

INSPECTION REPORT

WELLGATE PRIMARY SCHOOL

Mapplewell, Barnsley

LEA area: Barnsley

Unique reference number: 131661

Headteacher: Mrs. D. Heritage

Reporting inspector: Mr. R. Gill
4074

Dates of inspection: 14th – 17th January 2002

Inspection number: 230395

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: 4 – 11

Gender of pupils: Mixed

School address: George Street
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Barnsley
South Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. K. Nield

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4074	Mr. R. Gill	Registered inspector	Foundation Stage, art and design, and music.	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
8988	Mrs. J. Cross	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 its parents?
1390	Mr. A. Markham	Team inspector	Mathematics, information and communication technology, and equal opportunities.	
15551	Ms. P. Mitchell	Team inspector	Science, geography and special educational needs.	
31838	Mr. M. Williams	Team inspector	English and physical education.	How well are the pupils taught?
17085	Mr. G. Mitchell	Team inspector	Design and technology, history and religious education.	How good are the curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wellgate Primary School is situated in Mapplewell near Barnsley in South Yorkshire. It is a relatively new school that opened in September 1999. A new junior department was added to the existing Wellgate Infant School. Most pupils live close to the school but some come from further afield. The school is larger than an average primary school. About 18 per cent of pupils are eligible for free schools meals, which is similar to the national average. The proportion of pupils with special educational needs is well below the national average. However, there are five pupils with a statement of special educational needs and this is in line with the national average. The majority of pupils with special educational needs have learning difficulties. There are no pupils from ethnic minority backgrounds and none are learning English as an additional language. Most pupils in the reception classes transfer from the school's nursery. The school receives children into the reception classes three times a year in the term in which they will be five. Most children enter the school with levels of attainment that are about average.

HOW GOOD THE SCHOOL IS

The achievements made by pupils at Wellgate, by the time they are eleven, are very good. In the first two years since opening, the school has tried very hard to help pupils achieve as well as they might in a relatively short time. A substantial number of these pupils came to the school with special educational needs or a great deal of ground to make up. Now that the school has had longer to work with current pupils, the achievements of eleven year olds is very good. By the end of Year 6 pupils are reaching standards that are above average in English, mathematics and science, which represents significant progress for these pupils. Standards for eleven year olds have been rising over the last three years. This improvement of standards is due to the excellent leadership from the headteacher and the very good support given by the deputy headteacher, senior managers and the governing body, all of whom work together very well to ensure the school's success. The school has thought very deeply about how pupils might best learn and as a result the quality of teaching is good overall with very good and sometimes excellent teaching in the juniors. The school spends an average sum on each pupil and, in the context of so many excellent and very good features, provides very good value for money.

What the school does well

- The very good teaching that exists in the juniors has helped pupils to achieve very well in a comparatively short time.
- Strong leadership, clear vision and very well focused training for staff ensure that pupils, throughout the school, are effective learners.
- Pupils' excellent attitudes, their enthusiasm for school and first-rate behaviour reflect the superb relationships and provision for moral development that exist.
- Pupils' personal development is very good because it is so well planned for.
- Provision for pupils with special educational needs is particularly effective, especially the support they receive from classroom assistants, and they make very good progress.
- The school provides excellent information for its parents and consequently links between home and school are very effective.

What could be improved

- Standards in information and communication technology (ICT) and religious education need to be improved.
- What pupils achieve in science and geography by the end of Year 2.

NB. The school has already identified that these are areas for improvement and has some plans in place to tackle them.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection. It has made very good progress since it opened in September 1999. In establishing this new school, the headteacher and governors have concentrated rightly on making sure that pupils get the best possible teaching in English and mathematics. The effect of this is demonstrated by the improved standards in these subjects. Furthermore, provision for ICT has been a priority and now there is a suite of computers that is well used by pupils and adults from the community. However, these facilities have not been in place for long enough for standards to reach the national expectation. The governing body is very well organised to carry out its responsibilities of developing this new school even further; members play a very active role in the life of the school. The school has been, from the outset, involved in a project to make the quality of pupils' learning the subject of prime development. This is proving to be a very beneficial strand in the school's improvement as it is helping to make pupils into confident learners with excellent attitudes to their work. There are some subjects that have not yet been treated with the same sense of priority and consequently standards are lower than they should be, but the school is fully aware of this.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	N/A	E	E	E
Mathematics	N/A	E	C	C
Science	N/A	E	B	B

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

In September 1999 the school was faced, in Year 6, with a higher than average proportion of pupils with special educational needs, two classes of pupils for whom there were few records of attainment and only two terms to make improvements before the national tests. This explains the low results in 2000. This situation also dogged the results in English in 2001, although teachers had been able to make some substantial headway with achievement in mathematics and science.

Results for seven year olds were better by comparison with pupils attaining, for example, well above the average in mathematics in 2001. There was a slight drop in reading standards in 2001 because the number of pupils that had difficulties in their learning was higher. Writing results were low, overall, in 2000 and 2001 because there were too few pupils scoring at the higher levels.

Current attainment, by the pupils in Year 2 and in Year 6, represents an improvement over previous years. It is now above average in English and mathematics in both year groups. In science it is above average in Year 6 and in line with the average in Year 2. This represents good achievement in general and very good achievement in Year 6 in English and science because pupils have made so much progress in the two full years in which they have been at the school. Pupils' achievement in science by the age of seven is unsatisfactory because too little time is devoted to the subject and higher attaining pupils, in particular, lack sufficient challenge.

Targets are calculated carefully, for Year 6 pupils, to take account of individual strengths and weaknesses, but also to keep abreast of national improvements. The school is on course to meet, or even exceed, its challenging targets for the national tests in 2002.

Beyond English, mathematics and science, pupils' attainment is at least appropriate by the end of Year 6 in all subjects except in ICT and religious education. In the case of ICT the pupils have in the past had insufficient access to computers. Despite the low standards in ICT pupils are making at least reasonable progress due to the computers that are currently available for use, the effective teaching in the juniors and the good services of the ICT manager. In religious education, standards are not high enough because the school does not yet have a scheme of work with which to teach fully the curriculum described in the locally agreed syllabus. The same is true for seven years olds in these two subjects and in geography where pupils do not do well enough because the curriculum is too narrow. Children achieve satisfactorily, on balance, by the end of their reception year. Currently, children are on course to, at least, reach the national expectations for their age and go beyond them in physical development and personal, social and emotional development.

Pupils with special educational needs make very good progress in their learning. Many of those capable of more demanding work achieve well, except in science and geography in the infants, because they too are affected by the lack of time in these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are exceptionally keen to learn. They are confident learners who work very hard, want to succeed and are justifiably proud of their achievements.
Behaviour, in and out of classrooms	Excellent. There are no distractions in lessons so pupils can concentrate fully on their learning. Pupils' behaviour is generally also first rate in the playground. There are no exclusions.
Personal development and relationships	Relationships are excellent throughout the school and pupils' personal development is very good. Older pupils get on very well with younger ones. Pupils are particularly good at helping with classroom organisation.
Attendance	Satisfactory. Attendance and unauthorised absence are broadly typical of primary schools nationally. Pupils are generally punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Years N-R	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very good

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

Teaching is good throughout the school on balance, but it is mainly very good in the junior classes. The particularly successful aspects of teaching in the juniors relate to the way teachers manage pupils, which is excellent, and the high expectations they have of them which is expressed through the lesson planning and methods that are used. The successful planning for lessons makes sure that all pupils make good progress in most subjects. This is particularly true in literacy and numeracy lessons, but also in some other subjects as well. The relationships created and pupils' responses in terms of effort and concentration, for example, are keynotes to success throughout the school.

A distinctive feature of teaching, throughout the school, is the special attention that is paid to creating an atmosphere of high self-esteem among the pupils. This is achieved through classrooms, which are meticulously organised, pupils' work that is very well displayed and a full recognition of pupils' achievements and targets for future learning.

Children of nursery and reception age are taught well in literacy, mathematics, knowledge and understanding of the world and creative development. They are taught particularly well in personal, social and emotional development and physical development. Teachers manage to ensure that children achieve satisfactorily despite the different number of terms that children might spend in these two classes. Teaching is ambitious, very well planned and rightly centred on educational play in both year groups, but sometimes there is too little time for children in the nursery to talk at length about ideas and experiment with different ways of doing things.

Teaching in English, and mathematics is good, on balance, with some very good and occasionally excellent features in mathematics. The staff have implemented the National Strategies for Literacy and Numeracy very well and these are having a strong influence on the way pupils learn and their achievements. Teaching in science is sound in the infants and very good in the juniors. In Years 1 and 2, pupils do not get long enough to really extend their knowledge of the subject and too little challenge is provided for higher attainers.

Lessons are often well taught in other subjects, but there is a difference in the teaching, overall, between the infants and junior classes. Teaching is more often very good in the juniors, for example in art and design and in music. In ICT teaching is sound in the infants and good in the juniors and pupils are achieving well by the time they reach Year 6, but it only relatively recently that the computers have been in regular use and standards are not yet high enough. In Years 1 and 2, geography is taught satisfactorily, but time for lessons is too short and too little is expected of higher attaining pupils. The teaching of physical education is good in the juniors due to the specialist knowledge of the teachers and the way in which they spur the pupils on to higher achievement. Standards throughout the school are unsatisfactory in religious education. The school knows about this and has already has plans to tackle it. The main problem relates to the incomplete implementation of the locally agreed syllabus.

Teachers and classroom support assistants are very successful at meeting the needs of pupils with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils are provided with a curriculum that not only meets statutory requirements but also gives a wide range of additional opportunities for learning. The provision for science and geography in the infants is restricted by a lack of time. Some aspects of the ICT curriculum cannot be taught until more equipment is in place.
Provision for pupils with special educational needs	Very good. Pupils' learning difficulties are identified quickly and they receive an individual plan and very effective support from teachers and classroom support assistants. This provision is very well managed by the co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Provision for moral development is excellent. That for spiritual and social development is very good through encouraging the pupils to flourish and get on well with others. Cultural provision is good. Strengths are in artistic and musical activities, but pupils are inadequately prepared for life in multi-cultural Britain.
How well the school cares for its pupils	The school takes very good care of its pupils. The extremely supportive environment for learning helps staff to bring out the best in them. The assessment of pupils' work is good, but the use made of the results and of pupils' own thoughts about their learning and how it could be improved is not so well developed. A good start has been made, but the school recognises, correctly, that there is more to accomplish in this area.

The school's partnership with parents is excellent. Staff provide a wealth of information for them and succeed in getting them highly involved in their children's learning at home and at school. This improves pupils' motivation and raises standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent leadership shown by the headteacher is instrumental in keeping the focus on improved teaching and learning. The deputy headteacher and other senior managers are very effective in implementing school initiatives and helping to create such a positive school ethos. There is a first-rate team spirit demonstrated by all staff.
How well the governors fulfil their responsibilities	Very good. Governors know the school's strengths and weaknesses and work very well together to fulfil their responsibilities.
The school's evaluation of its performance	Very good. The monitoring of the school's work is undertaken very well. The school's development plan contains appropriate

	priorities and relevant action is planned to tackle them.
The strategic use of resources	Very good. The school's computers are used particularly well and are beginning to have a positive effect on pupils' learning. Teachers, to assist pupils, use classroom support staff and the computer manager most effectively. Funds for special educational needs are used effectively and the accommodation is used very well.

The school provides a very good number of teachers and classroom support assistants all of whom are well qualified for their responsibilities. Resources for teaching and learning are generally very good. The governors make sure that the school gets the best value from its funds and their strategic role in school improvement is very good. They are very well supported in this by the headteacher. Governors are not only concerned about financial implications, they are very knowledgeable about the standards that pupils achieve and how teaching is successful in maintaining these standards. They play their part well in challenging the school to maintain and improve its standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school very much, behave extremely well and are expected to work very hard. • Parents are very pleased with the progress made by their children as a result of the good teaching that they receive. • That school is very well led and parents feel very comfortable in talking to teachers and the headteacher about matters of concern. • Children grow into mature and responsible learners. 	<ul style="list-style-type: none"> • Parents are extremely satisfied with the work of the school and no significant improvements were identified.

