

INSPECTION REPORT

KERESFORTH PRIMARY SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106582

Headteacher: Mrs K Mitchell

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 11th – 14th February 2002

Inspection number: 243911

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: Keresforth Road
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Barnsley
South Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr B Steele

Date of previous inspection: 29.9.97

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21750	Mrs S E Hall	Registered inspector	Art and design	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21678	Mrs S Walker	Team inspector	Special educational needs Science Music	How good are the curricular and other opportunities offered to pupils?
25577	Mr W Jefferson	Team inspector	Equal opportunities. English as an additional language Mathematics History Religious education	
10638	Mr M Newell	Team inspector	English Information and communication technology Physical education	
31807	Mr D Carpenter	Team inspector	The foundation stage Design technology Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Keresforth Primary School is near Barnsley in South Yorkshire. The school is larger than average with 243 pupils aged from four to eleven and the full time equivalent of 26 children in the nursery. Currently 44 pupils are eligible for free school meals, which is average. The very large majority of the pupils are of white ethnic heritage with only five pupils at an early stage of learning English. There are 46 pupils on the school's special educational needs register, which is below average. There are six pupils with statements of special educational need. A small number of pupils move in and out of the school each term particularly in Key Stage 2. The school serves an area of average socio-economic circumstances. The attainment of pupils on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is a school where the strengths outweigh the weaknesses and it provides a satisfactory quality of education. Standards at the age of eleven are in line with national expectations, but the oldest pupils could do better. Children in the foundation stage make very good progress, those in Key Stage 1 make good progress and those in Key Stage 2 make satisfactory overall progress. Teaching is very good in the Foundation Stage, good in Key Stage 1 and satisfactory in Key Stage 2. Leadership and management are satisfactory and the school provides satisfactory value for money.

What the school does well

- Standards in art and design, design and technology, history and geography are above average throughout the school.
- The teaching of the children in the Foundation Stage is very good and teaching is good in Key Stage 1. This enables young pupils to achieve well.
- Pupils throughout the school have positive attitudes and behaviour is good.
- Provision for extra-curricular activities and school visits is very good and the school has very good links with the local community.
- Provision for pupils' spiritual, moral and social development is good and provision for their cultural development through art and environmental activities is very good.
- Parents have positive views of the school.

What could be improved

- Standards of achievement in Key Stage 2, especially in speaking and writing.
- The quality of teaching and the progress made by the oldest pupils.
- The role of senior staff and subject co-ordinators in the rigorous monitoring and evaluation of the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has addressed some issues satisfactorily since the last inspection, but has not made sufficient progress in monitoring the quality of education provided. The school has raised standards in mathematics and science by improving pupils' knowledge and understanding of all areas of the curriculum and by setting future targets for further improvement. Although some weaknesses remain in the quality of teaching, the incidence of

good and very good teaching in both key stages has increased. There has generally been satisfactory improvement in strategic management through structuring of the school development plan, which identifies short, medium and long-term priorities and financial implications satisfactorily. The school has constructed more cohesive policies and schemes of work and has implemented better assessment routines. The school also ensures that arrangements for reviewing health and safety are in place. There has been some improvement in providing more equitable distribution of responsibility amongst subject co-ordinators, although they have limited opportunity to monitor directly the quality of planning, teaching and learning in areas for which they hold responsibility. There has been insufficient improvement in the effectiveness of the senior management team. A very heavy burden of responsibility to lead the school forward falls upon the headteacher.

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	D	C	D	C
mathematics	C	E	C	C
science	B	C	C	B

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

The table shows that by the age of eleven, on the basis of the 2001 National Curriculum tests pupils' attainment in English was below the national average, whilst standards in mathematics and science were average. Compared to similar schools the results are average in English and mathematics and above average in science. There has been some variation in recent years in the standards, especially in English and mathematics and there has been only limited overall improvement. Standards in science since 1998 have generally been more consistent. The standards achieved in writing have not always been high enough. The school's targets in 2001 for 65 per cent of pupils to achieve the expected Level 4 in English and 60 per cent to achieve this in mathematics were approximately 10 per cent below the national average and not sufficiently challenging. Inspection findings are that by the age of eleven standards in English, mathematics and science are average and that whilst not enough progress is made in some year groups, overall progress is satisfactory. Most pupils, including those speaking English as an additional language or with special educational needs achieve satisfactorily.

Standards in Key Stage 1 are better than those in Key Stage 2. By the age of seven, on the basis of national tests, pupils' achievement has been consistently above or well above the national average in reading and writing since 1998. Standards in mathematics whilst not quite as high as in English have been either in line with national averages or slightly above these standards in the last four years. Compared to schools with similar characteristics the national test results in 2001 were either above or well above average. Teacher assessment indicates that standards in science were close to the national average. Inspection findings are that by the age of seven, standards in reading, writing, mathematics and science are above average.

Children enter the nursery with attainment that is average in most areas of their development although their speaking skills are often lower. Because of the very good progress made in the foundation stage and the good progress made in Key Stage 1 the younger pupils achieve well. Standards in art and design, design and technology, geography and history are above average throughout the school. Standards in all other subjects are in line with national expectations for the ages of the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show interest and enjoyment in school activities.
Behaviour, in and out of classrooms	The behaviour of the large majority of pupils is good including in lessons, assemblies and during break times. There have been no exclusions.
Personal development and relationships	Relationships are good and pupils respond well to the responsibilities that they are given. Pupils' personal development is good.
Attendance	Good. However, some families choose to take holidays in term time and a few pupils are slightly late for the start of school. The rate of unauthorised absence is too high.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Satisfactory

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

The quality of teaching of children in the Nursery and Reception classes is very good because teachers have a very good understanding of the learning needs of young children and have high expectations of what they can achieve. Activities are very carefully planned and lessons are well organised to offer a high level of challenge to children to move them on in their learning. Teaching and learning in Key Stage 1 are good because staff plan lessons carefully to provide tasks at different levels for pupils who make different rates of progress. Teaching and learning in Year 2 is particularly effective because of the high expectations of staff. Teaching and learning in Key Stage 2 is more variable. The teaching of pupils in Years 3 and 4 and some of the younger pupils in Year 5 is mostly good, with very good and sometimes excellent features. The teaching of the oldest pupils whilst mostly satisfactory is less challenging and the pace of some lessons is relatively slow and does little to motivate pupils to try their hardest. The teaching of literacy and numeracy skills is good in Key Stage 1 and satisfactory in Key Stage 2. The teaching of pupils with special educational needs is good, because the school puts a lot of resources into Reading Recovery and other support activities. This enables these pupils to make good progress. Pupils speaking English as an additional language make similar progress to their classmates. The needs of higher attaining younger pupils are met well and the needs of the oldest pupils are met through an extensive programme of support prior to end of key stage tests.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for children in the foundation stage is good. Planning in Key Stages 1 and 2 is satisfactory and the curriculum is broad and balanced, although day-to-day planning for the oldest higher attaining pupils does not always identify sufficient challenge. Extra-curricular activities are very good and well supported.
Provision for pupils with special educational needs	Good. The planning and provision for pupils with special educational needs is effective and enables them to have access to the curriculum at a level that is appropriate to their needs. The Reading Recovery programme is successful in providing very intensive support for some pupils.
Provision for pupils with English as an additional language	Whilst there is no specific 'mother tongue' support for pupils, teachers, support staff and volunteers provide good support for pupils to build their self confidence and involvement in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for the pupils' cultural development is very good and pupils' personal development is enhanced by imaginative three-dimensional art and environmental activities. Provision for pupils' spiritual, moral and social development is good and has a positive impact upon their learning.
How well the school cares for its pupils	The pastoral care of pupils is good. Staff know and care for pupils well. Procedures for assessing pupils' work are good in English, mathematics and science, but the information is not always effectively used to plan work which provides sufficient challenge for the oldest pupils.

