupils with learning difficulties, provide suitable support and monitor and track their progress. The school makes good use of the learning support service to undertake formal assessment procedures when necessary. Support staff are fully aware of pupils' targets and are fully involved and consulted at the review stage.
54. All pupils identified as having special educational needs have individual education plans with manageable targets, which are written by class teachers in consultation with the special needs co-ordinator. These targets are usually specific and attainable. Scrutiny of previous plans shows that progress is made in reaching and modifying targets so that there is movement of pupils up and down the register. Good review procedures ensure that for those pupils without statements reviews are carried out termly or sooner if necessary. Annual review procedures for those pupils with statements are good.
55. Although the main focus of special educational needs support is for literacy and learning difficulties, there is also good support for behavioural difficulties. The school does not yet identify or set targets specifically in mathematics and this is an area for development.
56. Leadership and management of assessment are very good. The co-ordinator has established thorough procedures throughout the school and is now developing this further, as teachers are being encouraged and supported in analysing their own assessment information for use in planning and target setting.
57. The school is good at monitoring and supporting pupils' academic and personal development. Pupils are informed of the outcomes of the assessments and of their own progress. They are given termly targets for English, mathematics and for their own personal and social development. Parents are well informed about the targets and these are kept readily accessible for pupils in the classrooms. This means that pupils are aware of their own strengths and areas for improvement and have manageable targets to aim at. However, it is noticeable that the pupils in some classes refer to their targets more frequently than those in other classes.
58. Procedures to monitor and support pupils' personal development are good overall. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The personal, social and health education programme makes a good contribution to pupils' personal development. Pupils are now given a good range of responsibilities, which is an important improvement since the previous inspection. Parents are very positive about school's part in helping pupils become mature and responsible. They are impressed by the way pupils are encouraged to follow the rules and to be caring and positive about others.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Overall the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The new headteacher has quickly won the trust and confidence of most parents.
60. Parents overall are very positive about what the school provides and achieves. A third of parents replied to the questionnaire and twenty attended the pre-inspection meeting. Nearly all confirm that their children like school and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are very positive about the teaching and nearly all pupils' behaviour. Most feel comfortable approaching this well led school with suggestions, questions or concerns. Whilst a small minority have some concerns about homework levels and the information they get on pupils' progress, this proportion is smaller than normally seen. Nearly a quarter do not consider that school provides an interesting range of activities outside of lessons. Inspection evidence fully supports parents' positive views. Homework levels are in line with what is typically set in good primary schools and the information on pupils' progress is very good. Whilst the range of activities outside of lessons is at the lower end of what is normally seen, levels have increased significantly since the previous inspection.
61. Links with parents are good. Parents are encouraged, from the time they enter the nursery, to take an active part in their children's education. Teachers are accessible, approachable, listen and usually effectively address parents' concerns. Parents are systematically consulted on issues that involve them, such as the updated behaviour policy, the redesign of the infants' entrance and proposed library plan. Parents are fully involved where there are concerns about pupils' progress, behaviour or attendance.
62. Procedures for parents to be involved in the identification, assessment and review of those pupils with special educational needs are good. They are given the opportunity to be involved in the target setting process, in the review procedures during termly parent-teacher consultations and at other times when necessary. All targets are sent home to parents or carers who are encouraged to acknowledge receipt.
63. The quality of information given to parents is good overall, with very good information to support their children's progress the key feature. Ongoing contacts and termly parents' evenings mean parents are given very good opportunities for frequent updates on progress or concerns. In particular, the practice whereby written termly targets are shared with parents prior to parents' evenings mean that these sessions are very well focused. The quality of pupils' written annual reports is very good. Reports convey a clear sense of what pupils are doing and give a clear indication of the progress they are making. Targets are systematically identified, in the tested subjects, together with areas for improvement in attitudes, where needed. A clear numerical statement of pupils' current performance by national standards in the tested subjects is included in all reports from Year 2 upwards. Parents are also invited to make written comments on the reports and the majority do. As a result, parents are fully involved and very well informed about their children's progress. Regular newsletters keep parents effectively informed about ongoing school life. Other school related information is less effective, however. The school recognises that the prospectus is in need of updating whilst a number of important omissions from the governors' annual report were shared with the headteacher.
64. Parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning and the life of the school. Most parents are keen for their children to do well and respond to individual requests to discuss issues, such as pupil progress, behaviour and attendance. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. A significant majority of pupils are

represented at the parents' evenings. Many parents attend and enjoy Christmas and other performances, including a recent poetry evening and theatre productions. The headteacher has recently started weekly coffee mornings to encourage greater parental involvement. There is a Friends of Moorthorpe Association. Parents provide good support for a range of fundraising events organised by school, such as fashion shows, summer fairs and termly discos. These activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events, therefore, also contribute to pupils' wider social and personal development. However, the unnotified departure of a small minority of pupils and the more widespread practice of taking holidays during term time, lead to well below average overall attendance. Despite regular invitations from school, the number of adult helpers is less than usually seen.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. Moorthorpe Primary School has undergone a rapid transformation over the past three years. From a school with serious problems, in need of specific action to address these problems, it is now successful and provides a good education for its pupils. Most of the outstanding issues from the last inspection have been dealt with successfully. The improvement has come about as a result of the vision and commitment by the headteacher, governing body and all the staff to raise the quality of educational provision at the school as well as raising the academic and personal standards of the pupils. This is a good school for pupils to learn and grow up in and this is a view shared by the parents.
66. The leadership and management of the headteacher and other senior staff are very good. The present headteacher was appointed in April 2001 and the deputy headteacher in January 2002. They have quickly built up a very good working relationship and share a clear vision of respect, responsibility and reflection in taking the school forward in the next stage of its development. This aim is being complemented extremely well by the commitment of all the staff who support this vision and are keen to carry through a detailed plan of action for improvement. The headteacher's strong presence around the school ensures it runs smoothly on a day-to-day basis. Everyone has a determined and enthusiastic commitment to the school and to raising the achievement of the pupils.
67. The school development plan was evaluated and amended in April 2002. As well as identifying areas of success, new areas for action have been identified. New policies on 'teaching and learning', 'behaviour' and 'inclusion' have had a positive impact in moving the school forward. The monitoring and evaluation of quality and standards are carried out extensively, and have been both maintained and developed since the previous inspection. Target setting is a common feature in planning for pupils' further development. The challenging but realistic targets, set in English and mathematics, in 2001 for eleven year-old pupils, were achieved and surpassed.
68. Subject co-ordinators are generally very knowledgeable and organise developments in their subjects well. They have made good contributions to the development of their subjects throughout the school, to ensure that the pupils learn the necessary skills and acquire the relevant knowledge and understanding systematically, particularly in the core subjects of English, mathematics and ICT. The subject manager's role in monitoring and evaluating the work of the school is well established for the core areas of the curriculum. This work is not developed enough for some of the non-core areas and is a weakness in the management of the school. For these subjects there is little monitoring of the achievement of pupils and very little monitoring of teaching as yet.
69. There is an effective policy in place for performance management of the staff and this is consistent with the school's priorities for improvement. In its drive to build on the best

practice in teaching, the headteacher and senior staff share the strengths identified in their monitoring of teaching in lessons. Good practice is shared with the whole staff and this gives opportunities for staff to share expertise and to develop and improve on their own teaching skills.

70. The governing body has itself seen many changes over the past few years and it is at a developmental stage. The governors are in the process of gaining a fuller understanding of their roles and responsibilities. The governing body meets regularly and, together with appointed committees, supports the school well. A small group of governors visit the school on a regular basis supporting the curriculum and helping with pupils' learning. The governors have a good understanding of the strengths and areas for development at the school. They point to the school's wonderful environment, high quality teaching staff, rising standards over the past two years and very effective leadership and management of the headteacher, who has set very high standards for the school. They are also aware that to raise standards in ICT, the staff need to complete their training under the New Opportunities Fund. The development of pupils' speaking and listening skills is another area of education they know needs targeting at the school. At present, governors do not fulfil their statutory duties in reporting all the necessary information to parents in their annual report. This is a key issue for the governing body to address.
71. There is a good match of teaching and support staff to the demands of the curriculum. Classes are kept at a reasonable size. The provision of learning support assistants is particularly effective. They work well with teachers and give good additional support to the significant minority of pupils with special learning and behavioural difficulties. The efficient and dedicated contributions, made by administrative and other staff such as the caretaker, are valued by the headteacher and her teaching staff. New teachers are inducted successfully into the school and good support is being provided for the two newly qualified teachers. They find their mentors accessible and helpful in relation to the completion of their induction action plans, for example. Their teaching is being regularly observed and valued feedback provided. They also value the opportunities provided to observe the teaching of more experienced staff.
72. The special educational needs co-ordinator has only been in post since January 2002. She provides good leadership and management of special needs provision. She is knowledgeable and very conscientious and committed and has a half-day a week non-teaching time to manage and monitor special needs provision. She has a clear understanding of what needs to be done and provides good support to staff. Governors discharge their responsibilities for special needs through the headteacher but there is currently insufficient monitoring of paperwork and procedures and this has been recognised by the co-ordinator and headteacher. The co-ordinator meets with all new staff to ensure that they fully understand procedures in the school. Funding from the local authority for special educational needs is used effectively and appropriately. There are sufficient well trained learning support assistants to cater for the number of special needs pupils on the special educational needs register and they know their pupils well. They are used especially to support literacy and numeracy and are fully involved in the consultation and review process. External support, such as the educational psychologist, speech and language specialists, medical services and behavioural support services, are used effectively.
73. The school does not have a library and this means pupils do not have opportunities to carry out research into areas of study using non-fiction books. This has been the case for the past two years and therefore pupils are not developing independent learning skills. There is a new computer suite with ten computers. However, the limited number of computers, and their present unreliability, even though used extremely well by teachers and pupils in ICT lessons, means pupils have to work in small groups and individual access to computers is restricted. As a result of this, pupils do not make

enough progress in building up their computer skills. Learning resources overall are satisfactory and good in the case for mathematics and design and technology. Resources to support religious education are unsatisfactory; there is a lack of books and artefacts to support teaching and learning.