The inspectors agree with all that the parents like about the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainments at the end of Year 6, in English, mathematics and science, compared to national averages and similar schools, have been improving since the school opened in 1999. In 2000 the results were well below the national average, but now targets, in English and mathematics, that would bring eleven year olds at least in line with the national average are already being exceeded in the Year 6 classes. Attainment at the end of the infants has been at least average except in writing where too few pupils in the past reached the higher level. However, pupils are currently attaining above the national expectation in English and mathematics by the age of seven.
2. It is too soon for the school to measure the achievements that pupils make from nursery to Year 6 because the current Year 6 pupils, for example, have only been at the school for three years. However, generally pupils' achievements in English, mathematics and science are good, throughout the school, except in science in the infants where pupils attain satisfactorily, but could do even better.
3. Children's attainment on entry to school is generally in line with what would normally be expected for their age. Children often have some weaknesses in literacy and mathematical skills on entry to the nursery class, but they soon develop in these areas and most children are achieving satisfactorily by the time they enter the reception classes. Children are received into the reception classes in the term in which they will be five. This means that there are three points of entry during the year. Those that do not spend the whole year in the reception classes make reasonable progress, but despite good teaching are not quite as advanced at the end of the year as those that started in September. The September intake of children in the reception year is already on course to go beyond the recommended levels, in most areas of learning. This represents good achievement. On balance, children in the year group reach the expected levels, and achieve soundly, in all areas of learning by the end of the reception year. They go beyond expectations, and achieve well, in physical development and personal, social and emotional development because of the very good teaching they receive.
4. Currently, eleven year old pupils are achieving standards that are above average. This represents good achievement, in general, but very good achievement in English and science where pupils have had to make the biggest leaps in their performance, particularly in writing where some significant progress has been made. The National Strategies for Literacy and Numeracy have helped to make pupils' reading more effective, their writing imaginative and well constructed and their ability to think about numbers and to calculate using them far more efficient. The very good achievement in science is because very good teaching creates a proper balance between learning facts and setting up tests to investigate ideas. Consequently, pupils are able to think widely about the information they have to learn.
5. Beyond English, mathematics and science, pupils' attainment is wholly typical for their age in history, geography and design and technology. Pupils' attainment, by the end of Year 6, goes beyond expectations in art and design and physical education due to the good and very good teaching that they receive. Despite standards in music being in line with expectations pupils have achieved very well in the juniors in a

relatively short space of time. They have progressed from having minimal skills in the subjects to be proficient at playing instruments and very proficient in singing. In ICT standards are lower than they should be, but pupils have made sound achievements in the infants and good achievement in the juniors due to the facilities that are now in place and the assistance of the ICT manager. Pupils' attainment and achievement are lower than expected in religious education because teaching is not yet guided by a comprehensive scheme of work. In geography, in the infants, pupils achieve reasonably well in a limited range of activities, but could do better if the amount of time spent was increased and more challenging activities were set for higher attaining pupils.

6. The achievement of pupils with special educational needs is very good. The teachers know the pupils very well and provide adapted work at the right level for them. The work is carefully structured and based on an accurate assessment of each pupil's need. Experienced and very competent learning and curriculum support assistants work with the pupils and help them to learn and concentrate in the lessons. For example, in a science lesson in Year 4, pupils investigated how materials change shape. Pupils with special educational needs worked with a learning support assistant in a small group and learned to use the correct scientific vocabulary, to measure carefully and to record their observations accurately. With this help they were able to successfully complete the same lesson as the rest of the class. They enjoyed their work and so worked hard. There are, in the majority of lessons, excellent relationships between the staff and pupils and this motivates them to work hard and increases their confidence.
7. Pupils who are capable of the highest attainment generally make good progress. There is no significant difference between the achievements of boys and girls. All pupils make good progress in lessons. Talented pupils do well in music, art and design and physical education. Higher attaining pupils are beginning to make good progress in learning to use computers.

Pupils' attitudes, values and personal development

8. Pupils' excellent attitudes, behaviour and relationships are conducive to successful learning and have an extremely positive effect upon their personal and academic achievements. The pupils are justifiably proud of their work and their school. They are a credit to the school and their families.
9. Well-established routines in the nursery, that include visits prior to admission, ensure that the children soon settle into school life. Almost all are quickly confident in their new surroundings and enjoy learning from play and other structured activities. The children behave very well and relate very positively to their teacher, the nursery nurse and other adults such as parent helpers. They do not flit about from activity to activity, instead concentrating well on completing tasks such as drawing a picture or baking buns. Their extremely good attitudes and behaviour continue in the reception classes, as was evident in the class being taught by a temporary teacher. The pupils responded equally positively by relating well to her, engrossing themselves fully in their learning and instinctively keeping the classroom and cloakroom neat and tidy.
10. As they get older pupils' attitudes towards school remain first rate. They show excellent attitudes around school and are exceptionally keen to learn. They are fully 'switched on' in lessons by being alert, attentive and very eager to contribute to question and answer sessions. Their often outstanding behaviour in lessons enables teachers to concentrate fully on their teaching and pupils to focus totally upon their

learning. They are confident learners who are unafraid to express their opinions or get answers wrong because of the excellent relationships established with their teachers and classmates. They work very hard on the tasks set for them whether working independently or in collaboration with others. This was seen, for example, in an excellent Year 4 literacy lesson based upon a book set in the future. Pupils' superb concentration, superlative relationships and excellent collaboration as a class contributed enormously to the success of the lesson and the pace at which they learnt.

11. Pupils are also extremely well behaved in assembly, in the dining halls and as they move around the school. In the playground their behaviour is generally equally good. These findings agree with the views of parents about behaviour. A noteworthy feature outdoors is the care shown for younger pupils by older ones who form the playground squad. These pupils, identifiable by their red baseball hats, volunteer to organise games and befriend the children. They successfully help to ensure that playtime is a happy time for everyone. No anti-social or racist behaviour was seen during the inspection period. Bullying is not a cause for anxiety amongst parents because the occasional incident is swiftly and effectively dealt with. There are no exclusions from the school.
12. Pupils with special educational needs are integrated very well into the classes and are fully included in all class activities and visits. They enjoy their work and are able to work co-operatively with other pupils in pairs and groups. All adults value their achievements and ensure that they contribute fully to the lessons. This helps to increase confidence and self-esteem.
13. Pupils' personal development is very good. They are very good at helping with classroom organisation, such as getting out materials, clearing away at the end of lessons and moving furniture to prepare for special discussion times. Older pupils relate very well to younger ones through the good encouragement given by the staff. Pupils are very good at holding doors open for others to pass through and they willingly and responsibly fulfil their roles as monitors, for example, by organising the library. They attend extra-curricular activities in large numbers and gain great pleasure from performing in front of an audience. This was apparent, for example, when the choir, which comprised about a quarter of the juniors, performed magnificently during an assembly.
14. Attendance is satisfactory, being typical of primary schools nationally, and pupils generally arrive at school on time. Many achieve termly certificates for perfect or near perfect attendance. The school is concerned, however, about the disruption to learning caused by families taking holidays in term time. The rate of unauthorised absence is broadly average. The education welfare officer closely monitors the poor attendance of a very small number of pupils.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good overall. It is good on balance in the nursery and reception classes, and also in Years 1 and 2. It is very good on balance in Years 3 to 6. The management of pupils in lessons is excellent in the juniors. The planning for and teaching of basic skills is very good. Teachers, generally, have high expectations of the pupils and use very good methods with which to ensure successful learning. In this teaching assistants support them very well. The bulk of lessons are taught well, with more than one in three being very good and occasionally excellent. There were no unsatisfactory lessons. Teachers work hard to ensure that lessons are well

focused on pupils' needs, so that individual strengths are recognised and developed, and that appropriate support is given in those areas where greater help is needed.

16. This is a consequence of the consistent implementation of a teaching and learning policy that is based on a great deal of thoughtful discussion amongst staff. The school has undertaken a comprehensive course of development focused on pupils' learning, making good use of a visiting specialist in this field. The school building is full of visual signals about how learning might take place. Parents and pupils comment positively on this approach.
17. The teaching of children in the nursery and reception classes is at least good in all areas of learning with some examples of very good teaching, mainly in the reception class for older children. There is some very good teaching in the nursery class, but sometimes there is too little time for children to talk about or experiment with ideas for themselves. Children are taught very well in physical development and personal, social and emotional development and most are on course to go beyond the expected levels by the end of the reception year. The main strength of the teaching is that the children experience, through direct teaching or as part of the provision for educational play, activities that are very well planned and that are full of fun. Teachers make sure that parents are fully involved in how and what their children learn and a comprehensive programme of homework makes sure that learning is extended successfully beyond school time.
18. The teaching of English and mathematics is good because teachers make effective use of the National Strategies for Numeracy and Literacy, especially the latter. In both areas, teachers take individual circumstances into consideration in their planning so that work is tailored appropriately to the pupils' requirements. In consequence, pupils' learning is fostered well by the groups that are formed. Good use is made of support staff, who are regularly well briefed so they know how best to help pupils. Trained and experienced classroom assistants are effectively used, for example to give pupils additional support in literacy, which enables them to achieve well. A small group of Year 1 pupils joined a classroom assistant for more concentrated support in retelling the story of 'The Little Penguin' in their own words. Afterwards they were able to express their imaginative ideas more easily.
19. In the vast majority of lessons, teachers use questions skilfully to probe pupils' knowledge and then support or extend their learning. This means that pupils reflect, think hard, and sometimes in the best lessons take the discussion further. In consequence, pupils are helped to think for themselves, which in turn helps them to learn faster and with greater interest.
20. A major factor in promoting learning so effectively is the quality of relationships between pupils and teachers and the consequent high quality of classroom management. This is good in the nursery and gets better as pupils move through the school and relationships grow stronger. In Years 3 to 6 it is excellent. As a result, pupils are willing to work hard, conscious that their efforts are valued. This particularly raises their self-esteem so that they are unselfconscious in contributing to lessons. In a science lesson in Year 4, for example, pupils maintained mature discussion with the teacher and each other, exchanging views with confidence and building up their knowledge well whilst carefully conducting an experiment. They are treated as responsible young people and so behave as such.
21. Teachers' expectations are very high in the junior classes, and challenge pupils very well so that their learning is very well extended. They are less demanding in the infant

classes. Whilst learning is satisfactory, teachers do not stimulate pupils sufficiently to work to their limits. In science and geography especially, higher attainers are not always sufficiently well challenged, so that by Year 2 pupils are not reaching the levels of which they are capable. In contrast, high expectations and a stimulating approach mean that pupils learn very well, sometimes excellently, in junior science lessons.

22. The systems for assessment are good, particularly for English and mathematics, and mean that teachers are generally able to monitor pupils' achievement well and identify for pupils how well they are doing. Good use of supportive comments and targets when work is marked means that pupils see how they can improve and refine their work and therefore achieve better. Day-to-day assessments are satisfactory but are less precisely focused, so pupils' understanding of how they are doing and how they can improve does not raise their attainment to the same extent.
23. Teaching is generally unsatisfactory in religious education because the lack of plans linked coherently to the locally agreed syllabus means that teachers are not able to deliver the prescribed content in full.
24. Learning by all groups of pupils is good overall and very good in the junior classes. Pupils with special needs learn very well. The targets set in individual programmes are specific and detailed and allow teachers to plan specially adapted work at the right level. In lessons a variety of strategies and methods are used well to help the pupils to learn. For example, sometimes pupils work together in groups and support each other, sometimes pupils with special educational needs work together with adult support, sometimes teachers provide word lists to help with the spelling of important vocabulary. All adults provide good individual support and praise for pupils' efforts and so the pupils become more confident in their work. They are encouraged to express their opinions and so they are keen to offer suggestions and try out more imaginative vocabulary. For example, a pupil in Year 6 was able to define 'pulsating' as 'it pumps and beats in its body'.
25. Homework is set regularly by teachers to good effect. The support pupils receive at home is frequently very good and enhances the school's efforts to extend learning in this way. Moreover, parents regularly volunteer to support pupils' learning in lessons. They contributed very constructively to a Year 2 English lesson, for example, working alongside individuals or groups at need and enabled the pupils to achieve very well. They are well briefed by teachers so they form an effective part of the teaching team, giving suitable help and thereby enabling the teachers' particular expertise to be deployed effectively.

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

26. Despite being fully established for only two years, the school, through considerable hard work, provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Pupils receive a rich and varied experience, which stimulates and interests them so that they achieve well.
27. The school, rightly, places particular emphasis on the development of pupils' basic skills and makes very effective use of the National Numeracy Strategy and, particularly, the National Literacy Strategy; consequently, pupils are reaching above average standards in both English and mathematics. Science and geography are planned effectively in the infant classes for most pupils but not enough attention is given to enabling pupils to reach higher standards. ICT is a feature of the school's

work and the pupils are benefiting from the well-organised computer suite, supported by the knowledgeable ICT manager. There is still work to do, however, and the full range of experiences in this subject is not yet available; for example, pupils do not yet make sufficient use of their computer skills to enhance learning in other subjects and there is insufficient work in control and environmental monitoring. Some individual lessons are well planned in religious education, but the sequence of learning suggested in the local syllabus is not fully established and, as a result, pupils do not achieve to their potential.