The school has good links with parents who have very positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides a good steer to school development. However, the roles of senior staff are under-developed and ineffective. Subject co-ordinator roles also require further development to enable them to play a fuller part in raising standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are developing their involvement in strategic development and in shaping the direction of the school appropriately. Those in positions of responsibility need to be better informed about the school to enable them to more effectively hold the school to account for the quality of education provided.
The school's evaluation of its performance	Satisfactory. Assessment routines are thorough in English, mathematics and science. The school makes mostly sound use of information to track the progress pupils make and set targets for improvement. However, targets are often unchallenging and the monitoring of planning, teaching and learning lacks rigour and is ineffective in identifying areas for development.
The strategic use of resources	Good. Financial management is efficient. The school has adopted the principles of best value when making purchases and is starting to evaluate the effectiveness of expenditure in raising standards. There is a suitable number of staff; many of who are very long serving and the accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That behaviour in the school is good and that pupils are happy.• That the school expects pupils to work hard and achieve their best.• That the quality of teaching is good.	<ul style="list-style-type: none">• More consistency in the giving of homework.• That the school should work more closely with parents and provide them with more information.• A greater range of extra-curricular activities.

Inspectors agree that behaviour is good, that pupils are happy and the teaching of the younger pupils is effective. The giving of homework is satisfactory, as is the quality of information to parents about pupils' progress. The range of extra-curricular activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery their attainment is average in most areas of learning. Most have suitable levels of self-confidence and adjust well to school routines. Whilst speaking skills are often limited and below average, children listen and respond well. Several children use only a limited vocabulary and often use non-standard English. However, because of very effective teaching in the nursery and reception classes the children make very good progress. By the time that pupils start in Year 1 they achieve the Early Learning Goals in language and literacy and exceed the goals in all other areas of learning.
2. In the 2001 Key Stage 1 National Curriculum tests the results for reading were above average both when compared to all schools and when compared to those with similar characteristics. Standards in writing were well above the national average and well above average compared with similar schools. In the last four years standards in reading and writing have been consistently high and always at least above the national average. In 2001 standards in mathematics were above the national average and above average compared with similar schools. Over a longer period standards in mathematics have sometimes been a little lower than in reading and writing, but never below the national average. Trends in improvement have generally been constant and there has been relatively little difference between the subjects. There has been consistently good achievement in Key Stage 1. Whilst the achievement of girls has been slightly better than boys this is in line with national trends, and is not significant. Teacher assessments in science indicate that the proportion of pupils achieving the expected level 2 was close to the national average.
3. In 2001 the Key Stage 2 National Curriculum test results in English were below the national average, but average when compared to the result of schools deemed similar on the basis of the proportion of pupils entitled to free school meals. Standards in mathematics were in line with the national average and average compared to similar schools. Standards in science were average when compared to schools nationally and above the average of similar schools. Trends in English and mathematics have been inconsistent and shown some fluctuations in the last four years. However, the trend in the schools' National Curriculum points for all core subjects is broadly in line with the national trend. Unusually, boys have often out performed girls in the national tests in each of the last five years. However, there appears to be no significant reason for this as the school provides equality of opportunity for all and ensures the educational and social inclusion of pupils.
4. National test results indicate that pupils do better in Key Stage 1 than they do in Key Stage 2. This is partly linked to the quality of teaching in Years 5 and 6 which is less challenging than in other parts of the school. In addition, although overall there is not high pupil mobility there is some mobility in certain year groups including both the 2001, and 2002 Year 6 group. Both of these groups lost several higher attaining pupils who had achieved well in the Key Stage 1 national tests. Some of the pupils who joined the school subsequently had not achieved as well in these tests and some were identified as having special educational needs. Overall, pupils in Key Stage 1 achieve well and whilst achievement in Key Stage 2 is satisfactory some higher attaining older pupils could achieve more.

5. The school has implemented the National Literacy and Numeracy Strategies appropriately and standards of literacy and numeracy across the curriculum are satisfactory. Staff have received suitable training in the planning and organisation of lessons and this has had a satisfactory impact upon pupils' learning. The school has staff who act as lead teachers of literacy and numeracy in other schools. However, whilst this level of skill has had a positive effect upon achievement in some parts of the school, senior staff have not always made the best use of the undoubted talents of other members of staff to raise standards further. There have been few opportunities for lead teachers to model good teaching to colleagues, work alongside them or monitor the effectiveness of teaching and learning across the school. This has meant that areas of relative weakness in teaching and learning which impact upon the rate of progress made by the older pupils have not been effectively identified and addressed.
6. Inspection findings are that standards in English, mathematics and science are above average at the end of Key Stage 1 and average at the end of Key Stage 2. Pupils in Key Stage 1, including those with special educational needs and with English as an additional language achieve well. At the age of seven a good number of pupils achieve levels above the national average in several areas of their learning, but in Key Stage 2 relatively fewer pupils achieve at the higher levels and more could be expected of some pupils. The targets the school sets for literacy and numeracy at the end of Key Stage 2 are below the national average and not challenging enough and so the school easily exceeds these targets.
7. In English pupils throughout the school generally below average speaking skills. Whilst most pupils chat happily to their friends, many do not have a sufficiently extensive vocabulary for their age and staff do not always require the use of standard English, which has a negative impact upon the development of the pupils' speaking skills. Whilst most pupils will answer a question when it is put to them, some including the oldest girls, do not offer much in class discussions and teachers could do more to ensure that participate fully. Pupils do not have the confidence to use technical vocabulary to describe what they are doing or what they have observed in a range of subjects including science and art and design. However, listening skills are generally better and pupils understand and respond appropriately to a range of information.
8. Reading skills are well developed in Key Stage 1 and maintained at a satisfactory standard in Key Stage 2. The majority of pupils have appropriate strategies to work out unfamiliar words and pupils with special educational needs make good progress in this area when receiving support through the Reading Recovery and other programmes. Pupils in Key Stage 1 develop good skills in writing. They learn the technical skills of writing reasonably well and use punctuation effectively. Particularly good progress is made in Year 2 where the teaching of writing skills is a high priority. Whilst writing in Key Stage 2 is generally average, the good rate of progress made in Key Stage 1 is not maintained. Spelling standards by the age of eleven are below where they should be and there are not enough opportunities for older pupils to develop their writing skills across the curriculum. Not enough is expected of the oldest pupils who do not write in sufficient depth to move their learning forward and so few older pupils work at levels above the national average.
9. Mathematical understanding is good in Key Stage 1 and pupils make good progress. They learn how to use increasingly large numbers with confidence and enjoy using numbers in both mental and paper based calculations. Pupils also have good understanding of shape and other areas of mathematics. Pupils in Key Stage 2 make satisfactory progress in developing skills in mathematics, but overall their progress is not consistent enough. In some classes pupils make very good progress due to the high level of teachers' subject knowledge and high expectations of what the pupils can