74. Overall the strategic use of resources is broadly satisfactory. Ongoing financial control and administration is secure. Guided by the local education authority, there are clear well understood arrangements around ordering, approvals, invoicing and regular monitoring of expenditure. Longer-term financial planning is insufficiently developed, however. The school is currently over-reliant on strategic thinking by the local education authority in this regard. As a result, there is currently no well-developed culture of longer-term financial evaluation within school. The headteacher and chair of governors have not sufficiently defined or tested the ongoing financial implications of the introduction of performance management or the disappearance of a range of grants, for example. Similarly a wider set of options around school development are not defined or costed to inform future school development plans. Both the headteacher and chair of governors are new to their roles. They recognise that training and other support are still needed, to improve their effectiveness in this key strategic aspect of their responsibilities.
75. Some of the substantial grants have been used for specific purposes but the majority have been retained, contributing primarily to the move in the past year from deficit budget to a healthy reserve of funds. A lack of clarity, in relation to funding source, has contributed to delays in the completion of the ICT suite. The school's use of installed new technology is broadly satisfactory overall, but attendance details are not yet computerised, in line with local authority policy.
76. Accommodation is good overall, positively supporting learning. The main accommodation provides a pleasant, bright, clean and generally spacious learning environment. However, the lack of effective ventilation in the ICT suite has an adverse effect on learning. Displays in classrooms and corridors are of good quality. Good quality information in the nursery entrance helps parents understand what their pupils are being taught and how they can help. Imagination has been shown in aspects of the refurbishment, such as, the water feature in the entrance hall. This feature has a calming effect on pupils with behaviour difficulties when they are withdrawn from classrooms, for example. The playground is spacious and its layout supports zoning into areas for pupils of different ages. The small field provides additional playtime opportunities in periods of fine weather.
77. The principles of best value are effectively applied in the school's use of resources. From the purchase of small items, such as chairs, to the sizeable cost of installing the ICT suite, guided by the local education authority, the school seeks a variety of quotes and sources to obtain best financial value. Analysis of a wide range of assessment and test data on pupils' performance is a well-developed skill within school. The decision to provide support staff in nearly all classes means that the significant minority of pupils with special educational needs are well supported and this is clearly reflected in these pupils' achievements. The views of pupils have recently been sought on a wide range of issues. As a result, the school is well placed to address any concerns and to include pupils' needs in future school development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The governing body, headteacher and staff should:
 - (1) Raise standards in religious education, ICT and design and technology by the end of Year 6.
(Paras: 9, 10, 27, 130, 144, 161)

- (2) Review the current framework for, and delivery of, the curriculum to ensure, for example, that:
- a) religious education is taught as planned;
 - b) a wider range of outdoor activities, than currently provided, is available in the Foundation Stage;
 - c) pupils have opportunities to read a broader range of books on a regular basis, particularly in Years 3-6;
 - d) in other than the core subjects of English, mathematics and science, there is an improved balance of curricular experiences to enable steady progression in pupils' learning, for example in history and geography; and
 - e) the current good practice of curriculum review and modification to long-term planning, in the light of experience, in English and mathematics is extended to other subjects.
- (Paras: 5, 6, 20, 24, 28, 30, 51, 73, 83, 94, 99, 123, 134, 136, 141, 154, 164)
- (3) Improve the standard of handwriting and presentation of pupils' work.
(Paras: 6, 25, 100, 101, 108, 120, 132, 140)
- (4) Improve the consistency and quality of marking of pupils' work by reviewing current policy and observing agreed guidelines.
(Paras: 26, 103, 110, 122, 140)
- (5) Continue to develop the role of subject co-ordinators, based upon the good practice already found, for example in English and mathematics.
(Paras: 68, 123, 129, 134, 141, 154, 165)
- (6) Ensure the governors' annual report to parents meets statutory requirements.
(Para: 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	33	16	1	0	0
Percentage	2	17	53	26	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	312
Number of full-time pupils known to be eligible for free school meals		68

FTE means full-time equivalent.

Special educational needs	Nursery	Y[R– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	64

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	37
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	8.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	18
	Girls	17	19	19
	Total	33	36	37
Percentage of pupils at NC level 2 or above	School	79 (83)	86 (86)	88 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	17	19	19
	Total	33	35	37
Percentage of pupils at NC level 2 or above	School	79 (88)	83 (86)	88 (83)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	25	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	18
	Girls	23	19	25
	Total	36	35	43
Percentage of pupils at NC level 4 or above	School	78 (76)	76 (68)	93 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	18
	Girls	22	18	25
	Total	32	31	43
Percentage of pupils at NC level 4 or above	School	70 (64)	67 (67)	93 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	310
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	5	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)	12
Number of pupils per qualified teacher	26
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	239

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	18.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	616,610
Total expenditure	570,289
Expenditure per pupil	2,113
Balance brought forward from previous year	-20,780
Balance carried forward to next year	25,541

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

312

Number of questionnaires returned

103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	33	8	2	0
My child is making good progress in school.	57	37	4	1	1
Behaviour in the school is good.	51	39	4	0	6
My child gets the right amount of work to do at home.	33	42	7	6	13
The teaching is good.	60	36	3	0	1
I am kept well informed about how my child is getting on.	51	37	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	27	11	2	0
The school expects my child to work hard and achieve his or her best.	64	30	1	0	5
The school works closely with parents.	40	39	14	2	6
The school is well led and managed.	53	26	10	4	7
The school is helping my child become mature and responsible.	48	37	4	3	9
The school provides an interesting range of activities outside lessons.	24	39	16	8	14

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

79. The Foundation Stage is organised into three classes. The nursery has 37 children who attend part-time, and a further 41 pupils under six years of age, ten of whom are in mixed reception/Year 1 classes. These classes provide a firm foundation for children's education. They make good progress and about half of them are on track to attain the early learning goals by the end of their time in the reception class. Children's enthusiasm and behaviour are particularly good. They are eager to take part in the interesting activities provided and co-operate very well with each other, because teachers take time to teach them routines and show them how to behave. Adults promote children's self-esteem through praise and celebration of success throughout the day.
80. Planning of teaching has improved since the last report. It is now based on a coherent curriculum that is clearly in line with the curriculum guidance for the Foundation Stage. This ensures a consistent approach through the nursery class to the end of the reception year. The Foundation Stage is well managed by the co-ordinator. She is supported efficiently by a team of nursery nurses and learning support assistants. Regular planning meetings ensure that continuity is maintained and there is much informal monitoring of work in progress. However, as yet there is no formal programme for the co-ordinator to monitor teaching and learning across this stage.
81. Children's progress is very carefully tracked from the time they enter the nursery class and as a result there is a good understanding of individual needs. They move through from the nursery class to the reception class at the beginning of the term in which they reach the age of five years. Initial assessment of skills and understanding at these points shows below average attainment despite the very good progress made in the nursery class.
82. Nearly all children have planned access to a wide range of activities that cover the six areas of learning for the Foundation Stage. Stimulating resources, in an attractive environment, are organised to develop interest, responsibility and independence amongst the children. However, there are a small number of reception year children in the mixed age class who do not have sufficient access to this wide range of activity.
83. The outdoor environment is not resourced, developed and used as extensively as it might be. Access is timetabled in a way that prevents it from being used as a natural extension to the indoor environment. Building design, staffing levels and availability of equipment are all aspects of this weakness. The Foundation Stage co-ordinator and her team are aware of this issue and have many ideas for future development.
84. Parents are encouraged to take an active role in their child's education from the time they enter the nursery. Information is exchanged during a preliminary visit but there is no programme of home visits before children enter. This matter is under consideration by the co-ordinator and her team and some parents expressed the view that they would appreciate such a visit. There are many displays to inform parents about the learning objectives for the different activities provided and very good use is made of photographs to record and display what has taken place.

Personal, social and emotional development

85. Children make very good progress in their personal, social and emotional development because adults place a strong emphasis on this aspect and their teaching is clear and consistent. There are useful opportunities for children to learn to be independent and take responsibility, for example nursery children collect, put on and return their own aprons to hooks placed at an appropriate height. Most children in both the nursery and reception classes show good levels of concentration and attention in both self-chosen and teacher-led activities. Some teachers are not always sensitive to children's limited concentration spans when teaching whole-class sessions. However, there were examples of successful adaptations of lessons when necessary, such as involving the children in actions to pretend they were making and eating a jam sandwich during a literacy session on instructions.
86. Relationships are very good and children feel secure and confident because the staff provides caring role models for the children. They establish good routines and expectations of behaviour. The atmosphere in the nursery is always calm and purposeful. Children co-operate with each other very well, they take turns happily when playing games and show appreciation of others' work without being asked to, for example by clapping when watching other children demonstrate their work in a physical education lesson. A good range of opportunities, such as role-play and large construction toys, encourage children to co-operate and develop well socially. Teachers take time to explain to the children the impact of their behaviour on others. For instance, the nursery nurse talked quietly to a child who had been accused of hurting another, encouraging her to understand how the other child felt. This is very good practice.