28. In history the pupils' research skills are developed well through a curriculum which focuses on the study of key periods and the development of research skills. Geography lessons successfully develop pupils' awareness of their own and other countries but in infant classes insufficient time is given to the subject, so that pupils' experiences are curtailed. Experiences in art and music contribute to provide enjoyment and contribute to the ethos of the school through the many out-of-school clubs and activities. The school makes very effective use of what it calls 'topic': a sequence of lessons which seeks to supplement the normal curriculum by developing particular skills. For example, during the inspection pupils were involved in a long study of a class book aimed at developing a range of higher order reading skills.
29. A particularly strong feature, promoted by the headteacher and a knowledgeable co-ordinator, is the provision made for personal, social and health education. The school ensures a programme of well-planned experiences, which helps pupils to develop appropriate skills and knowledge in citizenship, and health, including sex education and drugs awareness, and encourages them to have very positive attitudes to themselves, other people and their school. A good example of the approach was seen in a Year 2 class where all pupils, the teacher and a parent took part in an activity involving games that were designed to promote self-confidence and respect for others. The time set aside for this kind of activity shows how well embedded personal development is in the curriculum. Not surprisingly, the school's approach to equality of opportunity is equally effective; based upon an appropriate policy, the school's procedures ensure that all pupils regardless of age, gender, level of attainment or background, have access to the whole curriculum.
30. Since the school opened it has made very good progress in implementing the national guidance for children in the nursery and reception classes and has communicated its methods excellently to parents. The programme of work is extremely well planned, providing a rich and interesting range of activities that are well pitched for pupils who find difficulties with their work and those that manage very easily. Teachers have grasped successfully the essential features of the national guidance that makes educational play a central feature of the day.
31. The provision for pupils with special educational needs is very good. Any problems are identified at an early age and strategies are well thought out to help individuals. Thought is given as to how pupils can be fully included in all their class activities as well as receiving any additional help they need. The support provided is of high quality and well organised. Individual education programmes have clear targets for pupils to reach against which progress is reviewed regularly. Various initiatives help pupils with special educational needs to learn, for example, programmes to help pupils with dyslexia to improve their reading and writing. Specially trained learning support assistants expertly teach these. Pupils with special educational needs are full, respected and valued members of the school.
32. The subject policies are of good quality and help to create consistent approaches and support new staff. Curricular planning is detailed and ensures that lessons build

systematically on what pupils already know, understand and can do. Plans are sometimes based around themes containing a number of subjects and in other cases are focused on one subject such as English. Teachers' good knowledge of the curriculum and of how pupils learn helps them to use this system to enable pupils to gain insights into the unique nature of subjects and yet begin to appreciate the links between, for example, history and geography or science and mathematics. Curriculum co-ordinators monitor plans to ensure that appropriate activities are being developed and that the school's philosophy is being maintained. Teachers sharing the same age group of pupils plan together, which helps to ensure the consistency of the curriculum through the year.

33. A very wide range of out-of-school clubs, which reinforces and extends pupils' experiences in music, art and design, physical education, science, dance, drama and ICT, supports the curriculum. There are also opportunities for French studies and board games. As an example, musical activities include a large choir, recorder groups and an orchestra; these play an important part in developing pupils' learning and in enhancing school assemblies and performances.
34. A regular programme of visits to places of interest such as museums is used very effectively to add excitement, interest and first hand experience to support classroom learning. A residential visit for older pupils helps to extend their outdoor adventurous experiences and enhances work in physical education. Visitors to school include people with special skills or knowledge in, for example, sport, drama or health.
36. The school has good links with the local community; local shops and businesses give some financial support and pupils visit firms in association with their lessons. They also visit local nursing homes and senior citizens are invited to school events. One outcome of these good relationships is that local people keep an eye on the school during times when it is closed. Good use is made of the local area to provide pupils with first hand experiences in history and geography lessons.
37. There are close links with local primary schools and the high school. Regular meetings are used to agree common approaches to, for example, the assessment of pupils' writing, homework policy, and behaviour and bullying, all of which helps to promote a consistent experience for pupils moving to the next phase of education.
38. The provision for pupils' spiritual, moral, social and cultural development is very good overall. It is key to the school's success in fulfilling its aims and living up to its motto, which states that 'all our children are gifted and talented'.
39. Provision for cultivating pupils' spiritual development is very good. It is promoted very well through very good quality acts of collective worship and a spiritual aspect to subjects such as art, music and literacy. Staff create very successfully a climate within which every pupil can flourish, be respected as individuals and respect others. High aspirations are actively encouraged and achievement of all kinds celebrated and valued effectively. Achievement assemblies, including the weekly special mention assembly, visibly boost pupils' self-worth and self-esteem. Staff give all pupils an equal chance to receive an accolade because personal qualities as well as academic are rewarded and this engenders a strong sense of pride.
40. Collective worship is generally made very special by creating an atmosphere that encourages reflection. Music is used very effectively to set the tone for the worship and is sometimes live as when, for example, played by the recorder group or sung by the choir. Class teachers are usually present which emphasises the importance of

the occasion. Visual displays often help pupils to focus upon the theme. In one assembly pupils were actively encouraged to reflect upon the beauty of the natural world and were amazed at stunning artefacts such as fossils, geodes and a moulted snakeskin. Nursery pupils join in worship with the infants when appropriate, which helps them to feel a part of the whole school community.

41. Promotion of pupils' moral development is excellent. Staff apply the strong behaviour and anti-bullying policies consistently throughout the school. They successfully relate pupils' conduct back to the school's golden rules, which the children helped to devise. Special mention assemblies, for example, enable pupils to better understand how to distinguish right from wrong and behave acceptably. Personal, social and health education lessons, which include discussion times, also contribute greatly towards helping pupils to develop moral insights. Lessons such as these, and assemblies, are used very effectively to encourage pupils to think through the consequences of their own and others' actions. Empathy is also used very well to help pupils understand others' feelings and emotions. This was seen, for example, when Year 5 enacted a short drama that successfully helped them to consider the effects of war on people's lives. Care and concern for others and for the environment are very strongly promoted throughout the school.
42. Pupils' social development is fostered very effectively right from their first days in the nursery. The staff are very good role models for the pupils in their sensitive, nurturing, and respectful attitudes towards them. They actively encourage pupils to get on well with others of all ages. They provide very good opportunities for older pupils to mix company with younger ones through, for example, shared reading, joint class projects, playground squad responsibilities and extra-curricular activities. Educational visits, which include a residential stay for Year 6, successfully enable pupils to make social contact with the wider community. The school has also established mutually beneficial links with elderly residents in the locality whom pupils entertain from time to time. These experiences broaden their perspective on life. School productions, sports team activities and assemblies suitably provide corporate experiences. Staff seek pupils' opinions about the school in discussion times and give them an occasional say in school improvement. For example, pupils have recently come up with ideas for developing the school's grounds by providing picnic tables, a pond and a sensory garden.
43. The provision for promoting pupils' cultural development is good overall. It has many strengths but one weakness in relation to preparing pupils for life in multi-ethnic Britain. Pupils are taught very effectively about their own cultural heritage through, for example, history, geography, art, dance and music. Extra-curricular activities such as choir, sports clubs, recorders and the arts and crafts club also contribute well. The school makes very good use of the performing arts development service for themed days based on the Tudors, Victorians and World War II and for live music in school. A rock band, string quartet and woodwind group, for example, have performed for pupils of all ages. Pupils also learn very effectively about Ancient Greek and Egyptian cultures.
44. The school acknowledges the lack of ethnic diversity in the Barnsley region in its equal opportunities policy and takes care to ensure that different cultures are represented positively in literature and other resources. However, it insufficiently uses displays around the school to represent the wider community just beyond Barnsley. Pupils learn a little about other world faiths in addition to Christianity and they celebrate different cultural traditions such as the Chinese New Year. Year 4 pupils have visited a mosque and Asian stores in Bradford and undertaken Indian dance in

physical education but the school in general does not draw sufficiently from the wider community in this respect.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school takes very good care of its pupils. Staff work very hard to help each of them achieve success and realise their value. Key to this is the school's emphasis on creating the most favourable environment for learning. Staff are very good at bringing out the best in pupils through dealing with their needs and sensitivities effectively, and boosting their morale. This gives the pupils confidence as learners. Teachers are good, particularly in the juniors, at assessing what pupils can do and using this information to help them take the next steps in learning. They also know the pupils well in respect of their personal and social development as seen in each child's detailed end-of-year report to parents.
46. In the nursery and reception classes very good arrangements are made on induction to ensure that the children quickly settle into school life. Teachers and their assistants are very good at spotting pupils' anxieties and offering suitable reassurance, help and encouragement. This successfully enables them to concentrate on their learning.
47. The assessment of pupils with special educational needs is very good. As soon as a pupil is identified as having difficulties, strategies are put in place to deal with the problem. Detailed individual programmes are written and progress towards the targets is assessed and recorded regularly, with new targets set appropriately.
48. Staff place a suitably high emphasis on promoting pupils' welfare, health and safety. Child protection issues are taken very seriously and dealt with appropriately, for example, by involving outside agencies. Staff are suitably trained in first aid and are identified around the school. Due attention is paid to health and safety.
49. The school promotes regular and punctual attendance well by closely checking the registers each week. Concerns are followed up effectively and those with best attendance are rewarded. Parents are suitably contacted if they fail to give explanations for their child's absence. The detriment to their child's learning caused by taking family holidays in term time is well explained to them. Parents receive a very detailed day-by-day analysis of their child's attendance and punctuality over the year in their annual written reports. The education welfare officer, who visits the school weekly, is appropriately involved with a very small number of families whose children have the poorest attendance. Classes with the highest attendance and individuals with full annual or near perfect termly attendance receive suitable recognition.
50. All staff actively encourage behaviour of the highest possible standard. The ways in which they achieve this and eliminate any oppression, racism or bullying are excellent. Fairness, consistency and the superbly supportive climate within which every child is valued and made to feel special are at the heart of this success. The range of rewards is extensive and immensely encouraging because every child can achieve recognition for their efforts and their qualities. The rewards are not over-used and are much sought after and meaningful to the pupils who proudly receive them. The school has suitable strategies, such as behaviour charts, to help those who find it hardest to meet the very high expectations of the staff in this regard. Loss of a few minutes of golden time, when pupils engage in chosen enjoyable activities at the end of each week, is used very effectively to chastise pupils who misbehave. Parents are

suitably involved for more serious incidents such as bullying, which are always logged.

51. Staff, including the mid-day supervisors, have attended suitable training in managing pupils' behaviour in a positive way which helps them to be firm but fair. The headteacher and other senior teachers dine with the pupils at lunchtime, which helps to maintain the same behavioural standards then as at other times of the school day. The mid-day supervisors each take responsibility for one class of pupils, which strengthens relationships. They are actively encouraged to use the reward system by recommending pupils for special mentions and this emphasises the importance of their valuable role.
52. Procedures for monitoring pupils' academic performance are good. Teachers keep comprehensive records of pupils' attainment in English, mathematics, science and ICT but there is no formal approach to recording progress in other subjects. The national tests are completed in accord with statutory requirements and results are analysed and collated and an ongoing record of performance over time has been produced. Comparisons are made with the national performance and that of similar schools, and information is used to set challenging targets and support the raising of standards. The school also makes effective use of analyses of pupils' performance in a range of tests to monitor progress throughout each year. The information is used to identify individual pupils' needs in order to plan appropriate intervention and support. Class teachers collate the information and carry out regular assessments in order to monitor pupils' progress within the year, but the information is not as yet collated into a whole-school system to record pupils' attainments and set targets for future learning. This aspect of assessment is in hand and currently the staff are putting information about pupils' achievements into a computer database. Once a year all the work completed by each pupil in a particular week is collected and inserted into an assessment book. This gives the school a good picture of the progress made in each year group but individual pieces of work are not yet marked to show what National Curriculum level has been achieved.
53. Teachers' planning is clearly linked to assessment information and tasks are well matched to the needs of pupils, with support staff being used very well in order that planned intervention is effective, although work for higher attainers is sometimes not demanding enough. Clear guidance is given to teachers on the monitoring of pupils' performance and the use of assessment. This is reflected in the teachers' effective use of learning objectives and targets for lessons, which are conveyed to pupils. The use of assessment in lessons is very positively applied, with teachers making good use of comments and questions to develop pupils' learning. The marking policy is well implemented and consequently pupils' work is neat and well presented. The school is at an early stage in pupils assessing their own performance in relation to the objectives of lessons. Pupils are rewarded for outstanding effort, good work or progress by the awarding of stickers and achievement certificates.
54. The assessment of children's work in the nursery and reception classes is equally well undertaken. Teachers keep comprehensive and useful records and these are used to plan new work. The school has yet to make more informed judgements about how the year groups are performing, but this is in hand. Children are encouraged to evaluate their own work, but this is an aspect of assessment that is relatively undeveloped.
55. Parents receive annual reports that give details of the work covered by pupils, the progress they make and their strengths, and include targets for future learning. There