achieve. However, the quality of learning of the oldest pupils slows because the pace of lessons is not sufficiently challenging and the momentum in learning is not maintained.

10. Pupils in Key Stage 1 enjoy learning about science and achieve well. They understand how to carry out a fair test and produce careful and well presented work. Where staff have good subject knowledge and appropriate expectations, pupils in Key Stage 2 make satisfactory progress, but for too many of the older pupils the teaching is uninspiring and they do not make as much progress as they could.
11. In upper Key Stage 2 there are too few pupils working at levels above the average for their age. Activities are well planned in Key Stage 1 and lower Key Stage 2 for groups of pupils who make different rates of progress. However, in some other lessons particularly in upper Key Stage 2 planning does not identify a sufficiently high level of challenge for the more able pupils. The school is at only the very early stages of identifying gifted and talented pupils. Standards of attainment are very similar for all groups of pupils. Whilst there are slight differences in the achievement of boys and girls, this is not significant in lessons, although in some classes for the oldest pupils there is a preponderance of confident boys who dominate discussions.
12. Standards in art and design, design and technology, geography and history are above average across the school and the quality of pupils' learning in these subjects is good. In art there are particular strengths in the way in which pupils produce work in two and three dimensions, but their drawing and painting skills are as well developed. Art and design work is widely exhibited in school and in the grounds and is a significant feature of the school environment. Standards in information and communication technology, religious education, music and physical education are average for the age of the pupils and they make satisfactory progress in these subjects. Overall, there has been satisfactory improvement in standards in most subjects since the previous inspection, although more needs to be done to ensure that the oldest pupils consistently make the progress of which they are capable.
13. Pupils with special educational needs attain in line with their abilities and make good progress. Boys and girls make good progress throughout the school because their needs are known and they are usually supported effectively by classroom assistants. Pupils involved in the Reading Recovery project make good progress due to very good teaching and their own perseverance.
14. The school receives a little outside help by way of resources but there is no bi-lingual support available for pupils with English as an additional language. However, pupils receive good quality support from all teachers and support staff and the youngest children receive support from a voluntary helper. The overall quality of support enables these pupils to make similar progress to their classmates.

Pupils' attitudes, values and personal development

15. Throughout the school most pupils have good attitudes towards learning and this has been well maintained since the last inspection. Parents agree unanimously that children like school, and the majority feel that behaviour is good. Staff quickly establish very good relationships with the children in the Foundation Stage and this helps them to settle quickly to school routines. The Nursery and Reception classes provide a harmonious learning environment and the staff are very good role models for the children. The children soon learn to take turns and share and they look after the resources carefully. The children are keen to join in activities and work together enthusiastically.

16. Most pupils are enthusiastic and keen to talk about what they are learning and their involvement in activities. An example of this was seen during an assembly when a group of pupils performed on the drums as others responded with dance. The school is an orderly environment where pupils are happy and familiar with the daily routines. Those with special educational needs are equally interested and enthusiastic due to the good support they receive. All adults in the school act as good role models, with staff and pupils showing mutual respect for each other.
17. Pupils in all classes know well the school's Three Golden Rules and the Motto 'Aim High' and these are displayed prominently in all classrooms and central areas. Most pupils respond well to the school's high expectations for self-discipline and personal initiative and this makes a good contribution to their progress and achievements. They listen well to their teachers and to one another. In some lessons which are less well managed and insufficiently challenging, some older pupils lose interest and become noisy and fidgety, but for the most part, pupils concentrate well on their work and are able to work well independently. Behaviour is good. Pupils respond well to the school's system of reward and recognition of success and achievement. They know the difference between right and wrong. In the playground and at lunchtime pupils behave well with most of them playing well together and supporting each other. During wet playtimes pupils behave well and join in with a variety of activities. Pupils are confident that staff will deal with bullying appropriately. Pupils are polite, friendly and helpful towards visitors and most are keen to show their work and to ask questions although a few of the oldest boys are less enthusiastic. Pupils have a clear understanding of the impact of their actions on others, and this is developed well through stories and discussions. There have been no exclusions.
18. Relationships amongst pupils and between staff and pupils are good. All adults in the school listen well to pupils. Pupils with special educational needs are very well integrated into all activities, and pupils are aware of the school's commitment to the inclusion of everyone. During lessons and particularly those which are well planned and managed pupils share resources sensibly and willingly. They are co-operative and helpful when working in small groups and with partners. The good relationships, which are well established throughout the school, make a strong contribution to pupils' personal and academic progress and on the raising of standards.
19. Pupils' personal development is good and is closely linked to the school's aims. Since the last inspection the school has improved opportunities for pupils to take on responsibilities and now they are keen to help and to be responsible for special tasks. Older pupils willingly act as prefects, librarians and infant assistants to look after younger pupils at lunchtime. All classes have monitors and helpers. Older pupils are regularly involved in a range of fund-raising events such as making and selling biscuits to support a charity or to purchase a specific item of equipment. Pupils in Years 5 and 6 take responsibility for editing a termly newspaper, which they produce on computers after independently conducting a variety of interviews and collecting items of interest. Opportunities for pupils to make suggestions and to be involved in decision making have improved since the last inspection. Pupils have completed a questionnaire about their ideas to enrich the school's provision and taken part in a competition organised by a newspaper entitled 'The School I'd Like'. The results of both activities are being well used as a focus for the creation of a School Council.
20. In most classes pupils confidently take responsibility for some aspects of their own learning such as researching additional information at home and at school. However, the limitations of the library accommodation and the provision of non-fiction books often restrict the opportunity for the extension of independent research skills.