Communication, language and literacy

87. The quality of teaching in communication, language and literacy is good. Many children start nursery lacking confidence and skills in speaking and listening. The nursery nurses provide good role models and encourage the children to talk and to listen when others are speaking so they gain confidence and improve their skills. For example, in a story telling session based on Jack and the Beanstalk, the nursery nurse carefully repeated a child's answer 'He sold it', saying 'Yes - he sold it'. Children are usually encouraged to give fuller explanations and to use language for thinking, as when the children in the reception class were asked to explain how their block graph could be used to solve problems. However, teachers sometimes miss opportunities to extend children's use of language for thinking during self-chosen tasks because there is too little planned intervention. Children widen their vocabularies as adults introduce and repeat new words such as the names of musical instruments.
88. Children are given a good start in reading during the Foundation Stage. In the nursery they listen to stories and share books, turning the pages carefully. They sometimes take picture books home to share with parents and some of these books are supplied with a card giving useful guidance to parents about how the book might be shared. Most nursery children can recognise their own names and some can hear the initial sound. In the reception class literacy sessions are fully in place by the end of the year. The structured approach is helping the children to learn letter sounds and build a bank of key words. Children make good progress because the teacher's expectations are challenging, for example the children were encouraged to read instructions for making jam sandwiches and put them into the right order. When they needed to read two words beginning with the same sound, they were taught how to look at the middle and final sounds.
89. Higher attaining children achieve the early learning goals in writing by the time they enter Year 1. Children act as writers in their play in both classes, for example a group

of children acting as waiters in the role-play café wrote orders and bills encouraged by the sensitive interaction of the learning support assistant. Children in the nursery are shown individually how to form the letters of their name when their manipulative skills are sufficiently developed. In the reception class, children form many of their letters correctly when copy writing, but some opportunities for adults to model writing are missed. Only the higher attaining children are able to write independently.

Mathematical development

90. The quality of teaching is good and most children are reaching levels appropriate for their age and stage of development. Teachers place an appropriate emphasis on mathematical language which children use with confidence in their self-initiated play. For example, a group of reception class children, building a block house, asked questions such as 'Do we need big square ones this time?' Children in the nursery learn to count and recognise numbers to ten through a range of well-chosen games and activities. They match shapes, for example, when using a computer program and develop their understanding of size, weight and capacity through sand and water play. Children in the reception class learn to count and order numbers to 20 and to count in tens up to 100. The theme of a bear hunt was used effectively to maintain the children's interest in these activities. Opportunities across the day are used well to extend children's understanding of mathematical ideas, for example when one bear was still missing at the end of the bear hunt, they were challenged to remember the numeral 18 as they looked for him throughout the day. Teachers use careful questioning to assess children's understanding and recall of previous learning, and frequent repetition, such as replacing missing numbers from the hundred square, to consolidate ideas.

Knowledge and understanding of the world

91. Teachers provide a wide range of activities to interest and extend children's knowledge and understanding of the world. Teaching is good and many children are reaching the early learning goals by the end of the reception year. Children investigate and explore a range of objects and living things. They sorted seeds and checked the growth of their sunflower plants showing excitement and interest when they discovered some seeds had fallen unnoticed into a seed tray and started to grow. Reception class children collected snails and observed them using a lens correctly with the support of the teacher and described features using appropriate language such as 'snail trail'. The teacher skilfully took this opportunity to discuss the importance of sensitive handling of the snails.
92. Construction toys and a range of materials and tools are used to design and make with a purpose in mind, such as the model robot two boys built together and described with pride to the other children. Children benefit from regular opportunities to prepare and cook food, which is then shared by all, thus developing a sense of community. Children's information and communication technology (ICT) skills are well developed in the Foundation Stage because teachers and support staff have strong knowledge and understanding in this subject. In the nursery they begin to gain good mouse control using programs such as 'doodle bug'. Reception class children use the paint-fill spray can tool proficiently and are aware of the icons to use to print. Good use is made of community partners to provide children with opportunities to develop their sense of time and place and of their own culture. For example, the nursery children enjoyed a visit to a farm and to the local fire station and these visits were used to develop role play and a wide range of other activities.

Physical development

93. Children attain the early learning goals in physical development generally by the end of the Foundation Stage. Teaching is good in sessions that take place in the hall and as a

result children develop well showing an awareness of space and the needs of others. Reception class children responded with enthusiasm in a session based on the bear hunt theme. They used the space and apparatus well, consolidating their understanding of positional language such as 'under' and 'over'. Opportunities are provided to develop awareness of healthy practices, for example through the regular cooking sessions which are carefully planned to include a range of learning objectives across the curriculum. Children are taught to handle a range of tools and materials safely and carefully. They show a level of control appropriate for their age and development.

94. The school has a suitable outdoor play area, but limited resources in terms of staff and equipment. Children in the nursery and reception classes have timetabled sessions of outdoor activity which include climbing and balancing when the grass is dry. They have a range of ride-on-toys and small apparatus such as balls and bean bags, and staff plan themed play to extend children's imagination from time to time. The progress children make is reduced because there are insufficient opportunities for them to learn to climb, balance and extend their physical skills and their imagination in outdoor play and exploration. This weakness should be addressed in a planned way based on the preliminary thinking already undertaken by the staff team.

Creative development

95. Children make good progress in their creative development during the Foundation Stage because the teachers' expectations are high and the quality of teaching is good, particularly in art and music. For example, children in the nursery handle paint well, mixing their own colours with powder paint. By the time they reach the end of the reception class, children are using paint very effectively in making pictures. In music, children in the nursery are building a repertoire of songs they sing from memory and they use cards with pictures of musical instruments to plan what they are going to play in a group. Reception class children in the mixed aged class join in singing songs expressively and use instruments co-operatively to add sound effects in a storytelling session. Each class has an area set aside for role play but sometimes there is too little adult involvement to stimulate new ideas and to model role play so that children learn to improvise and act out their own stories. The quality of learning was much better when adults were seen to interact in this way, for example in the reception class when the learning support assistant visited the café in the role of a customer.

ENGLISH

96. Progress since the last inspection has been good and standards have continued to improve. In all age groups, pupils achieve well and the standards attained by both seven and eleven-year-olds are above average. This is because of the emphasis the school has placed on raising standards in English. Improved planning, systematic monitoring of teaching and learning and thorough analysis of assessment information ensure the subject has a high priority.
97. Most pupils enter the reception class with standards below average in speaking and listening, reading and writing. By the ages of seven and eleven, standards in speaking and listening are similar to those expected nationally. Spoken English was identified as an area of weakness at the time of the last inspection and the school has worked hard at this by providing many opportunities in lessons to deal with this weakness and this approach has been successful. Most pupils listen well to their teachers and others and show respect for what others have to say. In both Years 1 and 2 and Years 3-6, the good relationship between teachers and pupils helps develop pupils' self-confidence and encourages them to do their best. All pupils, including those who have special educational needs, know that their contributions are valued. In general lesson work across all subjects, teachers provide good opportunities for pupils to discuss their work

in small groups, and engage in role play and drama. Further opportunities are provided in class assemblies and Christmas activities. However, evidence indicates that opportunities for debate and argument need to be developed further with the older pupils. There is some use of listening centres and taped stories for lower ability pupils to develop a richness of vocabulary and extend listening skills but there are few opportunities for other pupils.

98. By the age of seven, standards in reading are above average overall and the vast majority of pupils achieve well. Most pupils enjoy their reading and handle books with care and respect. Higher attaining pupils read familiar texts fluently and are beginning to use expression. They understand the main points of a story and talk about the main plot and characters in the book they are reading, showing sound understanding of what they have read. Most pupils know what a contents page and index are. Below average pupils and those who have special educational needs are supported effectively through focused teaching in small groups and achieve well. Although their accuracy and fluency are below average, they are keen to read and use picture clues and their emerging knowledge of letter sounds to help them to attempt to read some unfamiliar words. Most pupils take a self-chosen reading book home although home/school reading diaries are inconsistently monitored to ensure that pupils regularly read outside school.
99. By the age of eleven, standards in the mechanics of reading are average. Throughout the juniors, most pupils do not read fiction and factual books outside of the weekly guided reading sessions and homework activity. There has been no library area for over a year and, throughout the junior classes, there is a very limited range of books in classrooms and shared areas. Pupils take reading books home as part of weekly guided reading comprehension homework but very few take home books to read for enjoyment. Most teachers provide little guidance in choosing suitable books or encourage reading at home. Neither pupils nor teachers maintain records of what has been read for pleasure. This means that there are insufficient opportunities to develop a wide and interesting vocabulary through a range of different and challenging texts or develop reading for pleasure. Few pupils have developed a critical appreciation of a range of books, compare texts and authors, or confidently discuss plots and characters because they do not read often enough. For example, a higher attaining pupil enjoyed books by J K Rowling and Roald Dahl but found it difficult to say why. A large number of older pupils are unsure of the difference between fiction and non-fiction, biography and autobiography or can discuss the literary merits of books they have read. Higher attaining pupils predict what might happen in a story by referring to elements of the story that they have already read. Most pupils, including those with special educational needs, use their knowledge of letter sounds to split up words into small parts to help them read unfamiliar words. However, few pupils understand the purpose of a contents, index and glossary or are able to retrieve information from non-fiction books confidently. The long-term absence of a school library and lack of computers means pupils have few opportunities to develop library and reference skills or independent research work.
100. By the age of seven, standards in writing, spelling and grammar are above average. Pupils write in a wide range of styles and purposes and all groups achieve well. Although teachers are using handwriting sessions to develop handwriting skills these are not often enough or rigorously assessed. Any improvement in handwriting in English is not reflected in other subjects. Most average and above average pupils regularly spell simple words correctly in independent writing. This is because of the emphasis teachers place on spelling skills. They use full stops and capital letters with increasing accuracy and a few understand the purpose of speech marks and question marks. These pupils are developing organised, imaginative and clear writing through good teaching and the effective use of writing guidance. The below average pupils and those with special educational needs are given additional support to help them with their writing and most achieve satisfactorily. This support is appropriate and takes the

form of letter writing guides, worksheets and direct teaching support.