are effective arrangements for discussing pupils' progress with parents at two evenings in the year and parents can also make an appointment to hold further discussions as desired.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school and parents enjoy an excellent partnership. This benefits children's learning greatly and helps to raise standards by improving their motivation and enriching the curriculum. Staff provide a wealth of information for parents that suitably explains how their children are getting on and how they can help them to develop further. They are extremely successful at encouraging families to share in the learning process because of the deep trust established within the whole school community. In return, parents have a very high opinion of the school, as demonstrated in the questionnaires and the comments made at the pre-inspection meeting, and are keen to learn more about how and what their children are taught and how they might help at home or in school.
57. Parents and carers receive a warm welcome in school and they appreciate the ease with which they are able to approach the staff when they have questions or concerns. They liken the school to one big happy family. They are especially pleased about the headteacher's management of recent developments about learning and her encouragement for parents to play a part in this.
58. Large numbers of parents and carers in the infants and nursery work with their children for a short period each morning just before the start of school. This successfully enables them to find out more about what their children can do and the types of activities that help them to make progress.
59. The school has successfully embraced several local and national initiatives to get parents more closely involved and better informed. Working in association with Barnsley College, for example, the school is offering family learning to Year 1 parents in literacy, numeracy and the use of computers. At the time of the inspection an impressive number of parents and grandparents, representing almost half of the year group, were attending weekly numeracy sessions. They were taking great pleasure from observing lessons and joining in mathematical activities whilst their toddlers were provided with crèche facilities. Nursery parents have responded equally well to encouragement to learn about the curriculum for pre-school children through the Right Start initiative.
60. The school also caters extremely well for parents who are unable to get into school because of other commitments during the day. It provides an excellent range of written information and evening meetings. Information about the curriculum for children in the nursery and reception classes, and the governors' annual reports, are particular strengths. Also noteworthy is the information for parents in every year group, including the nursery, about the focus of lessons each term and how they can help at home. Homework is very well structured so that parents can get suitably involved and can communicate with teachers through reading diaries. Curriculum evenings, such as the most recent one focused upon learning, and the governors' annual meeting, are much better attended than is commonly the case. This is because staff ensure that such evenings are worthwhile for parents.
61. Parents discuss their child's academic progress and other achievements at twice-yearly formal consultations with class teachers. These meetings are used successfully to explain the next steps their child needs to make for development and

ways to assist. Annual written reports on pupils' progress are also of very good quality. Parents are told how well their child is doing in relation to the national average. They are informed about their child's personal qualities and achievements, such as special mentions and certificates, as well as particular strengths, weaknesses and targets in English, mathematics and science.

62. Parents are informed as soon as a pupil is identified as needing extra help; they receive a copy of any arrangements the school has put in place and are invited to attend the annual review meetings. Parents are often involved in helping the pupils at home and this contributes to the very good progress they make.
63. A large number of parents and other adults assist in school, on educational visits and with the 'Friends of Wellgate' association. These volunteers are much appreciated by the staff and enable the school to provide a richer range of activities than would otherwise be possible.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. Leadership in the school is very good. Since the school opened in 1999 the headteacher has led in an excellent fashion and has been very well supported by a vigorous deputy headteacher, senior management team and governing body. As a result of the vision promoted by the headteacher, the school has a most successful ethos in which the potential of pupils and adults is recognised and developed. The school's distinctive characteristic, in this respect, is recognised by parents who report that their children are confident, positive and enthusiastic learners. The schools' special flavour is the result of the staff having undertaken a long-term study into the best conditions for learning to flourish. A great deal of practical work has been accomplished in making the school building, in general, and classrooms in particular positive places in which to learn. The organisation of resources and display of children's work is outstanding, as is the visual recognition of personal success in terms of photographs and achievement certificates. Children find the school a special place in which to learn; their excellent attitudes and behaviour demonstrate this. All this has been achieved in just over two years.
65. The governing body plays its part extremely well. Governors are very well informed about issues, as they arise, and are, as individuals, committed, loyal and interested in helping to improve the school. They are well led by a knowledgeable and involved chair and this has a positive effect on the way the school is managed. They all know the school's strengths and weaknesses very well and take prompt and appropriate action. They have made sure that the school is very well staffed and that the effect of this is well considered by the whole governing body.
66. The positive climate in the school is expressed powerfully in assemblies and collective worship. These are very special occasions in which children and adults share ideas and sing together in a way that lifts the spirits. The headteacher's assembly, for example, on a Monday sets the tone wonderfully for the week.
67. The school has made some significant strides since it opened. This is recognised by parents who speak very highly of the information they receive about their children's progress. Moreover, they particularly like being invited to evenings to discuss school policy on matters like learning. The Family Learning initiative, which regularly brings large numbers of parents into school during lesson time, is also much praised. This high quality involvement between home and school, coupled with a helpful programme of homework, has a very good effect on pupils' achievement in literacy

and numeracy. The National Strategies for Literacy and Numeracy have been introduced well into the school and are having a positive effect in the raising of standards.

68. The deputy headteacher and the other senior managers add an extra sense of rigour to the way that the school is managed. For example, the provision for pupils with special educational needs is managed and co-ordinated very well and is part of a strong emphasis on including pupils fully in school life. There is a team of very knowledgeable, well trained and expert support assistants who work extremely well with pupils both in the classroom and when they are withdrawn for individual programmes. The resources are good, well organised and easily accessible. All these contribute to the high achievement made. Since 1999 many teachers have become curriculum co-ordinators and developed their subjects from scratch. The emphasis, quite rightly, has been to make sure that the core subjects of English, mathematics and science were properly established as soon as possible and then to plan for the development of the other subjects in a phased way, over a longer period. This is all well described in the school's development plan. Work in the core subjects has been very well managed, but the school recognises, correctly, that there is still more work to accomplish in infant science. Any gaps in provision exist mainly in subjects which are only just becoming the focus of attention, like religious education and geography, for example, or in ICT where the use of the new computers is too early to have had a significant effect on standards.
69. Leadership and management for children of nursery and reception age are very good. The recent national recommendations for children of this age have been implemented very well. This has meant that children are working towards some ambitious goals in their learning by being taught through a well-planned combination of direct teaching and educational play. The school is aware of this occasional slight imbalance in provision and is taking action.
70. The ambitious targets for the present Year 6 pupils, that would bring them in line, at least, with the national expectations are already being met and are on course to be exceeded. There has also been a steady rise in the standards of seven year olds, except in science where pupils do not spend enough time on the subject to learn the factual knowledge required. The emphasis has been in favour of tackling some deficits in reading and writing, and science has suffered from a lack of priority.
71. The school is an inclusive establishment and this is recognised well by parents of children with special educational needs, for example. There is no significant difference in the attainment of girls and boys and they are both treated in a positive way within the school's policy for learning. The needs of the talented and gifted pupils are also treated seriously. The highly academic pupils are expected to progress as far as they can. Those with a gift for ICT are well catered for now that the computer facilities have been finished. The school caters very well for pupils with musical and artistic qualities. Those with a talent for music, for example, can belong to the choir and orchestra and receive some expert advice and coaching. Pupils with a talent for sport have a variety of activities to choose from including mini-rugby taught by a teacher with specialist skills. The art club helps pupils with a special interest produce work of a very high standard.
72. The headteacher and other senior managers have conducted most of the monitoring of teaching although core subject co-ordinators have begun to see teaching as well. Staff find the process helpful and make good use of the comments made. The evaluation of teaching and learning is well linked to the school's policy and the general

outcomes are discussed by the staff to improve how children learn. The school has not, as yet, developed this successful monitoring into a systematic pattern of events across the year that involves all co-ordinators. The headteacher and co-ordinators recognise, correctly, that this is the next step.

73. There are comprehensive arrangements for the school to implement the national requirements for performance management for teaching staff. Moreover, there is a well-considered performance management scheme for support staff. Staff development is managed in a systematic fashion from the moment that staff join the school when they are very well introduced to the school's expectations and ways of working. Staff are given opportunities that are well linked to their needs and the value of these training events is evident in the school's work, for example in the teaching of literacy and numeracy. The school's development plan contains good detail about what needs to be done. The headteacher and the governors are closely involved in the plan's production and have linked its implementation well to the school's budget. This clear understanding of what the school is good at and what it needs to do to improve is a strong feature of the school's management. Administrative staff who are very efficient ably support them in this. The school is not knocked off course by bureaucratic demands from its local education authority or the government. All paperwork is dealt with in a calm and efficient fashion. The budget is very well managed by the governors, the headteacher and the secretary. The school always makes sure that money is spent wisely by always researching how to spend it and choosing the goods and services that represent the best value for the school. This is reflected in the very good resources for learning and in the accommodation, which is very well cleaned, maintained and appointed. Any budget surplus is well accounted for. This relatively new school has clear plans for future spending based on a detailed plan of action.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve standards further, the governors, headteacher and staff with support from the local education authority should:

1. Improve the standards, throughout the school, in ICT by:
 - developing teachers' skills and confidence even further through training;
 - making sure that the curriculum for ICT is broadened to include control technology, sensing the environment and musical composition; and
 - teaching ICT in as many subjects as possible.

(Paragraphs 5, 27, 68, 101, 108, 119, 123, 128, 129, 132, 141, 150)
2. Improve standards, throughout the school, in religious education by:
 - producing a school scheme of work to teach fully the locally agreed syllabus; and
 - ensuring that pupils' knowledge, understanding and skills are developed systematically and assessed regularly.

(Paragraphs 3, 5, 23, 27, 68, 146)
3. Ensure that pupils achieve more in science and geography by the end of Year 2 by:
 - increasing the time allowed for both subjects; and
 - making sure that higher attaining pupils, in particular, receive suitably challenging work.

(Paragraphs 5, 21, 27, 28, 68, 70, 104, 106, 120)

A minor issue for improvement identified during the inspection was:

- Pupils' cultural development for life in a multi-cultural society.
- (Paragraphs 43, 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	29	27	23	0	0	0
Percentage	7	34	32	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	379
Number of full-time pupils known to be eligible for free school meals	N/A	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	34

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	14
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	27
	Girls	22	22	24
	Total	45	46	51
Percentage of pupils at NC level 2 or above	School	82 (88)	84 (85)	93 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	24
	Girls	23	23	23
	Total	47	49	47
Percentage of pupils at NC level 2 or above	School	85 (88)	89 (92)	85 (90)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	34	27	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	28
	Girls	21	20	25
	Total	40	42	53
Percentage of pupils at NC level 4 or above	School	66 (54)	69 (62)	87 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	22	27
	Girls	22	21	26
	Total	41	43	53
Percentage of pupils at NC level 4 or above	School	68 (59)	72 (70)	88 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	336
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.2
Average class size	27.2

Education support staff: YR– Y6

Total number of education support staff	13
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/1
	£
Total income	698421
Total expenditure	679481
Expenditure per pupil	1708
Balance brought forward from previous year	14157
Balance carried forward to next year	33097

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
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	402
Number of questionnaires returned	132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	20	2	0	0
My child is making good progress in school.	71	27	2	1	0
Behaviour in the school is good.	64	33	3	0	0
My child gets the right amount of work to do at home.	49	40	10	1	0
The teaching is good.	76	23	0	0	1
I am kept well informed about how my child is getting on.	52	34	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	77	16	8	0	0
The school expects my child to work hard and achieve his or her best.	82	17	1	0	0
The school works closely with parents.	53	35	8	1	2
The school is well led and managed.	77	20	2	0	2
The school is helping my child become mature and responsible.	73	23	2	0	2
The school provides an interesting range of activities outside lessons.	55	26	7	1	6

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

75. Most, but not all, children start school in the nursery class. This is a popular nursery with a waiting list. Consequently, most children spend only two terms before they transfer to their reception class. This means that one child might spend a total of three terms in the Foundation Stage (nursery and reception) while another could spend five. This would account for the different levels in achievement by the end of the reception year. On entry to the nursery the children's levels of attainment are average, on balance, but staff have identified a trend, in their initial assessments, for some children to have a weaker than expected knowledge of numbers and writing. Despite the different amount of time spent in these classes, children reach, on balance, standards in line with expectations and achieve soundly by the end of the reception year. In physical development and personal, social and emotional development the children make much quicker progress and are on course to exceed the recommended levels. The September intake of children in the reception year is already on course to go beyond the recommended levels, in all areas of learning. This represents good achievement for these children.
76. A pattern exists in the quality of teaching and the achievements made by children. Good teaching generally produces good achievement for the oldest children, but depending on the amount of time children spend in school they might only achieve satisfactorily by the end of the reception year. The very good teaching that is present in physical development and personal, social and emotional development produces very good achievement for some, but good achievement for children overall.