21. Attendance is good and is above the national average. The level of unauthorised absence, although recently improved, remains unsatisfactory and is above the national average. Some pupils take holidays with their families during term time. Most pupils are punctual, although a small number are regularly a few minutes late in the morning. Registration and lessons generally start on time and there is an efficient and orderly start to the day. This makes a positive contribution to pupils' attitude towards school and on their personal and academic progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. During the inspection teaching was excellent in five per cent of the 61 lessons observed, very good in twenty five per cent, good in thirty three per cent, satisfactory in thirty three per cent and unsatisfactory in five per cent of the lessons seen. A greater proportion of very good and excellent teaching was observed in this inspection than in the previous one and there was less unsatisfactory teaching. Overall the quality of teaching is good and the poor teaching observed in the previous inspection has been eliminated.
23. A particular strength in teaching throughout the school is the good management of pupils. This ensures that lessons are conducted in a calm and orderly manner and that pupils concentrate well. Most staff have good relationships with pupils and offer lots of praise and support and this has a positive impact upon pupils' learning through improving their motivation.
24. Parents feel that the quality of teaching of the youngest children is a strength of the school and the inspection findings support this view. The quality of teaching and learning for the children in the foundation stage is very good. This allows the children to settle well to school routines, make a very happy start to school and supports rapid progress in all areas of learning. Staff in both the nursery and reception class have a very good understanding of the learning needs of young children. Activities are very carefully planned based on the national guidance for the curriculum for children of this age. Tasks are arranged for different groups of children based on age and aptitude and this provides a level of challenge which is very well matched to pupils' abilities so that all children make rapid progress. Staff use praise to motivate the youngest children very well, there is good pace to activities and because children enjoy the stimulating activities provided for them they try hard and achieve well.
25. Throughout the school teaching is good in religious education, design and technology, geography and history. There are strengths in teachers' subject knowledge in religious education, design and technology, geography and history and teachers' own level of interest in these subjects ensures lessons motivate pupils. Visits and visitors are used well in these subjects to provide interesting first hand learning experiences for the pupils. In Key Stage 1 teaching is also good in music. In all other subjects teaching is satisfactory. While the teaching of art and design is satisfactory overall there are particular strengths in the teaching of two and three dimensional work and environmental art and cross-curricular activities undertaken in the summer term.
26. In Key Stage 1 most staff have good subject knowledge and a good understanding of how to match the level of challenge to pupils' understanding. Pupils learn well and make good progress. The quality of teaching is particularly effective in Year 2 where the teachers' expectations of what the pupils can achieve are high. The planning of lessons in Year 2 is very good. Teachers carefully plan different, but linked activities for groups of pupils who make different rates of progress, which ensures that all pupils, learn well. Teachers use a good variety of well considered methods to teach the whole

class, groups of pupils and individuals. The overall quality of this teaching considerably boosts the progress pupils make and enables them to achieve well in national tests at the age of seven.

27. Teaching in Key Stage 1 is good in English, mathematics, and science. Staff have particularly good subject knowledge in teaching the basic skills in English. Two staff have been identified by the local authority to enable them to act as a 'lead teacher' or moderator of work in Key Stage 1. This level of expertise has a very positive impact upon pupils' learning. This is particularly seen in writing activities in Year 2. Here the teacher's own passionate belief in the importance of writing is transmitted to pupils through a wide range of cross-curricular writing activities. This was well illustrated in a lesson where pupils had to write a different story in the same setting. In part of the lesson they were expected to read aloud with intonation and expression. Aided by the intuitive and effective questioning skills of the teacher pupils re-told the story of 'Kakula' and talked about an alternative ending to the story.
28. Pupils in Year 1 currently work in two mixed age classes. The younger pupils work alongside the reception class children and others work with a very small group of Year 2 pupils. For parts of the day different staff work with different groups of pupils and some of this teaching lacks impact and a depth of understanding of the learning needs of the pupils and does not maintain the rate of progress made in other activities. Sometimes activities are not well matched to pupils' level of ability and as a result progress is not as good as it could be. For example in one class Year 1 children were asked to make a cross-stitched picture of a cat that required skills more appropriate for much older pupils.
29. The overall quality of teaching and learning is satisfactory in Key Stage 2. However, teaching is very mixed and varies from excellent to unsatisfactory and this affects the quality of pupils' learning and the progress made as they move through the key stage. The teaching of pupils in lower Key Stage 2 is good, with some very good and occasionally excellent features. Staff plan together and usually succeed in ensuring that pupils who are in the same year group but who are taught in different classes have access to the same range of learning opportunities. Staff working in the mixed age Year 4/5 class work hard to ensure there is good liaison with both lower and upper Key Stage 2 colleagues, and this teaching is often very effective and at times is excellent. The teaching of older pupils is generally satisfactory but lacks the dynamism seen in other parts of the school and sometimes fails to motivate the oldest pupils to do their best. Occasionally, where teaching is unsatisfactory there are weaknesses in subject knowledge. The sample of pupils' work shows that on too many occasions pupils use low level worksheets, where they have to select words from those on the sheet and not enough is expected, particularly of higher attaining pupils. Overall too few pupils are achieving at the higher levels.
30. Teachers' knowledge and understanding of what pupils are to be taught and what they can achieve are satisfactory overall in Key Stage 2. Most staff have good subject knowledge and there are particular strengths in the quality of teaching of the numeracy strategy through the high level of skill of some teachers identified by the local education authority for lead teacher status. This was seen in an excellent Year 4/5 mathematics lesson, where the level of challenge provided was high for all pupils, including those with special educational needs and those speaking English as an additional language. The teaching drew attention to relevant technical vocabulary and the teacher ensured that all pupils knew the properties of a rectangle and square and the area of a shape. A very good demonstration to a group of lower attaining pupils using an overhead projector ensured that they understood how to calculate the area of

a variety of shapes and they made excellent progress in the work they subsequently undertook.