101. By the age of eleven, standards in writing and spelling are above average. Capital letters, full stops and question marks are used well and above average pupils are developing a good understanding of commas, apostrophes and inverted commas. The grouping of pupils into ability sets in the lower and upper juniors enables pupils to work at levels that are suitably matched to their abilities. Teachers provide many opportunities for pupils to write for different purposes, forms and audiences and the quality and range of pupils' writing are good. More able pupils show an understanding of organisational features of paragraphs and how ideas can be linked through the good use of writing guidance. Average and above average pupils usually write with good structure, spelling and accurate use of punctuation. However, the range of vocabulary is not sufficiently adventurous. Pupils do not use their writing skills enough in other subjects. Opportunities are missed for extended writing and imaginative use of the range of writing skills. There is little evidence of extended pieces of writing in history, geography and religious education. This leads to some lack of enthusiasm for writing and consequently pupils do not achieve as well as they might in these subjects. Although the school has adopted a writing scheme this has not yet impacted sufficiently on the quality of handwriting across the school. The good procedures for pupils to monitor successfully their own handwriting in Year 6 is not applied across the school. Handwriting practice is not undertaken often enough and monitored with sufficient rigour and this adversely affects the standard of presentation in pupils' books.
102. In lessons seen during the inspection, the quality of teaching was consistently good and often very good. This is much better than at the time of the last inspection. Teachers have a good understanding of the National Literacy Strategy which is well established. Most teach basic skills well. Lesson plans are securely based on the National Literacy Strategy framework and most clearly show what the pupils will learn and how this links to what pupils have done before. However, although the purpose of the lesson is shared with pupils this is not always in words that pupils can understand so is not always effective. Teachers have high expectations and manage pupils well so that behaviour is good. Relationships are a strong feature of most lessons and this results in most pupils enjoying lessons and working hard. A brisk pace is maintained throughout most lessons, activities are challenging and expectations are high. The setting of pupils into three ability groups across Years 3 and 4 and Years 5 and 6 helps teachers provide a closer match of work to the various needs of the pupils. There are daily separate focused group reading sessions in all year groups and this helps with comprehension skills. Teachers in Years 1 and 2 link reading and writing activities well and teach letter sounds effectively. Good questioning is a key feature of the most successful lessons and develops speaking and listening opportunities and pupils' learning well. In both the infant and junior literacy sessions, the final discussion session is often used well to evaluate what has been learnt and what difficulties have been encountered. Teachers do not place enough emphasis on handwriting and presentation skills and this is an area for development. The modelling of good handwriting by staff in board work is inconsistent across the school.
103. Throughout the school, good use is made of materials and resources such as Big Books, vocabulary cards, dictionaries and whiteboards to stimulate learning. However, computers are not used enough to consolidate and extend pupils' literacy skills and undertake research because of a lack of machines in classrooms. Teachers' marking is satisfactory although the school's policy is not consistently applied and in some classes does not let pupils know how they can improve. All Year 1 and 2 pupils have reading diaries, which are shared with parents, but these are not extended into Years 3-6. This means that parents of children in Years 3-6 do not have the opportunity to comment on the progress their children make with reading. Teachers' procedures for tracking and monitoring individual progress in reading outside group reading sessions are unsatisfactory. Whilst teachers give sensitive support to pupils with special

educational needs, the literacy targets in the pupils' individual plans are not built into general lesson planning and so work is not always focused on developing these targets. Weekly homework activities, linked to the group reading materials, are used well to develop comprehension skills but do not extend enough their reading for pleasure.

104. The co-ordinator provides good leadership and management and supports teachers well. She has worked hard with all staff to raise standards successfully in teaching and learning. Through focused termly monitoring and reviews, she has identified areas for development and produced a comprehensive action plan to begin in September. There is thorough monitoring of teachers' half-termly and weekly planning to ensure lessons are consistently delivered. The co-ordinator and headteacher undertake regular lesson observations to raise standards and these have been successful. There has been thorough evaluation and analysis of pupils' performance in recent national tests which has identified areas for improvement in teaching. These are shared with staff and implemented. Pupils have individual and group targets for improvement which are shared with parents but not all pupils are fully aware of these and so are unable to apply them in their work. There is a good range of literacy resources and these are used well to support pupils in their learning.

MATHEMATICS

105. Standards in mathematics by the end of Year 2 and Year 6 are in line with the national average. This is an improvement since the previous inspection when standards from the end of key stage teacher assessments and tests for seven and eleven-year-olds were below average. The present standards in mathematics indicate that all pupils are making good progress and achieving well. There is no significant difference in standards reached by boys and girls at the end of Year 2 and Year 6.
106. The majority of pupils in Years 1 and 2 make sound progress in mathematics. In a Year 2 lesson observed during the inspection, pupils of all abilities were seen to make good progress. This was because of the excellent teaching and the pupils' very good attitudes to learning. The mental starter in this lesson was challenging but well matched to the differing abilities of the pupils. Good targeted problems were set, for example $93-13=$ and $80+13=$: $17-9=$ and $9+8=$: $8-7=$ and $1+7=$. As a result of this, all pupils achieved well and good progress was made. Again, as a result of the high quality teaching, these pupils then learned different ways of adding 21 and 19. Following excellent monitoring, evaluation and consolidation of learning by the teacher during the lesson, the majority of pupils could follow and effectively use $+20+1$ for $+21$ and $+20-1$ for $+19$. From the analysis of previous work, most pupils have at least a sound grasp of addition and subtraction, with the higher attaining pupils showing accuracy in tackling problems with the four operations of, addition, subtraction, multiplication and division; they also understand that division is the inverse of multiplication. Pupils of all ability levels understand, and can use effectively, the signs for greater than and less than. In measurement using centimetres, higher attaining pupils show accuracy in measuring a selection of lines; average and lower attaining pupils are not as secure in measuring.
107. Pupils make sound progress in Years 3-6 and the use of setting in mathematics is effective in matching work more readily to pupils' needs. In a lower attaining Year 3 set of pupils, as a result of the good focused objectives, very good teaching and good quality use of a learning support assistant, pupils' learning was very good, they made good progress and they achieved expectations for pupils of that age. They were successful in using Venn and Carroll diagrams on computers to collect and organise data on shapes. Higher attaining pupils also make good progress when they use good graphical representations following their collection of discrete information in their work on data handling. Again, this was as a result of very good direct teaching and the teacher built up pupils' knowledge and understanding through a thorough and

systematic approach. From the analysis of previous work, Year 4 pupils have a good understanding of number value, from numbers in hundreds for lower attaining pupils, into tens of thousands for higher attaining pupils. These higher attaining pupils can partition numbers well in tackling more difficult addition problems, for example $342+34 = 300+40+30+2+4 = 376$. Average attaining pupils can use this process with simpler numbers but lower attaining pupils do not have a secure understanding of the process. Pupils, of all attainment levels can identify and use simple fractions; higher attaining pupils use vulgar fractions to $\frac{6}{11}$ and $\frac{7}{12}$. In their mathematical focus on two-dimensional and three-dimensional shapes, all pupils can identify and give the simple properties for two-dimensional shapes but none are fully secure in their knowledge of the properties of three-dimensional shapes. Homework is used regularly to both consolidate and extend pupils' knowledge and understanding in mathematics.