Personal, social and emotional development

77. Most children are reasonably confident when they start school and quickly settle into the daily routines of the highly organised nursery. A strength of the nursery class is its organisation and routine, which give children a great sense of security and confidence to learn effectively. The very good teaching that is present, in both the nursery and the reception class, helps children to succeed and feel positive about their learning and this is reflected in the very good and occasionally excellent attitudes that they show in class. At its best the older reception children, for example, are very well adjusted socially when learning together as a class, wait their turn politely and co-operate willingly with others in play situations. All children are greatly encouraged in this kind of behaviour by the variety of methods used by teachers, in keeping with the school's policy for teaching and learning, which promote high self-esteem – for example, Star of the Day or a mention on the Tree of Kindness. Most children in the reception classes are already on course to go beyond the expected levels by the end of the year.

Communication, language and literacy

78. Work in this aspect of children's learning is incorporated in each lesson every day. It is very common for children to be learning well when discussing the results of an X-ray at the Mapplewell Vet Surgery in their class, enjoying looking at pictures of Inuit ice houses and trying to read the captions below or making notes while looking out of the classroom window for signs of winter. They have very good attitudes to their work

due to the very good support that they receive from teachers and classroom assistants. Most children, as a result of the good teaching they receive, are on course to reach the goals, set nationally, and some will exceed them.

79. The effective teaching methods employed demonstrate the importance that the school places on speaking and listening as a means of communication in their own right and for eventual proficiency in reading and writing. Most children are confident to speak out in front of the class. Those that are not are well supported and prompted by classroom assistants. For example, in a mathematics lesson in the reception class for older children, they spoke readily about smallest and largest numbers, or when being winter detectives they were able to talk confidently about the fact that some trees lose their leaves and some animals have a hard job to survive. There are shades of difference between the nursery and reception classes. Children in the nursery grow in confidence in the class sessions; for example they squealed with delight over a pop-up number game and offered guesses without hesitation. However, there are occasions when the highly organised teaching leaves too little time for developing a conversation with a small group or an individual child.
80. The good or successful teaching of reading and writing is based firmly on those methods advocated in the National Literacy Strategy. Teaching is well versed in such methods and children make good progress in lessons. Children's reading of single words and their ability to say sounds that go to make up words is developed well by the use of books with interesting text and appealing pictures. The book about the seasons and what happens to animals in winter, for example, fascinated the older children. All children, including those who find learning difficult, make good progress in learning their letter sounds. High attaining children can build up compound words like 'raindrops' while children with special educational needs, for example, have great success in reading and writing a range of simple words that begin with 'w'. Higher attaining children are readily writing legible sentences. One child wrote, "I saw a puddle, raindrops and a bird", after looking out of the window, while another wrote, with some understanding while looking at a candle burning, "When I talk I blow the flame". Even the lowest attainers write strings of letters that represent their story or list of items. Children's enthusiasm for writing and reading is widespread. They pay very close attention to what adults are saying and enjoy the process of getting things down on paper. The slight restrictions in speaking and listening in the nursery class have repercussions with children's attempts to write letters that represent their ideas. Thus achievement in this respect is not always as good as it could be in the nursery class.

Mathematical development

81. Children are learning well in this aspect of their development; the majority are on course to reach national expectations by the end of their reception year. The older children achieve very well and some higher attainers are likely to go well beyond those expectations because they can already, for example, work out the number combinations that add up to 10. Moreover, they can record their ideas as mathematical sentences. The teaching is good and sometimes very good. It is making a strong impact on children's learning, particularly since learning is such fun; lessons are well linked to games, rhymes and stories, for example. Counting and discussion about numbers are daily features, with many older children already being able to count to 50 and backwards from 20. Children with special educational needs get caught up in these class activities and learn well by being carried along with the flow, but are also very well supported by classroom support assistants who encourage them to speak up in class with their answers. Strengths of the teaching in

the nursery and reception classes are the ways in which staff talk to children about numbers, use exciting resources to reinforce ideas, set demanding but realistic activities and make good, well-founded assessments on children's work. Children respond in a very positive fashion. For example, in one reception class very sensitive teaching managed to correct the reversal in children's numbers without causing a loss of interest or the momentum of the lesson. Children were very keen to correct their own errors and get on with the job. The way that children's learning is developed throughout the many well-planned activities is a strong feature of the provision in this area of learning. The teacher and the classroom support assistants use every opportunity to promote the use of mathematical language in a wide variety of contexts. Words to describe measurement were well used, for example, when a bridge was made for Percy and his friends. When children are baking in the nursery class they are involved in counting spoonfuls of mixture. Children also enjoyed making a family tree to show members of their family and when they were born. The good teaching capitalises on the rich mathematical possibilities with this sort of activity. Teaching also uses computers well to assist in the development of mathematical ideas.

Knowledge and understanding of the world

82. The children enjoy learning about the world around them. They learn well in this area of their development as a result of good teaching. Most children are on course to attain the expected level in their learning by the end of their reception year. Older children achieve particularly well and they are likely to exceed those expectations. The sound achievement, overall, results from teaching that concentrates well on first-hand experiences that give plenty of opportunity for focused discussion. This is particularly true in the reception classes. Some higher attaining older children already have a good idea about investigations and problem solving. In one lesson, they enjoyed being asked to test the water resistance of various materials so that the teacher's rabbit would not get so wet from rain at the front of its hutch. Furthermore, one child likened, while observing a candle's flame, the molten wax to the smooth surface of a mirror. Children learn to use technology well. On one occasion, they successfully designing a mask on the computer screen by superimposing beards and glasses, for example, on top of a scanned photograph of themselves. They subsequently made the mask out of card to match their original design.
83. A lot of learning about the world around them is accomplished in well-planned educational play to which children respond very keenly. For example, children in the nursery class learned to wash toys and dolls in soapy water after choosing between washing up liquid and bath salts. Older children, in the reception classes, play in a nocturnal animal den. They look after soft toys of the nocturnal animals thereby reinforcing and extending their knowledge about these creatures.

Physical development

84. The children are likely to exceed the goals set for the end of their year in reception. They have ample chances to exercise fully in the school hall when dancing, developing their skills of balance or throwing. Consequently, most children in the classes are meeting the goals for the end of the year already. This is because they get off to such a good start in the nursery class and continue the momentum of this achievement throughout their time in the Foundation Stage. They thoroughly enjoy their work and are very enthusiastic in all lessons. The nursery programme to develop children's physical faculties is detailed and extensive. There are very many interesting small games laid out for children to play with that are intended, among other things, to help them refine their manipulative skills. They also get ample

chances to ride on bikes and climb on apparatus. Children in the reception classes can also continue to use the well-equipped area outside the nursery for physical development. This not only helps them physically but also stimulates their imaginations when riding on bikes and trikes around imaginary landscapes. Teaching is very good on balance because teachers work so productively to provide experiences for children to develop physical skills. The teaching provides plenty of opportunities for the children to develop good control over pencils, crayons, paintbrushes and other tools. Children, for example, have good control when writing, drawing and making models.

Creative development

85. The quality of teaching in this area of learning is good and the children are on course to achieve the targets set for their attainment by the end of the reception year. This represents satisfactory achievement for many, but some older ones achieve well. Children can use a range of equipment to paint, draw and make collages, for example. Much of the children's artwork is based on stories and imaginative play. For example, children in one reception class drew colourful maps based on the story of *Rosie's Walk*. They also made intricate effective finger puppets out of paper, card, wool and bits of material. Children in the nursery class make good headway in learning to paint and produce some very accomplished pieces of work. However, they often spend too little time on experimenting on their own in favour of completing the teacher's task with a lot of adult support. The quality of the children's imaginative play is good and they achieve well. Beyond the vet's and the animals' den, they play in the music area, for example, and listen intently to music like *Peter and the Wolf*. This gives them a good chance to imagine the scene and talk about it to their friends. One child became quite animated while listening, with fingers stretched out like claws, and said in an ominous voice, "Listen, this is the bit where he comes to get you". Reception children join the rest of the infants in singing practices in the hall. The quality of this singing is superb and, on these occasions, they perform above expectations for their age.
86. Children are taught by two teachers in the reception classes and one in the nursery class. The quality of teaching is good on balance, with some very good teaching occurring, mainly in the reception class for older children. These arrangements ensure that the children get off to a good start in the school and achieve as well as they can given the staggered start that exists. The provision has many strengths. The unit is very well managed and the team of staff work well together. The school is aware of the slight differences in provision that exist between the nursery and reception classes and knows that this is an area for development.
87. The school provides a rich and interesting curriculum and staff regularly assess children's efforts well so that they know how to plan the next stages of the work. Teachers employ some methods to encourage children to talk about their work and how well they have done, but there is still more work to accomplish in this area of assessment. There is very good support for children with special educational needs, supplied by well-qualified support assistants. The staff keep many good individual records for children, but do not have a simple summary of how well children have achieved in the Foundation Stage overall to assist teachers in Year 1 and Year 2. The strength of the teaching is the way in which children are organised and motivated in activities that are full of fun. Parents are fully involved in their child's introduction to the school and as a result they settle in quickly. The provision of homework activities is extremely wide and much appreciated by parents. It helps children practise basic

skills to good effect. The school also provides excellent information for parents to keep them up to date with their children's attainments and achievements.

ENGLISH

88. The achievement of eleven year olds in English has improved steadily since 1999. Nonetheless, in 2000, the proportion of pupils reaching the national expectation was well below average. In 2001, although still overall well below average, the proportion of pupils reaching a typical level increased; the proportion reaching the higher level increased considerably, and matched the national average. This reflects the school's action in response to careful analysis of its strengths and areas for improvement. This has resulted in well-focused teaching, tailored effectively to pupils' needs, which has improved their skills at a rate greater than the national trend. Although pupils' attainment in the current Year 6 was below average when they joined the school in 1999, they are achieving very well and their attainment is now above average. The school has raised its already challenging targets for 2002 in the light of pupils' work over the last term. Already, indications strongly suggest that it will exceed them.
89. The achievement of seven year olds reflects the rising standards of the intake, with slight variations due to the individual strengths of particular pupils. Pupils achieve well. Assessments show that over the past two years attainment in reading has been about average. Writing has been below average but these skills take longer to develop. Pupils' achievements in reading and writing are currently above average.
90. Pupils' ability to speak with clarity and communicate unambiguously is good. They enjoy talking with each other, showing very good attitudes and behaving impeccably. They are drawn into successful discussion by teaching that is skilled in asking questions at different levels to suit pupils' stages of achievement. Pupils listen thoughtfully, whether to teachers or to each other, and because teachers always value what they have to say, they follow this good example in their own practice. Drama is very well used to support speaking and listening. In a group activity Year 2 pupils used a stage, curtains and costume to devise and perform role-plays based on their reading of *The Enormous Watermelon*. With no need of close supervision, they discussed ideas courteously together, reviewed lines constructively and performed confidently with clear sentences and a distinct regard for each other, insisting that each take a bow at the end. By Year 6 pupils engage confidently, but never arrogantly, in discussion. Their understanding of correct grammar is good because teachers usually highlight important language features well and encourage pupils to reuse them in their own conversation. Average and higher attainers extend their sentences well. In a discussion on the use of language by H.G.Wells' in *War of the Worlds*, they put forward their views on the structure of individual paragraphs, constructively and clearly sequencing their own sentences well to offer and justify their opinions. Whilst the lower attainers do not express themselves at such length, they nonetheless build up vocabulary well. In the same lesson, a pupil with special needs vividly explained the description of a 'pulsating alien: "it pumps and beats in its body".
91. Reading is given a very high profile throughout the school and this has a positive effect on pupils' achievements. Reading is taught well by the use of a variety of methods including an approach that focuses on the sounding out of parts within words. Moreover, pupils in Year 2 already know that such distinct components are called phonemes. There are regular guided reading sessions for all classes in addition to the literacy hour, where teachers listen to and talk with pupils in order to assess how well they are doing and how to challenge them further. Pupils who have

difficulty in learning to read have additional support regularly designed to help them catch up. They learn very well in these groups which are very effectively led by knowledgeable, well-trained and experienced classroom assistants. The majority of pupils read daily at home, usually with support from parents. All pupils talk with enthusiasm about their choice of books. For them, reading is a pleasure not a chore because of the good range of books made available to them. They frequently read aloud with expression. Older pupils confidently exchange views, sometimes, but not regularly, referring to the text to make a point. One Year 6 pupil, whose attainment is below average for the school, commented articulately on the risks of judging a book by its cover: "This isn't the kind of book I thought it would be; I thought it would be an adventure. But it's alright. The characters are fairly interesting." By the age of seven pupils can identify the author and the publisher of a book and use an index, but are not confident in using the library. By the end of Year 6 most pupils can use the school library system confidently and are able to locate the information they need when conducting research.