31. The teaching of basic skills is satisfactory overall in Key Stage 2, but there are some weaknesses in the teaching and development of writing skills in upper part of the key stage. This is a key issue for further development. Pupils are often taught for literacy and numeracy activities within sets based upon pupils' prior achievement, which is suitable. The school has implemented the National Literacy Strategy appropriately, but the teaching in Key Stage 2 does not always make sufficient demands upon pupils, and the staff do not spend enough time developing the small steps necessary to improve pupils' skills. The National Numeracy Strategy has been implemented appropriately and this is beginning to have a positive impact upon raising standards of attainment.
32. In Key Stage 2 the planning of lessons is satisfactory overall, but very variable. Whilst most planning for a half term indicates clearly what is to be taught in each week, the planning of activities for pupils in Years 5/6 does not always indicate a weekly breakdown of activities. Planning does not clearly identify the order of teaching activities. In English, mathematics and most science lessons, activities are planned for groups of pupils who make different rates of progress. This is suitable and usually offers a level of challenge that is appropriate to pupils' understanding. Even so, the level of challenge for older higher attaining pupils is not always sufficiently challenging and not enough is expected of some of these pupils. This limits the progress that they make.
33. In some subjects throughout the school including information and communication technology and art and design, whilst there are strengths in teaching there is little or no difference in the planning of activities for a whole class. This does not always move all the pupils on enough in their learning. This was illustrated in a broadly satisfactory art and design activity for Year 5/6 pupils. Here after minimal teacher introduction to the task pupils started work to draw items as a still life group. However, because not enough emphasis was placed on demonstration or discussion of techniques, pupils were not clear as to exactly what was expected of them or how they can improve their work and as a result did not produce a high standard of work.
34. The use of time, support staff and resources is satisfactory, although too much use is made of worksheets that place insufficient demands upon older pupils and this limits the development of writing skills. Most staff plan for an introductory discussion, a main task and a discussion of what they have found out at the end of the lesson. Where support staff are available they are used appropriately within lessons to support groups of pupils and especially those with special educational needs. Resources are good and are often used well in lessons and are used particularly effectively to enhance the quality of the learning environment through the very attractive and wide range of displays of pupils' work and artefacts around the school and its grounds. The quality of display is high and has an impact upon raising pupils' self-esteem through the valuing of their work.
35. The quality and use of on-going assessment is satisfactory overall. Most staff give good verbal feedback to pupils, although occasionally some feedback concentrates on raising self-esteem and does not give an accurate assessment of the quality of the pupils' work. The marking of pupils' work is highly variable. Whilst there are some examples of good marking, much is cursory, and little more than ticks to indicate that the work has been looked at. This is not sufficient to indicate to pupils what they need to do to improve their work and this particularly impacts upon the work of the oldest pupils. Teachers do not insist that pupils date and title their work and this makes it

difficult to assess whether sufficient progress is made and does not support the monitoring and evaluation of pupils' learning.

36. The quality of learning in the foundation stage is very good and children make rapid progress in all areas of learning. Parents rightly see this as a strength of the school. The quality of learning in Key Stage 1 is good overall and especially in Year 2 where high quality teaching has a very positive effect on helping pupils to develop positive attitudes to their work and to enjoy writing. The quality of learning overall in Key Stage 2 is satisfactory although pupils make more progress in the beginning and middle of the key stage than they do at the end of their time in the school.
35. Pupils with special educational needs are well taught. Work is usually matched to their needs, especially when they are withdrawn for additional support in English and mathematics. There is good liaison between teachers and support assistants and so they are well prepared for lessons. Classroom assistants know the pupils well and deal with them with patience and humour. They have a good range of techniques to enable pupils to consolidate their learning and take part in lessons. Very knowledgeable teaching enables the small number of pupils on the Reading Recovery programme to make good progress. There is little additional teaching support for pupils speaking English as an additional language but teachers and support staff offer as much help as possible and this allows pupils to make suitable progress.

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

37. The curriculum is satisfactory overall meets statutory requirements. The curriculum is good for children in the foundation stage and for pupils in Key Stage 1.
38. The curriculum is broad, balanced and relevant. This is an improvement since the last inspection, when too much time was devoted to English, mathematics and science at the expense of other subjects. All subjects of the National Curriculum and religious education are taught. The curriculum is based largely on government guidelines and the locally agreed syllabus for religious education. In science the school also uses parts of the local education authority scheme and in art and design and design and technology the government guidelines have been effectively enhanced to meet the needs of the school. There is no scheme of work in music for pupils in Key Stage 2, which is the same as at the time of the last inspection and this has a negative effect upon standards. There is a 'curriculum map' that gives a yearly overview for each subject and for each year group. This shows teachers and governors exactly what is to be taught and helps to ensure that skills are developed in a progressive manner. Policies supporting teachers in interpreting the school's aims and values are up-to-date.
39. The school has made suitable provision for teaching literacy skills and has implemented the National Literacy Strategy appropriately. However, pupils' writing in many subjects needs to be improved and pupils are not given enough opportunities to develop their writing across the curriculum. The school has made appropriate provision for teaching numeracy skills and the National Numeracy Strategy has been implemented satisfactorily.
40. The school makes good provision for teaching personal, social and health education which includes sex education and education about the dangers of drugs misuse. There is a good range of initiatives to support citizenship and healthy eating. The governors

have agreed the content of the sex education policy and the school nurse is involved in delivering this aspect of the curriculum. The school devotes the first Friday's literacy hour every term to exploring drugs' education and organises different activities which make the subject interesting and relevant for the pupils, such as through touring drama companies and police involvement. This is an effective use of time to promote pupils' understanding and improve speaking and listening skills.

41. The curriculum for pupils with special educational needs is good. Pupils are well supported in small group sessions with their classroom assistants. The practice of providing sets for English and mathematics and putting the classroom assistants in the lower sets usually means that lower attaining pupils' needs are catered for well. There is a good range of extra provision such as booster classes, Early Literacy Support and Reading Recovery to meet their needs and aid their learning.
42. The provision for extra-curricular activities is very good and many pupils take part in a range of activities. Although most parents agree that extra-curricular opportunities are good, a significant number are unsure of the interesting range which the school provides outside lessons. All pupils have the opportunity to join clubs for art, drama, lace making, French, football, netball and choir. A large number of pupils sing in the choir. Due to the expertise of a member of staff, the lace-making club is successful and popular with both girls and boys. Pupils go out on a range of visits to places of educational interest and all pupils are involved in school productions. Older pupils take part in a residential visit and this enriches the curriculum and has a strong impact on pupils' personal and social development.
43. The school has very good links with the community, which make a strong contribution to pupils' learning. Regular visitors into school enrich the curriculum, and pupils participate in a range of activities in the community. For example, pupils sing at the 'Junior Proms' at the Elsecar Heritage Centre and 'Young Voices' at the Sheffield Arena. Pupils take part in citizenship projects such as the 'Lifestyle Project' which seeks to improve the local environment. They visit to entertain elderly residents at the local residential home and the local special school. Local businesses and organisations are very supportive and have provided the school with materials to develop a very attractive and exciting playground and environmental area. The school has good links with the secondary school to which most pupils' transfer.
44. The school makes good provision for pupils' spiritual, moral, social development overall, but very good provision for pupils' cultural development. This aids their learning in many areas of school life and is an improvement since the previous inspection of the school.
45. The school makes good provision for pupils' spiritual and moral development through stories told in assemblies which have relevant subject matter, such as dealing with loss of self-control in the playground. There are good opportunities for pupils to reflect on aspects of their lives, such as new life and renewal when the frogs arrive back at the pond, or on what pupils achieve on a residential visit. Sometimes opportunities are missed to develop the theme further through prayer. Pupils show a reverent attitude in assembly. Religious education makes a good contribution to pupils' spiritual development through pupils' studies of other faiths.
46. The school's provision for pupils' moral and social development is good. Life in school is based successfully on 'Three Golden Rules' and this enables the school community to exist peacefully together, even during wet playtimes. The school's focus on citizenship and initiatives such as the 'Lifestyle project', ensure that pupils effectively consider others' needs. Their knowledge and understanding of others are enhanced