108. Pupils in Year 5 and Year 6 are combined in setted groups for mathematics lessons. Again, this is proving successful in matching work at the appropriate levels to meet the needs of the pupils. To ensure that there is continuity and progression and challenge in learning, the school has adopted a two-year cycle of activities for pupils in each group. Pupils of all ability levels in these year groups are competent in using the four operations of number in calculations. Higher attaining pupils can use inverse operations effectively and are able to use decimal notation correctly, working out answers to two decimal places. They show accuracy in calculating percentages in problem solving, working out the VAT on products, for example the VAT at 17.5 per cent on a chair at £95.50 being £16.72 giving a total of £112.22. Average attaining pupils can solve less complex calculations involving percentages such as 10 per cent, 25 per cent and 50 per cent. In work on fractions, pupils of all ability levels are competent in calculating fractions of numbers, reducing their answers to lowest terms. Higher attaining pupils, in particular those in Year 6, have a secure understanding and working knowledge of the relationships between percentages and fractions. In the focus on angles, the higher and average attaining pupils can measure and order angles accurately; lower attaining pupils are not competent in ordering angles. By the time pupils reach these age groups, they have extended their knowledge and understanding of the partitioning of numbers, in multiplication problems, for example average attaining pupils do this, in working out $116 \times 7 = 700+70+42 = 812$. All pupils show competence in work on data handling, average and higher attaining pupils can construct accurate line graphs for two variables, showing the relationship between age and height for children. In two good lessons on data handling, seen during the inspection, pupils of all ability levels were able to interpret data from grids on travel, accommodation and ticket costs, as teachers effectively used the football World Cup as a basis for their teaching and pupils' learning. Seeking such relevance to mathematical work very effectively promotes good learning. Pupils across the full range of ability are generally secure in working out areas of shapes. By the end of Year 6, pupils have gained a secure understanding of all the areas of study within the mathematics curriculum. There are many examples of challenging problem-solving tasks set for pupils in these year groups. Problem solving in mathematics has been identified by the school as an area for development. There is evidence of positive action being taken by the teachers. In the analysis of pupils' previous work, there are too many examples of poor presentation, with a mixture of the use of pencil and black pen; work is also cramped into columns, ideal for number operations but restricting for other areas of mathematics. This is a weakness in pupils' mathematics work and is an area to address.
109. The quality of teaching is never less than satisfactory and in nine out of ten lessons it is good or better; one lesson in Years 1 and 2 being excellent and two in Years 3-6 being very good. The setting arrangements are working well with the higher attaining pupils being stretched and lower attaining pupils being given additional time and individual support in working towards achieving the objectives of the lesson. In a Year 3 lesson for lower attaining pupils, pupils achieved expectations in data handling as a result of the very good quality of teaching and organisation. Features of good teaching include the

teachers' good knowledge and understanding of the subject. All teachers are confident in teaching numeracy using the operations in the National Numeracy Strategy. In all lessons, pupils are clearly informed of the learning objectives and these are displayed for pupils to see (WILF- What I'm Looking For). Sometimes the objectives are stated in terms the pupils do not always understand. The quality of questioning is good; teachers challenge pupils very well during the mental starters and give opportunities for pupils to explain their workings. Other positive features of mathematics lessons are: the teachers' use of good mathematical language; the good use of resources such as overhead projectors; and the deployment of learning support assistants. The high quality assistants give very good support to the pupils and this additional aid helps pupils to make progress and achieve well.

110. Homework is used effectively to both consolidate learning and extend pupils further. The marking of pupils' work is generally satisfactory, although teachers' comments do not always focus on giving guides to pupils on how to improve their work further.
111. Pupils respond well to each other and have a positive attitude to learning in mathematics lessons. Good collaborative learning was seen in one Year 5/6 lesson when one pupil spent time helping another who was confused by a grid giving information on travel to the World Cup. On grasping the idea in the end, both pupils shared satisfaction and two self-esteems were noticeably raised.
112. Pupils with special educational needs are supported effectively. The use of setting and the additional support by both class teachers and learning support assistants helps them to make good progress and achieve well.
113. Resources to support teaching and learning are of a good range and quality and readily accessible. There is no opportunity for pupils to use computers to support their mathematics in classroom based lessons, due to the lack of computers. However, teachers take every opportunity to use the computer suite and either teach mathematics via computers and an interactive screen, or provide opportunities for pupils to consolidate and extend their acquired knowledge and understanding of concepts on the computer. Displays around the school give very good evidence of this; much of the work focuses on data handling and the use of graphs as well as work within shape, space and measure.
114. The subject co-ordinator is well qualified and experienced in mathematics, having taught in both primary and secondary phases. She offers a good model of teaching practice and is strongly committed to improving standards attained by pupils in mathematics. She monitors the results and achievements of pupils throughout the school. The school uses statutory and optional tests each year and targets for development and improvement are set for successive years. She monitors the mathematics curriculum as well as teaching and works closely with the local advisory service in identifying areas for improvement. There has been an added focus on problem solving within mathematics as a result of this collaborative exercise and there is clear evidence of this being included in teachers' planning and delivery in lessons.

SCIENCE

115. The overall quality of provision for science is good. Teaching is consistently good and learning is enhanced by this and the positive attitudes shown by the pupils towards the subject. This represents an improvement on the general position noted in the last inspection report.
116. The increasing amount of good work in science, recorded in the previous inspection report, has continued, mainly as a result of improving teaching, pupils' behaviour and attitudes and the overall good quality of relationships. This has led to an improvement in

standards by the time pupils are aged eleven. There are now above expectations for pupils of this age. By the age of seven, when the pupils are in Year 2, they attain standards in line with those expected nationally. Pupils with special educational needs also make good progress. A significant contribution to the general improvement in standards, by the age of eleven, has been the development of investigative work. The school has adopted a very systematic approach to the development of this important element of the subject. For example, the understanding of what constitutes fair testing, the use of variables and the importance of prediction are now strong throughout the school. Year 1 pupils carry out well a simple test on the waterproofing of gloves ensuring the same amount of water is used on each different glove. They 'guess' effectively what the results might be. A further example of good practice was found in previous work undertaken by the oldest pupils in relation to predicted shadow length; one higher attaining pupil astutely noting, when recording his observations, that the whole of the shadow cannot be smaller than the object.

117. As part of many of the investigations planned by the teachers, they use extremely well the increasing mathematical skills of the pupils. The standard of the tabulation and graphical representation of experimentation is good throughout the school, especially in Years 3-6. The pupils show a good understanding of the interpretation of the results and what can be deduced from them, for example some very good work by Years 3 and 4 on changing the area of a parachute and its effect on the speed of descent. The standard of investigative work is greatly helped by the ability of most pupils to collaborate and co-operate sensibly in the use of resources. This has a clear benefit to the quality of the pupils' learning. The ability of the pupils to work in this way is as a result of the high expectations the teachers have for behaviour and the quality of relationships. The increasing use of practical and well-focused investigations shows growing teacher confidence in the subject and a good overall level of knowledge and understanding.
118. The overall planning by the teachers is good. They follow closely the agreed planning cycle ensuring appropriate curriculum coverage. The teachers build well on the pupils' previous skills, knowledge and understanding. Clear objectives for learning are identified in the planning and these are conveyed to the pupils at the beginning of each lesson, and generally referred to in the concluding part of the lesson. However, on a number of occasions, the objectives are in language which the pupils find difficult to understand. This is a weakness and has an adverse effect on the pupils' understanding of their own learning. A minority of the planning does not always indicate particular tasks that are matched to the needs of groups of pupils, for example those higher attainers in a Year 1 lesson who completed the task accurately and quickly and had to wait for lower attaining peers to 'catch up', rather than being challenged by a more demanding task to realise the same learning objectives. Conversely, the learning in Year 3 and Year 4 lessons was very effective, as there was a clear match of task to pupils' needs, giving the teacher an opportunity to support effectively the pupils with special educational needs.
119. As the teachers manage their classes well, this contributes to the good quality of relationships in the classroom, good pace of most lessons and effective use of time, as little time is lost in the maintenance of discipline. As time is used well, in the majority of lessons, there is adequate opportunity for an effective and well used concluding session, when knowledge and understanding are reinforced and, frequently, the teachers indicate the next steps in learning in the following lesson. This was evident in a Year 6 lesson when the teacher challenged the pupils to think about the possible interpretation of heart rate tests and data, which would be undertaken in the next lesson. All these aspects have a very positive impact on the quality of learning.
120. The teachers' high expectations of their pupils also extend to the development of their technical scientific language. Where there is an appropriate scientific term that best

describes a process or subject, the teachers will use it, for example in work on food chains; the pupils are at ease with and motivated by the use of such terms as predator, predate, consumer, producer and biotic effect. The pupils show considerable pride in being able to use such terms which has a very beneficial effect upon their learning. Expectations are, however, not high enough for the standard of presentation of written work.

121. Overall, pupils in Years 3-6 show an above average understanding of their work and achieve well. They have a good grasp of the nature of forces, including the effect of gravity, basic electrical circuitry and of the varying states of matter. Their understanding of light, shadows and reflection was used well when examining the process of photosynthesis and the growth of plants. Whilst the teachers use worksheets for some aspects of work in science, they are not overused, which enables the pupils to extend their writing skills in recording their investigations. This is good practice. Pupils in Years 1 and 2 also achieve well. They show a sound understanding of such aspects as simple electrical circuits, the effects of heat on materials, differences between plants and the dietary needs of humans. Appropriate and useful discussion takes place in lessons but, on occasions, learning is not suitably reinforced by recording, in written form, the key points of knowledge, understanding or skills.
122. The good systems to assess pupils' progress, noted in the last inspection report, have been maintained and developed, with very effective tracking procedures in place. Topics are tested at their conclusion and an analysis of, for example, the Year 5 optional national test was carried out by the subject co-ordinator. These are good developments in support of the school's drive to raise attainment. Although the teachers and support staff know their pupils well, which is important in day-to-day assessment of progress, the inconsistency in the standard of marking, remarked upon in the last inspection, remains.
123. The school recognises, and has plans to do so, that the role of the science co-ordinator requires further development. Currently, he does not monitor teaching or see colleagues' planning. As a result it is difficult to maintain an overview of standards, develop good scientific practice and ensure continuity of experience. Whilst the teachers indicate on their records and planning when a learning objective has been achieved by the pupils, there is no system or framework to modify the long-term science curriculum with the benefit of previous experience. This is a weakness. The co-ordinator offers good support to colleagues when asked, and is beginning to reorganise the resources in order to make them more accessible to colleagues. These are important developments but the role requires further opportunities for leadership of the subject.