92. The school has placed particular emphasis on the development of writing over recent months because analysis has shown this to be less developed than the other skills. Focused work on handwriting, spelling and punctuation means that pupils' developing thoughts and imagery now find better expression on the page. Pupils learn effectively the value of clear structure and presentation, in a variety of forms, to communicate their ideas to others. By Year 2, handwriting is fairly consistent in size, but only infrequently joined. Accounts of the Great Fire of London, for example, show ideas developed into a coherent sequence of sentences. Some good touches of vocabulary appear, as in the case of the maid who "clambered out of the window", although spellings are sometimes approximate as in 'thort' for 'thought'. By Year 6 pupils write competently in a wide variety of forms. Whether a newspaper report of a footballer's injury, or an imaginative story or poem, words are regularly well chosen. For example, in one Year 6 lesson, higher attainers used good vocabulary effectively, blending simple and complex sentences in gripping 'thriller' stories where "sparks and blades of light shone all over the cave". Average attainers did not vary their sentences as extensively, but linked them well in a progression towards a considered conclusion. A lower attainer showed very good imagery in reacting to an event in *Oliver Twist*. The pupils wrote, "When I read the extract I feel sad – like a blade has missed me by an inch or two". In poetry especially, pupils demonstrate a good appreciation of the power of words. One pupil wrote of a spider, "Marvellous and magical, bloodthirsty, creepy, lively and patient". Another built up to a powerful final image, "Death lives in a black, cold mine". Throughout the school, pupils' writing is celebrated in attractive wall displays which contribute strongly to pupils' pride in their work.
93. In all subjects, teachers stress the importance of literacy. Pupils recount historical events with attention to careful expression. Key scientific vocabulary is regularly emphasised. Pupils in authentic journalistic style report football and rugby matches. Sometimes, in mathematics and ICT for example, they need more help with vocabulary in order to express what they are thinking.
94. The teaching of English is never less than good, and it is very good in about half of the lessons throughout the school. Pupils work with interest and enthusiasm. Their very good, and often excellent, attitudes to work contribute very well to their success in learning. Teachers' planning interprets the National Literacy Strategy well according to pupils' needs. The support given to pupils with special educational needs is very good and enables them to achieve very well. The strength of teaching is in the way in which teachers see where pupils' strengths and weaknesses lie, then make sure that

they adjust their focus accordingly so pupils achieve as well as they can. The different language skills are effectively taught and reinforced regularly, so pupils' skills develop in a balanced way. Discussion forms a very important part of lessons, and questioning is very effective in drawing out or extending pupils' thoughts and ideas. Teachers' own use of language gives pupils a good model to follow. Teachers provide good opportunities for written work to be drafted and redrafted within lessons but there are sometimes too few opportunities for pupils to evaluate their own work and to think for themselves how to sharpen their expression. Occasionally, attention to pronunciation and spelling is not sufficiently systematic to deal with some persistent errors which spoil otherwise good work.

95. The subject is very well co-ordinated. Standards are rising and a good system of checking pupils' attainments and setting targets for further improvements is in place. ICT is used well to supplement the work in English. Programmes to develop spelling skills, for example, are becoming effectively used.

MATHEMATICS

96. Standards in mathematics have improved in the two years the school has been open. Between 2000 and 2001 there was a rise in standards for seven and eleven year olds. Standards have continued to improve in the juniors and the attainment of the current Year 6 is now above the national average. The attainment of pupils in Year 2 remains above average. Considering the average attainment on entry to the school in mathematical aspects, pupils make good progress in their learning as they move through the school and their achievement is good. Pupils with special educational needs are very well supported and make very good progress.
97. By the time they are seven, pupils use mathematical language well and recognise symbols for addition, subtraction, multiplication, and division. Pupils have good skills in number and their understanding of addition and subtraction is very secure. They know, for example, that addition can be done in any order but that subtraction cannot. Pupils confidently count on and backward using patterns such as odd and even numbers, tens, fives and hundreds. Most pupils double and halve single numbers and multiples of ten and have a good understanding of the 3, 4, 5 and 10 times tables. They can read a simple scale to measure temperature using a range of thermometers. For example, in a lesson with Year 2 pupils the teacher ensured that the skills of measurement were well achieved. A range of interesting activities was organised including measuring the temperature outside as well as that of pupils, ice water and boiling water. The lesson successfully developed and sustained pupils' enthusiasm and eagerness, resulting in virtually the whole class completing the tasks successfully. Pupils' cover, in a well-planned way, a wide range of mathematical topics including the handling of data to produce graphs, the attributes of shapes, money and measure.
98. By the age of eleven almost all pupils have good number skills and well-developed strategies for calculating, which they apply to mental activities enthusiastically. They can order four-digit numbers, multiply and divide by two, three and four digits and are developing good skills using decimals and fractions. Pupils apply their knowledge of decimals and percentages to real-life situations well. They solve algebraic equations and multiply and divide fractions with confidence. They know the names and properties of two- and three-dimensional shapes. Pupils present information using a range of graphs but insufficient use is made of ICT to aid the presentation. Younger pupils in Years 3 and 4 have good number skills. For example, in a very lively lesson with Year 4 pupils, the teacher's sharp, brisk questioning resulted in lively responses

from pupils which showed their ability to rapidly add two- and three-digit numbers to a multiple of ten in money. The challenge for higher achieving pupils was extended to include four-digit numbers, which they successfully accomplished. The pupils in Years 5 and 6 have very good attitudes to mathematics and showed a very good response to questions on positive and negative numbers in a lesson in which they were asked to work out the range between two readings on a thermometer. Both in lessons observed and in the work seen, pupils show a good understanding of the subject because of good teaching.

99. The quality of teaching and learning throughout the school is good with some excellent teaching of pupils in Year 4. The excellent lessons help pupils learn at a very quick pace and teachers' explanations are lively and clear, reflecting their first rate understanding of the subject. All teachers are implementing the numeracy strategy effectively. Teachers manage their classes very well but do this in a warm and friendly manner and a notable feature of the teaching is the very good relationships developed between teacher and pupil. As a result pupils have very good attitudes to the subject and are confident and prepared to attempt an answer, knowing that any incorrect answer will be dealt with in a kind and supportive manner and used to develop their understanding by the teacher. Lessons are very well planned and there is a strong emphasis on setting work at different levels for pupils of different needs. As a result pupils acquire new knowledge and skills at a good rate and consolidate these by completing relevant examples. Pupils are challenged by the well-planned activities and effective use is made of the support available in order to ensure that pupils have the appropriate range of learning opportunities. For example, in a lesson with Year 2 pupils, the teacher made good use of a large display board with numbers on it to develop the pupils' understanding of sequences in number. The teacher's effective support and questioning ensured that all pupils were fully involved and gave a high level of attention to the work. In a very lively and effective lesson with Year 4 pupils, involving the addition of three-digit numbers to a multiple of ten, a brisk pace was sustained throughout by the teacher's well-targeted questioning and high expectations, and the way that learning was fun. Pupils had excellent attitudes to the work and their learning was of a very high quality. Work in Year 5 and Year 6 classes is stimulating and very effective. For example, in a lesson about positive and negative numbers and the range between two temperatures on a thermometer, the teacher's lively explanation and the effective use of praise developed pupils' self-esteem very effectively. This resulted in pupils being very responsive and enthusiastic, working hard and quickly completing a line graph in order to answer questions. Their learning was very good and they showed good understanding of positive and negative numbers.
100. Pupils' attitudes to mathematics are very good. They work well individually and are eager to answer questions in oral and mental sessions. Pupils enjoy the challenge of mental arithmetic and in many lessons there is an air of excitement and a desire to be first when responding to questions. When called upon, they work well collaboratively and take turns. They take a pride in their work, which is generally presented neatly and produced at a good rate. They are polite in their behaviour with adults and readily take responsibility for handing out books and equipment when asked.
101. Pupils make satisfactory use of their numeracy skills across the curriculum, particularly in science. They use data from experiments to compile various tables and graphs both by hand and using the computer. However, ICT is not a strong feature of work in mathematics and is not used well to support pupils' learning.

102. The subject is well managed by an efficient co-ordinator. The monitoring of lesson planning, scrutiny of pupils' work and observation of teaching have given a clear view of the strengths and weaknesses in the subject. An action plan has been drawn up which feeds into the school development plan and a range of training has taken place. Assessment is well organised and the data it provides is analysed carefully in order to set targets at the start of the year for each pupil and class. Regular assessments are used to track the progress made by pupils and any underachievement noted and appropriate intervention planned and carried out. Joint lesson planning for the parallel classes is carried out in order to share ideas and expertise. These procedures have been successful in giving confidence to members of staff and have had very beneficial effects on teaching and learning.

SCIENCE

103. By the end of Year 6, standards are above the national average. The results of national tests in 2001 show that standards reached were above the national average with nearly half the pupils reaching the higher level. These results also show standards were above those in similar schools. Standards have improved each year since the school opened and pupils of all abilities are achieving very well. This is because, in the juniors, the standard of teaching is consistently very good with an emphasis on learning through investigating. Standards are not even higher because the very good teaching has not had long enough to have the required effect on pupils' learning. The behaviour and attitudes of the pupils are excellent; they behave maturely and responsibly and co-operate extremely well. There is a good quality scheme of work for teachers to follow that builds up the pupils' skills, knowledge and understanding year on year. The subject is very competently led and managed; pupils' work is monitored and test results are analysed to find out where there are weaknesses and action is taken to address them. For example, as a result of the 2000 test results, the school targeted an improvement in the number of pupils reaching the higher levels in Year 6. This was achieved in 2001. Assessment is thorough and is carried out consistently, and the results are used in the planning of future work. The progress of individual pupils is tracked as they move through school to ensure they are achieving as they should. There are good quality resources, effectively used.
104. By the end of Year 2 standards are at the national average with most pupils reaching the expected level. The standards have improved each year. However, pupils could do better, particularly those who are capable of higher attainment. Suitable work is not planned for these pupils, not enough is expected of them and consequently they are underachieving. In Year 2 the time allocated to science, 30 minutes a week during the spring term, is too short. Although pupils behave well and work hard as they complete investigations, there is too little time to draw conclusions properly and they do not learn how to record results in tables and charts well enough.
105. The achievement of pupils with special educational needs is very good in the juniors. In the infants pupils could achieve better results if were given more time to develop their work. Most are able to successfully complete the same work as the rest of their class because they are helped by expert learning support assistants and teachers provide aids such as lists of key words to help. If necessary suitably adapted work is planned for them at an appropriate level of difficulty so they can learn.
106. Teaching and learning in the infants are satisfactory overall. Class management is good, as are relationships between adults and pupils and between pupils. These lead to high standards of behaviour and a pleasant working atmosphere in the classrooms

where pupils concentrate and try hard. Within the mixed ability classes, lessons are generally aimed at the average pupils and so are not well matched to the needs of the higher achievers in the class. For example, pupils in Year 2 brought in bags of materials they had collected from home and were able to sort these according to whether they could be squashed, stretched, twisted or bent. All pupils completed the same activity and lack of time resulted in no formal recording of results. Questioning is well used by teachers to ensure pupils are thinking about what they are doing and to encourage them to express their ideas. Pupils' contributions are always valued and this is helping them to become confident learners.

107. Teaching and learning in the juniors are consistently very good; some are excellent. Class management is excellent as are relationships between adults and pupils and between pupils, resulting in very high standards of behaviour. Pupils collaborate well in pairs and groups and discuss their findings maturely to reach joint conclusions. Teachers have a good knowledge of the subject and high expectations of the pupils, and plan tasks that are challenging for pupils of all abilities. For example, pupils in Year 6 investigated whether solids dissolve in liquids other than water. All completed the investigations carefully and reached appropriate conclusions, using the words 'soluble', 'insoluble' and 'dissolve' accurately. They learned what a 'suspension' was. Higher achieving pupils were able to make predictions based on scientific knowledge and understanding, say why it was a fair test and draw conclusions. Lower achieving pupils and pupils with special educational needs completed the work successfully, discussing their ideas with help from a learning support assistant. Pupils work very hard, concentrating well throughout the lessons. Teachers use questioning very well to draw out pupils' ideas and conclusions. Pupils think about their answers, using scientific vocabulary correctly and naturally. For example, in a Year 4 class pupils investigated how the shape of liquids and solids changed. They poured water into a Petri dish and observed that, "It looks like it has a skin round it". Higher achieving pupils responded to harder questions, for example, "What happens when liquid is poured from one container to another?" They replied, "It takes the shape of the container". They observed carefully the shape of the water at the edge of the container and learned what a 'meniscus' was. Throughout Year 3 to Year 6 teachers are inspiring pupils with a curiosity and enthusiasm for science.
108. Homework is set throughout the school. This is completed carefully by most pupils and extends the work in the classroom well. ICT is used occasionally in science, for example when pupils in Year 4 record their results as graphs and tables. However, it is not used enough throughout the school.