through subjects such as geography where pupils study the moral dilemmas of people in other countries. There are strong systems to encourage good behaviour, such as team points and special work and achievement assemblies. Pupils have good opportunities to learn to work and play together in classes, sets, small withdrawal groups and year groups during a school day and this helps pupils to learn to negotiate with their friends and value the ideas of others. The school's residential visit and other educational visits allow pupils to improve their social skills. Photographs of the school's residential visit show that pupils rose to the challenges which faced them, when working together and developing new skills.

47. The school's very good provision for pupils' cultural development starts with their own local culture. Artefacts from the local colliery are displayed in the school grounds. Visits to local places of interest develop pupils' knowledge and understanding of how life was lived in previous times. There are many successful displays of paintings, drawing and two and three-dimensional work in and around the school. This enables pupils to gain a good knowledge of local, European, American and Asian artists' work. Pupils gain a good knowledge of the life styles of Asian, Chinese and Japanese families during the short time they stay in the school and this helps to prepare them well for life in a multi-cultural society. During the inspection pupils were practising their farewells to one young pupil in Japanese, French and Spanish. The school borrowed some traditional African instruments for pupils to play during the inspection and this improved their understanding well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The provision for pupils' pastoral care and welfare is good overall. Parents are confident that whilst children are in school they are safe and secure. The staff who are particularly long serving in the school know pupils and their families very well, and they are alert to their individual, physical and emotional needs.
49. Since the last inspection the school has reviewed its policy for Health and Safety procedures and these are now satisfactory. An audit has been completed and some aspects of Risk Assessment have been dealt with and other improvements are planned. The site is well monitored and maintained by the premises manager. Concerns are recorded and dealt with promptly. The governor with responsibility for Health and Safety joins the premises manager regularly for a formal tour of the buildings to ensure that issues are dealt with appropriately. All staff are vigilant in ensuring that potential safety hazards are recorded and electrical equipment is checked regularly. The provision for First Aid, which was unsatisfactory at the time of the last inspection, has been improved. Several staff have attended emergency training, but as some of this is now out-of-date, a further training day is at present being organised. There is no member of staff on site who holds a full certificate as a qualified First Aider. Parents are contacted where necessary and accidents are well recorded. Regular fire drills are held when the building is evacuated.
50. Satisfactory procedures are followed for Child Protection. The headteacher is the designated person with responsibility and all concerns are well monitored and recorded. All staff, including lunchtime supervisors, are aware of the procedures. The school is currently organising an update for the training of staff on Child Protection issues, which will include some input for lunchtime supervisors. Pupils have access to all outside support agencies. The secretary is efficient in keeping up-to-date computerised personal records for all pupils, and these are used well to support their personal needs

51. Satisfactory procedures are followed to monitor and promote attendance. Registers are completed appropriately. The school has worked hard to improve its unsatisfactory level of unauthorised absence and this has improved this year.
52. Procedures for monitoring and promoting good behaviour are good and make a significant contribution to pupils' enthusiasm for school. However, although there is a consistent approach for younger pupils, there are some inconsistencies in the way the procedures are implemented for older pupils. There is a good system of reward and celebration, which is well established, and pupils win team points, stickers and certificates. Pupils in Key Stage 2 celebrate their work and personal achievement at a special assembly each week. In addition all pupils receive regular verbal praise and encouragement to succeed and this raises self-esteem. Good procedures are in place to deal with any incidents of bullying or other oppressive behaviour if they should occur. Pupils indicate that they feel secure and protected and they know who to see if they are in distress or upset in any way. Parents express a high level of satisfaction with the procedures adopted by the school and of the way in which they are consulted. All teachers were observed using positive praise and encouragement in promoting good behaviour and pupils respond well in these circumstances.
53. Procedures for monitoring pupils' academic performance and personal development are good. Teachers know their pupils well and are able to maintain a safe and secure learning environment through which they can develop. Supervision inside and outside of the building is directed to providing a risk-free situation for the pupils.
54. Pupils with special educational needs are cared for effectively. They are well known to all adults in the school and catered for with patience and humour. Pupils are fully involved in all activities and join in work and play with others. Classroom assistants make good use of informal day-to-day assessment to record what such pupils can and cannot do and this builds on future learning. Reviews of individual education plans show that staff are very aware of what pupils can do and how they have improved. Although additional support is not constantly provided for pupils speaking English as an additional language, there are very good relationships between pupils, peers and classroom support assistant and good progress is made overall.
55. Procedures for assessing pupils' achievement and progress are good overall, but the school has not yet been sufficiently rigorous in using and analysing the available data to raise standards. In the core subjects of English, mathematics and science the amount of data collected on pupils' performance is impressive and the school is beginning to make suitable use of technology to manage the information.
56. Assessment begins when the pupils start school and in the foundation stage the information is used very effectively to inform planning and monitor the progress of individual pupils. At Key Stages 1 and 2 a range of standardised tests, reading tests and optional standardised assessment tasks are used in addition to the statutory tests taken at the end of the key stages. The school has analysed these results to identify weaknesses in performance. Whilst this information has been used to inform curriculum planning, the amount of data is difficult to manage and has reduced the effectiveness of the analysis. The nominated member of staff with responsibility for this area does not play a fully effective role in disseminating information. The school has now purchased a commercial programme for the management of the data and plans to be able to use the information gained to greater effect. Scrutiny of work done by pupils identifies that too few individual targets are being set for them. Overall the information available is not being used effectively enough to set work at levels that are appropriate for groups of pupils who make different rates of progress.