ART AND DESIGN

124. It was only possible to see three art and design lessons during the inspection but from observations in these lessons, a study of the high quality displays, examination of portfolios of work, coupled with analysis of teachers' planning and discussions with the co-ordinator, it is clear standards in art and design are good. Attainment by the end of both Year 2 and Year 6 is above that expected of pupils of these ages. Standards have been maintained at this high level since the previous inspection. Pupils across all age groups and ability levels are given a wide range of experiences of art and design. They make good progress and achieve well.
125. In a lesson seen in Years 1 and 2, pupils made good progress in weaving skills using a range of materials of their own choice. They give good reasons for their choices, discussing texture and composition as well as colour and can explain how they achieved their patterns, following an over and under system. In the Year 3 and Year 4 lessons observed, pupils generally make good progress in designing and making death

masks; work in support of their history study of Ancient Egypt. Higher attaining pupils refine their masks, adding intricate features of their own to give an added effect. All pupils achieve well and the younger pupils reach good standards overall. Previously completed work by Year 3 and Year 4 pupils, with a focus on three-dimensional representations of a 'Mythical Journey', show a good understanding of line, colour, texture and shape. Pupils also produce good collage work in depicting the story of Daedalus and Icarus; work in support of their study of Greek myths and legends. Analysis of previous work, completed by pupils in Year 5 and Year 6, in their focus on 'Talking Textiles', shows it is very good. Examples of their work adorn the assembly hall and add to the high quality of displays of art and design around the school. The intricate detail in the construction of textile collages together with careful weaving and sewing on Fantastical Beasts, Perseus and The Gorgon's Head and Theseus and the Minotaur, shows these pupils have developed some very good artistic skills. This work links very well with both the history topic on Ancient Greece and the literacy work on myths and legends. These older pupils show good manipulative skills in the three-dimensional clay work they have previously completed in pot making. Their good choice of shape, form and colour, results in the finished pots being of a good and sometimes very good standard. The good links with the local Minsthorpe Comprehensive School enable the pots to be fired.

126. Pupils across all ages have been given opportunities to learn about and appreciate the work and styles of famous artists. Reception pupils learn and reproduce paintings in the style of Kandinsky. Years 1 and 2 pupils appreciate the work of Mondrian and the American artist Jackson Pollock. Very good use is made of computer software in producing pictures in the styles of these artists as well as in paint and collage forms. Pupils in Year 3 and Year 4 produce good quality pastel pictures following a study of the sculpture work of Henry Moore. Years 5 and 6 pupils study the work of Salvador Dali and use pencil and colour in this style; one pupil's pastel version of Dali's 'Persistence of Memory' is very good.
127. The quality of teaching ranges from satisfactory to very good; very good teaching was observed in Year 2. As a result, pupils make good progress and achieve well. Teachers' subject knowledge is good and their teaching of artistic skills is very good. For example, in a lesson on weaving, the teacher planned time for pupils to discuss their work and give reasons for their choices of materials. Pupils spoke of texture, colour and patterns and described how they had improved their skills of weaving with practice. The teacher gave pupils opportunities to develop their speaking and listening skills as well as their self-esteem and social development. Another feature of this very good lesson was the teacher's use of a learning support assistant who took a full and active part in the whole lesson. Pupils benefited greatly from this extra help and guidance. Teaching in Year 3 and Year 4 was satisfactory in one lesson and good in the other. The good classroom organisation and management of resources in both lessons had a positive impact on pupils' learning and all pupils made at least satisfactory progress and achieved well.
128. Attitudes to learning are generally very good especially in the Year 2 and Year 3 lessons. Pupils listen with interest and apply themselves well during teacher introductions and show a good level of concentration. They are keen to discuss their work and they work well independently, or with a partner; they show good social skills during their activities, relating well to each other.
129. The management of the subject is very good but opportunities for monitoring of teaching are limited. The co-ordinator is enthusiastic and is fully committed to developing her subject area even further than the present good overall standard. She is aware that the time allocated to art and design in Years 3-6 is low and more time is needed for pupils to develop their skills in depth. Resources are satisfactory, being

adequate to allow coverage of the art and design curriculum.

DESIGN AND TECHNOLOGY

130. By the age of seven, pupils achieve standards that are broadly similar to those expected nationally. However, by the age of eleven, standards are below because insufficient time is spent developing knowledge and skills. The emphasis in the school during the past two years has been on raising standards in numeracy and literacy so that less time has been allocated to design and technology and the subject has not been taught with sufficient focus and rigour in the past. Attainment for most pupils, including those identified as having special educational needs, is satisfactory in Years 1 and 2 but unsatisfactory in Years 3-6. There is no significant difference between the performance of boys and girls. All pupils are fully included in all activities. It is not possible to comment on progress since the last inspection since no mention was made in the previous report. The subject alternates with art and design on a half-termly basis and is soundly planned using national guidance on a two-year cycle to take account of the mixed aged classes.
131. From examining teachers' planning, talking to pupils and looking at finished models, pupils experience an appropriate range of activities in Years 1 and 2. These are soundly planned to develop the stages of designing, making and evaluating. Year 2 pupils talk enthusiastically about how they made moving vehicles and clearly enjoy design and technology activities. They use their imagination well in their designs and most follow these closely taking care in their work. They select from a sound range of materials and their cutting and sticking skills are satisfactory. Teachers encourage them to evaluate their work and talk about or record what they have learnt and how they could improve.
132. At age eleven, standards are below those expected nationally but are broadly similar in Years 3 and 4. Pupils lack knowledge and understanding of the planning and designing process and designs are not sufficiently detailed. From examples of pupils' work on display, drawings do not always clearly indicate sizes and dimensions or materials to be used. Instructions do not provide clear or sufficient guidance for the making stage. Although pupils evaluate their finished products, comments are very brief and do not give precise explanations how finished products might be improved or what went well. The quality of the cam mechanisms on display shows a lack of care and accuracy in measuring, cutting and joining and understanding of the properties of materials. In the lesson observed, pupils have not had sufficient opportunity to look at structures or how they are constructed to make their own shelters. They are unsure of what the different parts are called, such as frame or canopy, or how they support and fit together. Pupils do not measure or cut accurately and are unsure of how to use saws correctly. Lack of accuracy means that structures do not fit well and they have little understanding of how to make joints stronger by using diagonals or triangles. This is because they have not undertaken sufficient practical focused tasks in the past. Good opportunities are provided to promote relationships and personal and social development as pupils work in pairs or groups discussing and sharing what they are doing. This also provides quality opportunities to develop speaking and listening skills.
133. From one lesson observation, looking at planning, talking to pupils and looking at limited examples of work, teaching is sound overall in the infants but unsatisfactory in the juniors. Teachers' knowledge and understanding is sound in the infants and lower juniors but not well established in the upper juniors. Not all teachers fully understand curriculum requirements and the need to relate the way things work to their intended purpose or seeking information from a wide range of sources. There is not enough investigating and evaluating of familiar products and items. Expectations in the designing, planning and making stages are not high enough to ensure quality final products. Pupils' written instructions are often too brief and not clear enough to help the making stage. Not enough emphasis is placed on the requirement to undertake well-

defined practical tasks, which further skills, techniques, processes and knowledge and lead to the designing, planning and making of the final product. Teachers need to give more guidance to develop the correct and accurate use of measurement and use of tools such as saws. Construction kits are underused to help with their designing.

134. The co-ordinator, who has only very recently become responsible for design and technology, shows satisfactory leadership and management during the very short time in the post. He has produced a draft policy and re-organised the good range of resources so that they are accessible. He undertakes informal monitoring of planning and pupils' work in the school but there is no monitoring of teaching and learning and this is an area needing development. There are no formal assessment procedures in place and the co-ordinator has identified the need for these. A folder of examples of previous work, annotated against National Curriculum levels, is to be established to help teachers make accurate assessments. Teachers of similar aged classes plan carefully together using national guidelines which ensures pupils receive similar experiences. There is a good range of tools and resources including construction kits to support the design process. These are accessible in classrooms and a central store.