ART AND DESIGN

109. By the time they are eleven, pupils' attainment is above that expected for their age. These pupils have achieved very well since they joined the school in 1999. Standards, at this stage in the school's development, are not higher still because there has not been time for the very good teaching to take full effect. Pupils' learning in art and design has been developed successfully by some very good teaching and the beneficial influence of the art club. Pupils reach satisfactory standards by the time they are seven and this represents sound achievement brought about by satisfactory teaching, on balance.
110. The very good teaching in the juniors has resulted in learning that represents a high degree of individual thought and creativity. From Year 3 to Year 6 pupils become engrossed in their work and have excellent attitudes to all that they do. Consequently, by the end of the juniors pupils have produced some stunning work in painting and

drawing. A selection of paintings in which pupils have emulated the brush strokes of Van Gogh and Monet show a joyful and elaborate use of paint to create a textured finish that is typical of the original work. Teaching that prizes a close study of the subject has sharpened pupils' powers of observation. Some drawing of lilies, for example, demonstrate the high level of this kind of work. By the end of Year 6 pupils are capable of great sensitivity as shown by their light touch in using pastels to depict Turner-esque battle scenes at sea. It is not only in technique that pupils excel. Eleven year olds, for example, showed great perception in lessons devoted to Picasso's *Weeping Woman*. The teachers' expert questioning carefully developed these perceptions. Beyond creating their own highly expressive faces, pupils' critical faculties were revealed when they spoke about the woman's face looking like a ripped up photograph or a broken mirror. One child said that, "The lines were all crooked because that was how she felt."

111. The very good achievement throughout the juniors is built up systematically in each year. The work in Year 3 which explores the ideas of Kandinsky and the special project in Year 4 devoted to comparing front doors in Bradford and Mapplewell and creating imaginative worlds behind them, show what a good start pupils make. In Year 5 pupils surge forward in their technical skills as shown by their close observational drawings of fruit and seeds.
112. By the time they are seven, pupils' satisfactory standards are represented by paintings of owls that demonstrate good colour mixing. There are also detailed drawings of the Great Fire of London, linked to a history project, and some very well-produced camouflage pictures showing, for example, a giraffe standing against an effectively printed background. While achievement in the infants is satisfactory, pupils make rapid progress in some Year 1 lessons where expert teaching creates enormous challenge using a rich array of resources. In one lesson pupils were making collages of a winter landscape. They gasped with delight when they opened the bag of different, well-chosen, white materials and produced work of a high quality as a result of this exciting stimulus. This very positive attitude shown by pupils is typical of that shown throughout the infants.
113. The differences in teaching and learning throughout the school are related directly to the teachers' knowledge of the subject and their capacity to generate enthusiasm and sustained application amongst their pupils. In almost all classes teachers do not find time to encourage pupils to evaluate their own work and talk about how it might have been improved. The school has already identified this as an area for development in pupils' learning.
114. The subject is well managed by a co-ordinator who has spent a great deal of time building up the school's resources for art to a high level of quality. Monitoring of work has been undertaken well to good effect. For example, the co-ordinator has remedied the lack of textile work by the introduction of some national guidance. The amount of time devoted to art activities in the infants and the lack of a coherent assessment strategy for the subject, in general, are relative weaknesses that are recognised by the school. This new school has begun its development in art and design very well and knows what needs to be done next.

DESIGN AND TECHNOLOGY

115. At the end of both Year 2 and Year 6, pupils' attainment is similar to that found in most schools. The co-ordinator has given good support to colleagues by devising a scheme of work, which makes good use of national advice. Consequently, pupils,

including those with special educational needs, achieve at a consistent pace because lessons are well planned to gradually increase the level of challenge and complexity in the activities. The co-ordinator rightly recognises the need to continue developing this aspect in order to improve the way in which pupils systematically acquire design, making and evaluation skills. The school also realises that providing short sessions for pupils often disrupts the flow of their learning and arrangements have been made for older pupils, particularly, to have significant blocks of time for work on designing and making. It is clear that the school is well placed to continue its progress in this subject.

116. Whilst some individual lessons are well taught, the quality of teaching and learning across the school is satisfactory. Teachers are well aware of the importance of preliminary design and pupils become adept at this. For example, pupils in Year 2 thought and planned carefully about the ingredients required for their 'giant jam teacakes', whilst in Year 5, pupils making a ceramic candle shade planned for both the design of the artefact and the needs of the user. Pupils are encouraged to perform evaluations of their work through discussion and, in some cases, by completing self-assessment questionnaires. This is an effective strategy but the evaluations are not sufficiently rigorous in encouraging pupils to seek ways in which their work could be improved next time, which inhibits the development of their ideas and skills. Also, there is no consistent method by which pupils record their designs and evaluations; this, allied to the lack of a reliable assessment process, limits pupils' achievement and teachers' awareness of the progress being made.
117. Teachers fully appreciate the practical nature of the subject and make good use of a wide range of materials; through the school, pupils have experience of rigid and flexible materials and food and fabric technology. Design and make activities result in some very well finished models, as when Year 4 pupils made pop-up books using a combination of simple mechanisms and pictures designed and printed using a computer program. The high quality of the finished products resulted from pupils having completed tasks in which they practised making the moving parts using paper mock-ups. This very effective process is not generally fully explored through the school, which limits the quality of the work and pupils' achievement. Lessons include suitable activities designed to help pupils appreciate the way in which artefacts can be assessed for their design properties. For example, a successful session, also in Year 4, provided pupils with the opportunity to consider purses and wallets as to their attractiveness and suitability for use, an effective preparation for making their own in the future.
118. Pupils' very good and often excellent behaviour and positive attitudes to their work mark all lessons. This is because of the school's emphasis on the importance of personal and social development, and forms a very secure base upon which lessons take place. A lesson for Year 2 pupils about making glove puppets involved five groups which tested suitable materials, made preliminary templates, practised sewing, modified designs produced for homework and made a puppet play. Despite the complex nature of the lesson, pupils' behaviour was exemplary; they were keen to learn and achieved well in all strands of the subject. They also demonstrated a developing ability to work independently and in groups, sharing ideas. The teacher made very effective use of support from two parents and a trainee teacher, who were well briefed to work appropriately with groups of pupils.
119. There are some opportunities for pupils to develop skills in computer-aided design, as when they produce pictures for their pop-up books, but opportunities are too limited for the full development of this aspect. Recording evaluations give pupils opportunities to practise literacy skills and the precise measuring

required for some modelling activities is a suitable way for them to reinforce mathematical knowledge.

GEOGRAPHY

120. Standards reached are typical of those expected of eleven year olds. Most pupils are achieving satisfactorily by the time they leave the school, especially as this is only their third year in school. However, throughout the school there is a lack of challenging work for higher achieving pupils and they are not achieving as well as they could. The teaching and learning are satisfactory overall but the time allocated to teach geography is low, especially in the infants, and restricts the curriculum offered. In Year 2 geography is taught in a block of time during the summer term only. This means there is a long period of time between lessons and pupils do not have the opportunity to practise and consolidate skills. A recent scheme of work usefully guides the teaching, but this is too new to have yet had an impact on standards and there are no standard assessment procedures in use to monitor pupils' progress. The co-ordinator has clear targets for development and an appropriate action plan, but this has not yet been implemented. Pupils with special educational needs make good progress because they work with learning support assistants, are able to discuss their ideas with them and get help with writing them down.
121. In Year 1 pupils walk around the area to study features of the local environment and are able to draw a simple map. In Year 2 they study rainforests, and are able to use maps and globes to locate these. They learn to use geographical vocabulary to describe rainforests and study the plants and animals that live there. They are starting to understand the threat to the rainforests and to the people who live in them.
122. In Year 3 pupils are able to answer questions, using atlases and reference books for research as they study the river Nile and its importance. By Year 6 they are able to use a wide variety of sources to research information independently; for example, they use the Internet, CD-ROMs, atlases, maps, reference books and encyclopaedias well. The good literacy and study skills that pupils in Year 6 have allow them make the most of the resources available and work independently as they research their water project. They describe the landscape in geographical terms, for example when they study erosion and deposition, and make good use of the local environment, as they visit the local reservoir and go 'pond dipping'.
123. Teaching and learning are satisfactory overall. Pupils enjoy geography lessons, are interested in using maps and atlases and work hard. Teachers plan thoroughly for the majority of pupils and have clear objectives for the lessons, but nothing is specifically planned for higher achieving pupils. Class management is very good, as are relationships between adults and pupils and between pupils. This results in high standards of behaviour and pupils who are confident and independent learners. For example, in a very good lesson in Year 4, when pupils investigated life in an Indian village, they acquired skills in geography and learned to work together co-operatively, to reach decisions as a group and make value judgements about village life. They had plenty of ideas and all got a chance to express them. Questioning by the teacher was excellent and as a result pupils' thinking skills were developed. The use of ICT is good in the upper juniors, but it is not used sufficiently well overall.

HISTORY

124. Pupils' attainment at the end of both Year 2 and Year 6 is in line with what would be expected in most schools. This results from a systematically planned curriculum

which includes effective lessons designed to develop progressively pupils' knowledge and skills. Teachers have good knowledge of the subject and, consequently, help pupils to achieve at a constant pace by focusing on essential learning. The subject is well led by an enthusiastic co-ordinator who, through analysis of teachers' planning, has a clear and appropriate view of how the subject should develop, which augurs well for its future progress. Transition meetings where teachers pass on information about pupils' attainment before they move to other classes help to ensure that lessons build on what pupils already understand.

125. Teachers make particularly good use of display; pictures, posters and artefacts are used to interest, motivate and challenge pupils. In Year 3 classes, displays around the topic of Ancient Egypt provide attractive and stimulating backgrounds to lessons, so that, pupils gain knowledge simply by looking, reading and touching, and also begin to appreciate how different sources of evidence can help us to understand about past times. Historical charts to show the order of events, intended to help pupils develop a sense of chronology, are also a feature of classroom displays but these alone are insufficient to raise awareness and, consequently, pupils in Year 6 are not sure about the order of the periods they have studied.
126. The quality of teaching and learning is satisfactory through the school, marked by the very sensitive management of pupils, resulting in very good and often excellent behaviour. The school's underlying emphasis on personal and social education has a significant impact on the atmosphere in classrooms and results in highly motivated and interested pupils. This was evident in a lesson for Year 5 pupils on World War II, playing the role of people of the time. They listened very seriously to a recording of a speech by Winston Churchill and discussed how they felt, demonstrating a real sense of empathy with a human condition. While many individual lessons like this are well taught, there is insufficient awareness across the school of the need to plan for pupils who are at different levels. The achievement of all pupils, including those with special educational needs, is satisfactory, though those who are capable of it, do not develop the higher levels of knowledge and understanding. Consequently, Year 6 pupils can recall periods of history they have studied and know about significant people, but their ability to discuss comparisons between such events as the Roman and Viking invasions is limited.
127. Work in the infant classes is usually well planned to provide pupils with an appreciation of past events and people; for example, work on the Great Fire of London involved Year 2 pupils in writing an account of events as if they had been there. Work on native Americans in Year 1, however, covered a time and place too far distant and did not provide very young pupils with meaningful knowledge.
128. The school makes good use of visits and visitors in helping history lessons to come alive. Year 6 pupils recall with enthusiasm the work they have done with the Performing Arts Development Service, which has clearly improved their knowledge of and sensitivity towards the lives of people from other times. Effective links are made with other subjects, particularly English, as pupils practise their literacy skills in writing historical accounts and reports, and geography when, for example, study of Ancient Egypt is combined with its modern geography. Some use is made of computer skills when the Internet and CD-ROMs are used to gain information but this aspect is not yet fully developed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