57. Analysis of pupils' performance data in the foundation subjects is weak at present and sometimes unsatisfactory including in information and communication technology. The school has adopted units of study from the national guidelines and has begun to adopt the assessment and evaluation procedures that accompany these units. So far too much reliance is placed on the information collected by individual teachers and the role of the co-ordinators has not been satisfactorily extended into the collation and analysis of the data collected. This does not ensure the school makes maximum use of available information and has a limiting effect on improving pupils learning and on raising standards. The school could do more in this area to raise achievement still further. Some of the older pupils have taken part in evaluating their own performance and in identifying strengths and weaknesses in their learning in the foundation subjects. They have identified the need for more informative marking of their work as one of their priorities. This is good practice and allows the pupils more ownership of their own performance and greater insights into their own academic progress and development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school has good links with parents who make a positive contribution to their children's learning. The majority of parents are very satisfied with their children's progress and view this as a very good school. The school welcomes parents and encourages them to help in school and at home. Parents are unanimous that they feel comfortable about approaching the school with questions or to discuss a problem.
59. Pupils speaking English as an additional language are very well integrated and those pupils whose knowledge of English is less well developed are well supported by teachers, support staff and a parent volunteer. Prior to children starting in the nursery class the nursery teacher arranges a home visit, which helps to establish a good relationship with children and parents and helps children to settle quickly. The good links with parents, some of whom attended the school themselves, makes a strong contribution to pupils' progress and their academic and personal achievements at school and at home.
60. A small group of parents and grandparents provide valuable assistance in classrooms. They help regularly with such activities as crafts, reading and assisting with handwriting, although they are not always given enough guidance to ensure the tasks they undertake are suitable for the age of pupils. More parents help when pupils are taken out on visits. Parents and members of the community are regularly invited into school to talk to pupils about special topics and this contributes well to the enrichment of the curriculum. The parents' library in the nursery is very well organised and in constant use. Parents are assisted by staff to select books at the appropriate level for reading with their children at home. All pupils have reading record books and although there is some inconsistency between classes these are mostly being used well as means of communication between home and school. The 'Friends of Keresforth Primary School' is a supportive group of parents, which raises additional funds for the school through a range of social events and activities. The majority of parents make a good contribution to pupils' learning at school and at home by listening to reading and helping with homework topics. They support the work of the school well and this has a positive impact on standards and on pupils' progress.
61. The quality of information for parents is satisfactory. The headteacher sends out a newsletter twice a term, which this year has included diary dates and parents find this helpful. In addition regular letters are sent home giving information about specific events and organisation. Some parents feel they would like more information about

what is being taught particularly in Key Stage 2. The inspection confirms that insufficient information is made available to parents about termly topics to assist parents in helping their children at home. In the nursery a very attractive display of annotated photographs linked to the early learning goals provide parents with helpful suggestions for learning when working with children.

62. Most parents are satisfied with the amount of homework their children receive, but some feel that it would be useful to receive a programme of homework to enable them to monitor what is being done. Prior to induction new parents feel well supported and they have the opportunity to spend time in the nursery and reception classes and meet with teachers. The school in partnership with the Workers' Education Association 'Learning for Life' project has successfully organised a series of sessions for parents entitled 'Keeping up with the Children' for both literacy and numeracy. These have been well attended by an increasing number of parents. Attractive notice boards for parents are displayed in central areas and these contain a range of useful information. Regular consultation and curriculum evenings are organised and these are well attended by parents. The headteacher and staff are readily available to speak to parents informally at the start and end of the school day.
63. Reports to parents are satisfactory and cover all subjects of the National Curriculum. Parents receive comments on pupils' general behaviour and attitude to work and school life as well as targets for improvement. The amount and clarity of information about progress is variable between classes supporting the views of some parents who do not feel well informed about how their child is getting on. The prospectus and governors' annual report to parents meet the statutory requirements and provide a good amount of information about organisation and the curriculum. Parents are fully involved in the education of pupils with special educational needs. They are properly involved in formal and informal reviews of their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The overall quality of leadership and management is satisfactory with some areas of strength and others of weakness. These judgements remain very similar to those made in the previous inspection of the school in 1997, which identified many of the current areas for development as in need of improvement then. Whilst the school has made progress in some of these areas, and overall improvement is satisfactory, there has been only limited development in important areas identified within previous key issues for improvement.
65. The leadership of the headteacher and key staff has some strengths, but other features which need to be improved. The headteacher is a strong and effective force in school development and has been central in moving the school forward in recent years. She has particular interests and talent in art and design activities and has used these talents to great effect to improve the learning environment of the school. Parents think well of the headteacher and the impact she has made on links with the community.
66. Two senior and very long serving staff support the headteacher. The previous inspection of the school identified that the work of the senior management team was ineffective. Their responsibilities were not clearly defined and targets for meeting such responsibilities were not identified. This remains the case and is still a key area for development. There has not been enough improvement in the effectiveness of senior roles. Whilst senior staff have nominal responsibility for aspects such as assessment, in reality much of this work is undertaken by the headteacher and class teachers. This

places a very heavy burden of responsibility for moving the school forward upon the headteacher. The school has not taken sufficient action to address this important area of weakness despite having several extremely able members of staff with no additional responsibilities. Because the senior management team has not been an effective force within school development, there has not been enough rigour in procedures to raise standards, especially in Key Stage 2.

67. The Governing Body fulfils its statutory duties and roles and responsibilities in a satisfactory manner. Governors increasingly recognise the role they need to play in shaping the direction of the school and in holding the school to account for the quality of education that it provides. Several governors visit the school on an informal basis and are keen to support the work of the school, but the weakness is that not all governors carry out formal visits to the school to see at first hand the quality of education that the school provides. Several key governors have identified a need to extend their first hand knowledge of day-to-day school activities to increase their effectiveness in school development planning.
68. The Governing Body meets on a regular basis and has an appropriate committee structure in place. All committees have appropriate terms of reference in place to guide their work. The Chair of Governors keeps in regular contact with the headteacher, but they do not meet on a planned and regular basis to discuss issues pertinent to the development of the school. Some governors are not sufficiently well informed about the life and work of the school to take a full part in school development planning. Some governors are linked to subject co-ordinators or areas of school life such as special educational needs. This is good practice. The Governing Body is kept appropriately informed by the headteacher and is provided with opportunities to discuss the targets that are set in literacy and numeracy and to discuss the outcomes of test and assessment results. Governors are increasingly recognising the importance of such meetings and the role that they can play in first of all setting priorities for school development and then tracking progress towards the stated priorities.
69. Arrangements for performance management have been introduced in a suitable manner. The monitoring and evaluation of the school's performance and taking effective action are mostly satisfactory, but remain a key issue for further development. This is because the school has not been sufficiently rigorous in its procedures to identify and address weaknesses in teaching and learning and has not addressed the dip in standards in upper Key Stage 2. The monitoring of planning is satisfactory. The headteacher and curriculum co-ordinators have sight of long and medium term planning and there is some monitoring of the coverage of the curriculum to ensure sufficient time is available for the teaching of each subject.
70. The school has introduced a satisfactory programme to monitor the quality of teaching and learning, but the amount and frequency of monitoring activities are not enough to maintain any rigour in procedures. Monitoring is largely the responsibility of the headteacher with the very occasional involvement of core subject co-ordinators and of outside bodies. The limited amount of monitoring undertaken has focused largely on literacy and numeracy and not sufficiently on other areas and subjects. Sometimes, when the school has acted as a pilot for various initiatives this has focused upon existing strengths in the school without systematically evaluating areas of weakness. Whilst feedback is given to staff from monitoring this has largely been of a descriptive nature and has not rigorously identified what worked well within lessons and the specific areas for improvement. This in part at least accounts for the variation in the quality of teaching in parts of the school and has failed to sufficiently identify areas for improvement.