GEOGRAPHY AND HISTORY

135. The overall provision for history and geography is satisfactory and the majority of pupils at ages seven and eleven, including those with special educational needs, attain the standards expected for their age. Details of these subjects were not included in the previous inspection report and there is insufficient evidence to evaluate improvements made since that time.
136. The pupils show considerable enthusiasm for geography and history because teachers plan interesting lessons carefully, provide stimulating resources and make clear to the pupils what they need to do to complete their tasks in lessons. However, pupils sometimes go too long without any history or geography experience because of the way the curriculum is organised. This means they do not make the progress they are capable of by the end of Year 6. Learning is not assisted by the fact that pupils generally do not understand the learning intentions for their lessons and are not always aware of their own learning because the lesson objectives are not worded appropriately for their ages and stages of development.
137. Pupils generally achieve reasonably in lessons and make progress in developing their skills and understanding. The quality of teaching observed was mainly satisfactory, although in some lessons it was better than this. For example, in a very good Year 2 history lesson when pupils examined Victorian household artefacts, good use of questioning by the teacher encouraged them to extend their thinking and give reasons for their statements. This led on to consideration of how they might research information to find answers to historical questions.
138. The curriculum in history is planned in a two-year cycle. In the current year, Years 1 and 2 work covered includes learning about famous historical figures, with a more detailed investigation of the life of Florence Nightingale, and a study of life in Victorian Britain. Year 2 pupils make comparisons and can talk about the differences between now and then. They are beginning to think about why people acted the way they did, for example when they considered the different views of Guy Fawkes and King James 1. History study units for Years 3-6 this year include Invaders and Settlers, Ancient Egypt, a local history unit based on Conisborough Castle and Ancient Greece. Year 6 pupils can name several periods in history but there is some uncertainty about the order in which they occurred. They use video films and books to find out about the past and explain how archaeologists find evidence of the past. Higher attaining pupils understand that we do not know everything about the past for certain and that views of the past can vary.

139. The geography curriculum is also organised in a two-year cycle. This year, Years 1 and 2 pupils are becoming aware of places beyond their own locality by following the travels of 'Barnaby Bear' and they have studied the locality around the school. They made route maps of their journey to school and found out about the jobs of people in the local area. They were taken on several trips into the locality and talked to the people they met but they did not record much of their work. Years 3-6 pupils have studied a locality in India based on an Indian village and are able to compare similarities and differences between this locality and their own. Years 5 and 6 pupils study wet and dry regions of the world and recognise how the environment might be improved or sustained. Higher attaining pupils can explain how changes to the features of places can affect people's lives, for example one boy explained that when a shop is changed into a cinema, people can enjoy the films but they may have to travel further and spend more money on their shopping.
140. Years 1 and 2 teachers could make more use of the work in geography and history to practise and consolidate basic literacy, numeracy and ICT skills such as the block graph pupils made of the ways in which they travel to school. In Years 3-6, basic skills are developed more frequently through work in history and geography, for example the use of tallying, frequency charts and percentages on a geography field trip and the use of the Internet to search for information about the Romans. However, Years 3-6 pupils' presentation of work in history and geography is often careless, particularly in Years 5 and 6. Marking of work is usually limited to highlighting learning objectives as a way of recording achievement. This does not give pupils useful feedback about the strengths and weaknesses in their understanding because the objectives are often worded inappropriately for their age.
141. These two subjects are satisfactorily managed and led by a single co-ordinator. Planning has improved as teachers now plan in teams based on each two-year age span. The curriculum provision needs to be reviewed as a matter of some urgency because the way in which it is currently organised, and the time allocated for these subjects, leads to some very long gaps in pupils' experiences of history and geography. This prevents them from making consistent progress across the two key stages. Although assessments have been introduced for each study unit, the information is not yet used to adapt the planned curriculum to match needs. There is very little differentiation in the tasks set in history and geography for pupils of varying ability, such as the amended task set for the lower attaining group in a Year 3 lesson on the gods and goddesses of ancient Egypt. The curriculum co-ordinator monitors the outcomes of the assessments but there is no programme for her to monitor short-term planning or teaching and learning in these subjects. Resources for history and geography are variable in quality and quantity. There is a very good collection of Victorian artefacts and a range of video support material for both subjects. The school has recently purchased new materials to support the national guidelines that are used as the basis for planning. Resources are not currently organised in an easily accessible way.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. By the end of Year 2, pupils achieve standards broadly in line with those expected nationally. The installation of a computer suite with ten computers for pupils to work in pairs or groups has contributed towards satisfactory standards being attained. Standards have improved since the previous inspection when they were judged to be below average.
143. During the inspection it was only possible to see one part lesson in this subject in Years 1 and 2. Judgements for Years 1 and 2 are based on samples of previous work, analysis of displays and discussions with teachers and the subject co-ordinator. All pupils make sound progress as a result of generally good overall teaching. Pupils in the

reception, Year 1 and Year 2 are competent when using the mouse and keyboard to make things happen. Some of them create staff portraits showing a good understanding of how to use shapes and colouring tools in this process. In science work, in their study of the uses of electricity, Year 1 pupils use outer shapes and import graphics to make Venn diagrams to explain which things use electricity. Year 1 pupils show competence using paint tools when they create pictures in the style of Jackson Pollock. Year 2 pupils show a good standard of skill when using a starter graph program in their work on data handling in mathematics. They successfully produce bar charts and block graphs in this work. These pupils create symmetrical pictures using appropriate software and tools in support of their mathematical work on shape. Year 2 pupils have previously used elements of control work in ICT lessons. They have used a screen turtle effectively and controlled its direction and movement on a screen.

144. By the end of Year 6, standards attained by pupils are below those expected nationally; this was also the finding of the previous inspection. Lower than expected standards are as a result of the lack of coverage of aspects of ICT in the earlier years as well as lack of resources to develop and extend pupils' computing skills. Standards are beginning to rise and, with the full complement of the additional computers promised and the purchase of additional software and sensors, it is anticipated that standards will rise in the future to meet those expected.
145. In a Year 3/4 lesson pupils showed good mouse control skills when they used a CD-Rom, controlling direction and movement in their search for crystals in a rain forest; their quest being to save the king. Pupils were challenged to make decisions and build on their collaborative skills, and their social skills were developed accordingly. In supporting their work in presenting and interpreting data in mathematics, Year 3 and Year 4 pupils show that they have acquired good keyboard and mouse control skills producing frequency tables, pictograms, bar charts and pie charts. In other work these pupils import graphics and use their wordprocessing skills to good effect in producing information on sea-life. Good quality work was seen on information produced on emperor penguins. In a good Year 5/6 lesson, pupils were able to use the 'PowerPoint' program very effectively to produce slides on the dangers of drugs; a topic being covered in their personal, health and social education lessons. The pupils readily imported graphics and sound to enhance the slides they produced. The standard of the work produced by the majority of pupils was good; good progress was made in this lesson and all pupils achieved well. All of the pupils exhibited a real sense of achievement and a raise in self-esteem was apparent. This was as a result of good quality teaching throughout this lesson, during which pupils were challenged and praised accordingly for the outcome of their endeavours. Year 6 pupils have not had the opportunity to use e-mails in building their knowledge and understanding of the various ways to communicate and have not had sufficient experience of modelling and the use of sensors in developing ICT skills. This means that, even though they are making good progress and achieving well in the work they do, the omissions in their knowledge and understanding of certain aspects of their work results in overall standards being below national expectations.
146. Pupils with special educational needs make similar progress to their classmates. They are given additional support by well-informed learning support assistants as well as by their class teachers. They have equal access to ICT and are fully included in lessons.
147. All pupils have a positive attitude to their work and enter the computer suite with a high level of interest. They behave well and as a result of the limited number of machines available they need to work in small groups. They take turns and readily support each other; clear examples of the good development of moral and social skills.
148. It was not possible to judge the quality of teaching in Year 1 and Year 2 in the single part lesson observed. However, from the analysis of the work produced by the pupils over a

period of time it is evident that teaching is good. The quality of teaching in Years 3-6 ranges from satisfactory to very good. This is clearly affected by the teachers' own knowledge and understanding and their degree of confidence teaching ICT. Teachers have not yet completed their full training under the New Opportunities Fund for learning. Lessons are always planned carefully and objectives shared with the pupils. Where teachers have a sound knowledge and understanding, pupils progress at a steady pace and make satisfactory progress. In lessons where teaching is good or better, the teachers' confidence is apparent and pupils' learning is moved on well and at a good pace. Teachers integrate other subjects into their teaching so that computer skills are not taught in isolation. Evidence from an analysis of pupils' work and displays around the school indicate that teachers have used computers well to support all core areas of the National Curriculum and the majority of the non-core subjects. Assessment of pupils' knowledge, understanding and skills acquired has yet to be fully established and none of the work is being levelled against National Curriculum criteria. This is acknowledged by the school and is an area for development.

149. The management of the subject, including the monitoring of the curriculum and teaching, is good. The co-ordinator is enthusiastic and committed to improving the standards achieved by the pupils. More confident and knowledgeable teaching staff, with good ICT skills, support the work of the co-ordinator. There is a true sense of teamwork in the planning and teaching of this subject. There is a computer suite of ten computers; there are no networked computers in the classrooms. The number of computers is insufficient to give opportunities for pupils to develop their skills independently and in some lessons, because of pupil numbers they have to work in groups. Added to this, the machines themselves are not totally reliable and the school struggles to keep them operational. This problem is an area for the school to seek support with, to both increase the numbers of computers and to ensure that technical support is at hand.