129. Standards in ICT are below average overall. Pupils' basic skills require further development; the main reason for this is that areas of the subject receive insufficient attention, primarily sensing the environment, musical composition and control technology, and, in addition, too few opportunities are taken to include the use of ICT in other subjects. However, the school has made very good improvement since it opened two years ago. A computer suite has been developed and computers provided in all classrooms. This has made it possible for more direct teaching of ICT and is having a positive effect on the development of pupils' basic skills throughout the school. A manager has been appointed to maintain the suite and provide technical guidance to teachers as well as working alongside teachers in lessons to support pupils. The benefit gained from this appointment is great.
130. The attainment of pupils aged seven is below that expected for their age overall but their progress in word processing is satisfactory. Pupils in Year 1 type in text using the shift key to move from lower to upper case and vary the size of the text when typing the alphabet. By the end of Year 2 most pupils can change both the case and font and print out work. Pupils have a basic familiarity with the hardware and the programs in use, have satisfactory control of the mouse and know basic keyboard functions. They can type a short series of instructions describing how to have a bath and create a Christmas card design. The standards attained by pupils in these aspects of the curriculum are around the average expected and show satisfactory achievement. However, work in control technology is less well developed and most pupils in Year 2 have a limited understanding of how to insert simple instructions into a simple robot in order to make it move.
131. By the end of Year 6 pupils attainment overall is below that expected for their age. However, throughout the junior department all pupils are making good progress, including those with special educational needs. Word processing skills are satisfactory; pupils can amend text and combine information from various sources. For example, pupils in Year 4 made good progress in the use of word processing and desktop publishing, having produced a piece of work on *Edric the Swallow Saver*. They used paragraphs, columns and pictures appropriately to make an attractive presentation in newspaper format. Pupils use the computer to collate data and produce graphs to show the results of experiments, for example, when measuring the pulse rate of a pupil. Year 5 pupils enjoy using a spreadsheet to enter data on food in order to create a graph, but, whilst they were able to load up the program and input data, they were not at a stage where they could use formulae to extend the work. Pupils in Year 6 link word-processed text with photographs produced by using a digital camera in a piece of work entitled 'All about me'. The text makes use of various types of print of various colours and sizes and indicates that progress made in this aspect of the curriculum is satisfactory. Year 5 and Year 6 pupils are making good progress in creating multi-media presentations using hyperlinks when designing basic web pages as a result of high quality teaching. For example, in an excellent lesson with Year 5/6 pupils, the teacher's good subject knowledge resulted in a clear and lively demonstration using the large screen, which enabled all pupils to successfully use hyper links to create a web page based on their topic of *Stig of the dump*. It is apparent that the benefits of the new computer suite are beginning to make a very positive impact on standards and that in the short time the suite has been available, progress has been good.
132. There are examples of the use of ICT in literacy, mathematics, art and history, but pupils are not using ICT widely enough across the curriculum. Pupils make appropriate use of the Internet and CD-ROMs to retrieve information linked to their

work in other subjects but generally the use of computers across the curriculum throughout the school is not well developed.

133. Pupils have very good attitudes to the subject. They listen attentively when being shown new techniques, respond to questions enthusiastically and move to their tasks speedily. A feature of the work is the manner in which pupils co-operate together in pairs. They take turns to operate the computer in a very amicable way and quietly discuss the work together in order to give each other support. They are well supported by teachers and class support assistants, which develops pupils confidence and results in them putting a high degree of effort into their work and tasks being carried out successfully.
134. The quality of teaching varies throughout the school as a consequence of the confidence and skills of individual teachers. Teaching is satisfactory in infant classes but stronger in junior classes where overall it is good, with some excellent teaching. All teachers make clear the lesson objectives to pupils and use well-directed questions to ensure that pupils understand what is expected of them prior to setting them to work. Teachers give pupils clear instructions and then allow them to practise what they have been shown but in some lessons the time allocated to this is sometimes limited. This uncomplicated approach is well suited to the way in which the pupils learn best. For example, in a Year 2 lesson, pupils were shown how to insert commands into a simple robot and then given the opportunity to program the turtle in order to make it move forward a certain distance and then make a complete or half turn. The effective use of class support enabled groups to be small and as a result pupils quickly learnt the importance of clearing the memory prior to inserting their instructions. The clarity and lively manner in which explanations were made and the effective use of the large screen and projector marked lessons in the junior department. Teachers use their knowledge of the different skills of pupils to vary the tasks and as a result pupils make good progress. The excellent teaching reflected the high level skills of the teacher when demonstrating the use of hyperlinks in web pages. In this lesson with Year 5 and Year 6 pupils the teacher made a very clear presentation and explained the task well. When set to work pupils were given a very high level of support by the teacher, which enabled them to make excellent progress. The lesson ended on a high note with effective use being made of the concluding plenary session to review the learning and to involve pupils in analysing what they had learnt.
135. The subject is well managed by the subject co-ordinator who has a clear view of the strengths and weaknesses in the subject and has drawn up a plan for action. The development of teachers' knowledge and skills has been the subject of useful training. Teachers are participating successfully in the New Opportunities Fund training.

MUSIC

136. The satisfactory standards reached by pupils at the age of eleven represent very good achievement in a relatively short time. Pupils' musical background was quite limited when the school opened in 1999 and their progress began slowly as there were very few instruments for them to use. Since then the work vigorously undertaken by the co-ordinator has enhanced the provision for music enormously. There is now a good range of instruments to use and this has had a direct benefit for pupils' learning and achievements. Equally good teaching that is largely undertaken by two staff, including the co-ordinator with specialist skills, brings about the very good achievements in the juniors. Consequently, the level of skill demonstrated by pupils in singing and playing

is high. Their application and attitudes, in the extremely dynamic lessons, are flawless.

137. The school's most significant achievement in music has been in the singing, which is of a very high standard throughout. For example, the choir of 80 pupils performed in front of the junior classes, singing a mixture of songs and hymns with such joy and self-belief that the room was filled with a spiritual quality that showed on the face of every participant. The singing, by both the choir and its soloists, was beautifully controlled, bright and clean sounding. This kind of atmosphere and achievement, inspired by the co-ordinator, is also present in whole-school assemblies when the infants are present.
138. So much work has gone into the development of music in the two years since the school opened that development in infant teaching and resources has been left for the next phase of improvement. Consequently, there is a difference between infant and junior achievement. The satisfactory attainment reached by seven year olds reflects the sound teaching; however, this is based on an out-dated scheme of work, which does not meet current requirements. There are insufficient musical instruments and music for children to listen to. Pupils' interest in lessons is good and they try very hard, but their enthusiasm wanes, understandably, in lessons that are not well equipped with resources for teaching and learning and this limits the progress made.
139. By the age of eleven, pupils are confident, owing to the specialist teaching they receive, in using the pentatonic scale, can sing a round while clapping a rhythm and can improvise on tuned and untuned instruments. This exemplifies the high achievement; however, pupils' singing sometimes lapses when they are playing as well and they are not yet confident enough to talk critically about their own learning. Teaching in one lesson, for Year 5 and Year 6 pupils, was explosively dynamic right from the beginning. Warm-up songs and an expert array of probing questions drove learning along at a fast pace. The praise and positive atmosphere in the lesson reflected the school's project on raising self-esteem and creating the most advantageous conditions for productive learning.
140. The satisfactory standards reached by seven year olds were typically demonstrated in the Year 2 lessons. Pupils acquired an adequate understanding of how tempo can create different moods and effects, but their achievements were restricted because the lessons lacked pace and variety. Not enough use was made of musical instruments, singing and recorded music for appreciation. Teachers' own knowledge of the subject is limited and the current scheme of work is not sufficiently detailed to guide lessons properly. The co-ordinator is well aware of these shortcomings in otherwise satisfactory lessons.
141. The co-ordinator, with the knowledgeable support of the deputy headteacher, has created a level of musical success in the school in two years that is quite remarkable. Not only is there a large choir that was highly commended in the Choir of the North Competition, but there is a sizeable orchestra that plays with confidence and skill. Parents are highly complimentary about the provision for music because they can see what fun their children have and how the learning, particularly in the juniors, has improved so rapidly. Computers are not used in music as tools for composition and this is acknowledged by the school as an area for development.

PHYSICAL EDUCATION

142. Pupils achieve well by Year 6 and on balance reach above average standards. This is a result of good teaching, a strong contributory factor being that many teachers in classes for older pupils are themselves actively engaged in competitive sports. In gymnastic exercises, pupils have a good level of refinement because they regularly discuss and evaluate skills and techniques. Teachers' probing questions and focused feedback to individuals sharpens pupils' awareness and leads them to think for themselves. In consequence, their own constructive criticism of classmates means that precision and fluency of movement develop well. The poise, quality of finish and even audience-awareness shown for example by one pupil was succinctly described by another, "Her slide was well controlled. It flowed." At their best, lessons enter a dimension that widens physical achievement to include emotional development of a high order. For example, in a dance lesson in Year 4, pupils worked excellently together spontaneously sharing and developing ideas when devising a dance inspired by a piece of Indian music. The final performances delicately captured the rhythm in movements very well choreographed, even to fingertips. In Year 5 all pupils attend lessons given by Leisure Services personnel at the local swimming pool. Most pupils meet the national expectations for distance and water safety and many go beyond them.
143. By Year 2 pupils achieve soundly. Their standards in games and gymnastics are broadly as expected for their age. They know how to exercise safely because teachers stress the importance of correct dress and of looking after their muscles during exercise. They make good use of available space, taking care to give each other room for movement. In games practice they dribble balls around hoops with satisfactory control. They repeat simple sequences well in floor exercises, and explore different ways of travelling with suitable variations in points of balance, speed and direction. Teaching is satisfactory and pupils learn an appropriate range of activities. Through effective questions, teachers draw attention to good practice, and discuss particular features with the classes so pupils can see what they need to do next to improve. This also helps to motivate pupils because teachers take care to identify and praise good points in everyone's work. In consequence, pupils have very positive attitudes towards learning. They take pleasure in the achievements of others as much as in their own. In one gymnastics lesson in Year 2, a pupil with special educational needs performed especially well. The whole class appreciated this achievement. It is in such ways that physical education supports very well the development of pupils' social skills. There is, however, too little emphasis given to pupils making evaluations for themselves. This means that they do not always think hard enough about refining their own skills so their co-ordination and control is not as well developed as it could be.
144. A good range of extra-curricular activities supports the pupils' learning well. The school fields boys, girls and mixed teams for older pupils in several sports, including football, netball and rugby. It is regularly successful in competition. In a recent rugby match, for example, a Wellgate pupil was named 'player of the match' for her outstanding performance.
145. The recently appointed co-ordinator is working well with the local authority adviser to put together the most appropriate materials based on published national and local guidance. In addition the co-ordinator has achieved several training and coaching awards in order to be better placed to support colleagues as well as pupils. A good range of high quality resources, notably gymnastic apparatus, has been purchased to complement the good indoor and outdoor accommodation that the school enjoys. The school is already aiming for the Activemark award, a clear indication of its determination to achieve the highest standards.

RELIGIOUS EDUCATION

146. The attainment of pupils at the end of both Year 2 and Year 6 is below the standard indicated in the locally agreed syllabus. This is because the school has not yet developed either a scheme of work or an assessment system, which ensure that the pupils' knowledge and skills develop systematically in accordance with the requirements of the syllabus.
147. By the time they are in Year 6, pupils know stories from the Bible and can name some significant individuals. Their knowledge is insecure, however, largely because they have not experienced a sequence of lessons which builds upon what they already know. For example, the sample of pupils' work shows that they regularly revisit the story of Jesus' birth but there is little progression in the way that it is taught. Consequently, whilst pupils know the outline of the story their awareness is underdeveloped with regard to the build-up to the event, important characters and the significance and impact of the occurrence. The sample of pupils' work shows that they have little opportunity to record their learning in writing, pictures or models. Whilst considerable learning takes place during discussion, particularly with younger pupils, the lack of significant personal writing effectively reduces pupils' opportunities to reflect upon and reinforce their knowledge and, further, to develop their literacy skills in an important subject.
148. The lack of a coherent programme of lessons has an adverse impact; consequently, although some individual lessons are well taught and contain aspects of the syllabus, teaching and learning overall are unsatisfactory, inhibiting the rate at which all pupils achieve. Lessons are planned to include the study of other major religions, exemplified by work for Year 5 on Judaism. The lesson centred on the importance of the synagogue and was well planned with a clear emphasis on key vocabulary. The pupils worked with interest, demonstrating respect for other people's beliefs. However, the pace of learning was slow as the pupils lacked background knowledge (only two knew the Christian Sabbath). Teachers make good use of artefacts and books, mounting displays which attract and interest pupils; a lesson for Year 1 pupils, also on Judaism, was brought to life because of the teacher's use of Jewish religious items.
149. Pupils' behaviour and attitudes during lessons are very good, largely because of the school's emphasis on personal and social education. Consequently, pupils have good self-esteem and see lessons as important. Their respect for one another and the adults around them helps to create an atmosphere conducive to teaching and learning. The link between personal and religious education is strong and sometimes inter-linked, so that lessons make a significant contribution to pupils' moral development. For example, a lesson in Year 6 focused on the Ten Commandments and the school's 'golden rules'. In the resulting discussion, pupils operated confidently at a high level because of the atmosphere of respect and made significant progress in their appreciation of important moral issues.
150. The subject makes a good contribution to pupils' spiritual education. A lesson for Year 3, planned in association with the study of religious practices in Ancient Egypt, focused on beliefs about death. The teacher's sensitive approach helped towards the sensible consideration of what could have been a difficult subject. Pupils get too few chances to use computers for research purposes.