MUSIC

150. There was insufficient evidence to make a secure judgement of standards in music in Years 3-6 as it was possible to observe only one short hymn practice. Standards in the two observed lessons in Years 1 and 2 were those expected of pupils of their age. Achievement in the subject is greatly assisted by the enthusiasm of the pupils. This broadly maintains the position noted in the last report, except that relationships have continued to improve, are now very good and this, too, has a very positive impact on learning. Pupils with special educational needs are well involved in all aspects of the work.
151. The quality of singing in assembly and in the two hymn practices was satisfactory. The lack of a pianist and the resultant reliance on recorded music makes the improvement in the skills and techniques of singing more difficult. However, the singing is generally in tune and well controlled. The teachers effectively ensure that the pupils are aware of the meaning of the words and how they should be reflected in the singing. As a result, the singing shows an early appreciation of dynamics and duration and the importance of singing from memory. The good management of the pupils by the teachers and the quality of relationships resulted in the continuation of the singing and the maintenance of the tune, even when the CD player malfunctioned halfway through the song.
152. Planning by the teachers is good, generally providing an appropriate range of opportunities for the pupils in Years 1 and 2. In a good Year 2 lesson, the pupils play very well a range of untuned percussion instruments in response to the 'Clockmaker's Workshop' story, striking their instrument at the correct time. Insufficient opportunities were provided for Year 1 pupils to vary the sounds of their instruments by building up, for example from soft to loud, or to maintain interest by involving them in clapping as

well as playing. It was clear that the pupils enjoy their musical experiences, are keen to be involved actively and show pleasure in performing well. Learning is greatly assisted, for example in the Year 1 lesson when the teacher and the learning support assistant model the singing very expressively. This is good practice, particularly when instrumental accompaniment is not available.

153. The pupils' musical learning is extended by the playing and identification of a range of different composers' music in assembly. Insufficient time on occasions is, however, given to just sit, listen and reflect on the music. A workshop for the pupils, given by a specialist drummer, a small guitar club and the opportunity for a performance group to sing carols in the local town are important contributions to the pupils' musical experiences. A small number of pupils have the opportunity to learn violin and flute in lessons taken by a visiting teacher. The pupils greatly enjoy this experience and perform well.
154. Planning follows local and national guidance. At the moment there are no formalised assessments, except those at the end of the school year, against nationally agreed descriptors. The recently appointed co-ordinator has carried out a number of management tasks associated with the post, for example a review of resources and of the curriculum, to ensure progression in the development of skills and knowledge. These are important tasks. However, to date, there have been no opportunities to lead the subject, for example by monitoring lessons and scrutinising colleagues' planning. As a result, there is no formalised and clear framework for the amendment of long-term planning in the light of previous experience.

PHYSICAL EDUCATION

155. In the two lessons observed in Years 1 and 2, standards were typical of seven-year-old pupils. Athletic lessons were observed involving Year 4 and Year 6 pupils. The standards of the athletic skills of the older pupils were good. It was not possible to observe any gymnastics, swimming or dance lessons. The school reports, however, that last year all pupils achieved the National Curriculum 25 metres target by the age of eleven. The success rate in previous years has usually been in excess of 95 per cent. The school provides a broad physical education curriculum. A growing number of extra-curricular activities, which are helping to develop pupils' interest and skills in physical education, are provided by the school. These include after-school mixed gender soccer groups and inter-school soccer and cricket matches. Visits to the school have been made by local professional soccer and rugby teams, which further develop skills and interest.
156. The pupils' standard of behaviour in physical education lessons is good. This is as a result of the high expectations of the teachers, especially in relation to the essential need to react and respond to instructions immediately. The overall quality of teaching is good which, coupled with the positive attitudes displayed by the pupils, leads to effective learning. Little time is lost to the maintenance of discipline, so the pace of lessons is good. The pupils show proper appreciation of the performance of others when they are called upon to demonstrate.
157. The good teaching is characterised by the clarity with which the teachers identify and explain the activity to be carried out by the pupils. This results in appropriate and well-focused work, the development of skills and good levels of achievement. For example, in a Year 2 lesson, the pupils' ball catching skills were developed well following a very clear demonstration by the teacher of how to let the ball fall from their head and catch it with and without it bouncing. Similarly, in a Year 3/4 lesson, the pupils were made very aware of the dangers of over-stretching muscles during warm-up exercises, following a very clear demonstration by the teacher. The teachers are careful to ensure all pupils, including those with special educational needs, are fully involved in all aspects of the

lesson.

158. The teachers ensure that lessons begin with an appropriate warm-up. This is good practice but not all lessons conclude with a similar cool-down session. Most pupils have a clear idea about the need for warm-up and how the heart functions. Teachers plan their lessons well, ensuring that, after the initial phase of the lesson, there is a systematic build-up of skills. This leads not only to improved performance but also an awareness of the need to practise in order to improve further. In a Year 6 athletics lesson, the pupils made very good progress in relay baton passing skills. This was not only because of the teacher's very systematic approach, but also as a result of pupils' personal awareness of their own changes in technique, for example in the way in which they hold the receiving hand. Such an awareness of the need to develop a range of skills considerably enhances the levels of pupils' learning.
159. Good progress is also made in the development of jumping skills. The good teaching of the skills helps to ensure that the pupils use bent legs, swing their arms and land appropriately. Occasionally, learning, whilst still being at least satisfactory, is less effective because little time is found for them to comment on technique or when the teacher tries to talk over the top of pupils whilst practice is in progress. Learning is also hindered when an essential skill in improving technique is not covered by the teacher, for example the movement of the hands when catching a ball. However, the teachers' good planning generally covers well the essential components of skill development.
160. Time has not yet been found for the monitoring, by the subject co-ordinator, of colleagues' planning through the school or lessons. The school is aware of this and there are plans for this role to be developed. No formal recording of pupils' progress has yet been established. Standards in the subject are assisted by the availability of a gymnasium, another small hall and a good playing field.

RELIGIOUS EDUCATION

161. Standards in religious education broadly meet the expectations of the locally agreed syllabus by the age of seven but are below by the age of eleven. Achievement of pupils, including those identified with special educational needs, is satisfactory by age seven but unsatisfactory by age eleven. All pupils are fully included in all activities. During the past few years, insufficient time has been devoted to religious education because of the need to raise standards in English, mathematics and science. The subject has not had a high profile and not been taught with sufficient focus and in sufficient depth. There was very little evidence of written work available during the inspection and this needs to be developed to reinforce pupils' knowledge and understanding especially in Years 3-6. Some evidence was gathered from talking to pupils and teachers and looking at documentation and wall displays.
162. By the age of seven, pupils are developing an understanding of Christian festivals such as Harvest, Christmas and Easter and those of other religions such as the Jewish festival of Sukkot. They know how and why Christians celebrate Christmas and the significance of giving gifts. They understand a sense of belonging to a group but their understanding of other faith groups and religions is less well established. They are aware of different religious buildings and identify items found in a church, such as the altar and font, on a plan after watching a video. Through a visit from the local priest they learn the different words for his role, such as vicar or minister, and the clothes he wears and their significance. Pupils learn about stories from the Bible and can name characters such as Moses and David.
163. By the age of eleven, pupils' knowledge is below, and for a few, well below the expectations of the locally agreed syllabus. They have, for example, little knowledge and understanding of places of worship, holy books, or religious figures of Christianity,

Judaism, Hinduism or Islam. Although they have some awareness of Christian ceremonies, such as baptism, marriage and funerals, they are unaware of the significance of these and differences in other religions. Few can describe the inside of a church and the significance of the furniture found inside such as the altar and font. There is very little recorded work in Years 3-6 because religious education is taught as part of a topic. It is not taught on a regular weekly basis or with sufficient rigour which is responsible for the unsatisfactory standards. This reflects the fact that religious education has had a low profile in the school and accounts for the gaps in pupils' knowledge.

164. The overall quality of teaching is satisfactory with some weaknesses in Years 3-6 where there is a lack of teachers' knowledge and understanding. Although religious education is planned, lessons are not always delivered on a regular basis and with sufficient focus. Not all teachers have secure knowledge and feel confident about teaching the subject. Teachers usually introduce lessons by explaining the purpose of the session but there is a lack of expectation and challenge in some lesson plans. These do not always make clear what pupils are expected to do and learn and there is very little in-depth recorded work. Not enough use is made of drama for acting out stories and events. There is a lack of challenging and imaginative use of literacy in different ways, for example writing as a reporter, or translating a story into a modern day example so that pupils learn from religion. Resources such as videos, pictures and artefacts are limited and not used effectively to develop pupils' understanding of religions and to motivate them.
165. The enthusiastic co-ordinator has only been in post for a few weeks but is already providing good benefits. Monitoring last term identified weaknesses in planning and teachers' knowledge and understanding. She has already made use of the local authority adviser to undertake training to start to address this. Good links have recently been established with the local Church of England vicar who now visits to support teaching in the classrooms and during worship. The school has identified the need to develop a monitoring framework, assessment procedures to track pupils' knowledge and understanding, and improve teaching. These areas feature in the development and are currently being addressed. The co-ordinator has started to collect samples of pupils' work and is working hard to raise the profile of the subject. She currently provides sound leadership and management. There is a satisfactory subject plan which rotates on a two-year cycle to cater for the mixed age classes. It is based on the Wakefield Locally Agreed Syllabus, well supported by national guidance. However, half-termly planning is not sufficiently detailed to show clearly what is to be taught and what pupils should be learning and doing in weekly lessons and this is an area for development. Resources are limited and need updating to match the needs of the planned activities, which have been identified by the school and are recognised in the school development plan. The co-ordinator has rightly identified the need to further develop links and visits with other faith groups to give pupils first hand knowledge and experience. The subject makes a sound contribution to pupils' spiritual, moral, social and cultural development.