71. Subject co-ordinators have not had enough opportunities to become involved in the monitoring of teaching and learning despite several staff having been identified by the local education authority as having high levels of skill. There have been very few opportunities for staff to work alongside one another or to conduct model lessons to improve teaching skills to that of the best. This was identified as part of a key issue within the previous report and has not been sufficiently used as a vehicle for school improvement. The role of co-ordinators is insufficiently developed to ensure that expertise in the different curriculum areas is consistently shared in the endeavour to raise standards.
72. The monitoring of pupils' learning is also under-developed. The headteacher sees samples of pupils' work each term but the feedback to staff on its quality has not sufficiently indicated where dips in teaching have affected standards and exactly what needs to be done to raise attainment. The school has not taken full advantage of the skills and expertise of all staff and this needs to be done and is a key issue for improvement.
73. The school's provision for special educational needs is well led and this allows the school to be an inclusive community. The co-ordinator has satisfactorily introduced the new Code of Practice for special educational needs. Provision for the majority of pupils with special educational needs is successfully addressed through work in sets, small groups in science and activities such as additional literacy support, early literacy support and Reading Recovery. Those with specific severe special educational needs receive targeted support from classroom assistants, both in the classroom and in withdrawal sessions. The provision of such support is well managed, as is the involvement of a large number of professionals from outside agencies. Leadership of the provision for pupils speaking English as an additional language responds successfully to the individual needs of this small group of pupils.
74. Through its budget setting processes the school makes efficient use of all its funds to improve pupils' learning and the quality of the environment. The school receives less than the average amount of funding per pupil and consequently runs on a very small surplus budget. The involvement of staff in the support programmes makes demands upon the very tight budget and the school is aware of the need to monitor the effectiveness of this expenditure where replacement staff do not have such high teaching skills. It makes effective use of all monies, including specific grants as expenditure is linked to the school development plan. The headteacher is very adept at acquiring extra funds and materials from the community for special projects to improve learning opportunities. The school satisfactorily applies the principles of best value in its purchases and buys back services from the local education authority when it is given the opportunity to do so. The school has put into place the small range of improvements recommended by the recent audit.
75. The commitment and efficiency of school administration staff ensure that there are effective routines in place to deal with the range of cash handled by the school on a daily basis. Day-to-day administration of finance is good and frees up teachers to fulfil their roles in the classroom. The school makes appropriate use of modern technology to deal with day-to-day office routines.
76. The school is adequately staffed with sufficient experienced teachers who are suitably qualified to teach the National Curriculum. The deployment of staff is reasonable, but does not take account of the potential of the skills of some staff to boost end of key stage standards. Staff attend regular training courses which are matched to their needs and linked to the school development plan, although the feedback on such courses has done relatively little to identify best practice where it exists in school or

where improvements can be made. The provision of learning support assistants is satisfactory and sufficient to provide good support for groups in classrooms and for individual pupils. The school's procedures ensure that new members of staff receive good support and assistance. The premises manager plays a central role in supporting the school with a range of extra duties and maintenance tasks.

77. The accommodation is good and well maintained. Colourful and very attractive displays of pupils' work, pictures and artefacts present a very stimulating and interesting environment and this has a positive impact upon learning. Recent improvements have provided the school with additional classrooms and a computer suite. Since the last inspection toilet facilities for both boys and girls have been completely refurbished. The indoor accommodation has been modified with ramps and facilities for disabled access, but outside access remains inadequate for easy movement around the school.
78. The school makes good use of all available space, but the library which is located in a corridor limits the opportunity for groups of older pupils to undertake quiet personal research. Some classrooms and storage space remain cramped. The very large hall provides a good amount of space for physical education, assemblies and for dining. The outside hard and grassed play facilities are very good and recent improvements have resulted in an exciting and stimulating outdoor area which has a very positive impact upon environmental art and design activities. Local businesses and organisations have assisted the school in renovating the school grounds. This includes the construction of a wall with pupils' names embedded into the bricks, two gazebos, the erection and renovation of mining equipment to celebrate the heritage of the area, woven willow structures, excavation of a pond, wood sculptures, planters, paths and mosaics. The nursery class is equipped with sufficient secure outdoor play space to enable children to develop their physical skills with a range of large wheeled toys.
79. Learning resources to support the curriculum are good and very good for art. The school has identified some appropriate priority areas for improvement such as the need for more non-fiction books and atlases. The replacement of large outdoor toys and construction play equipment for the nursery is ongoing. Additional learning resources have recently been purchased to benefit those pupils with English as an additional language.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and where appropriate, the governors should:

1) raise standards in writing and speaking at the end of Key Stage 2 by:

- systematically, progressively and consistently teaching the necessary writing skills that will enable pupils by the time that they leave school to write sustained, extended pieces of writing that pay sufficient attention to spelling and detailed description or narrative, characterisation and expressive language;
(paragraphs 8, 31, 93, 99, 100)
- ensuring that opportunities are fully exploited to enhance and extend pupils' writing skills in other areas of the curriculum;
(paragraphs 29, 120, 149)
- consistently providing opportunities and encouraging pupils to use a more expressive and expansive and technical vocabulary in class and group discussions, debates, in assemblies, and through the use of drama across the curriculum.
(paragraphs 94, 95).

2) Improve the quality of teaching by:

- identifying where best practice exists in the school and providing opportunities for identified staff to work alongside colleagues to model strategies to raise standards;
(paragraphs 25, 27, 29, 30)
- improving the planning of lessons in order to make greater use of assessment information and the tracking of pupils' progress to ensure sufficient challenge is provided for all pupils and especially those with higher achievement;
(paragraphs 32, 33, 58)
- improving the quality of the marking of pupils' work to indicate what needs to be done to improve their work.
(paragraphs 35, 105, 113, 123, 144)

3) extend the involvement of senior staff and subject co-ordinators in the rigorous monitoring and evaluation of the work of the school by:

- improving the effectiveness of the senior management team by clearly defining their roles and responsibilities and regularly monitoring the effectiveness of work undertaken;
(paragraph 67)
- increasing the involvement of subject co-ordinators in the monitoring and evaluation of the quality of planning, teaching and learning in subjects for which they hold responsibility in order that they are sufficiently informed of areas for improvement.
(paragraphs 70-73, 106, 116, 125, 133, 139, 160, 166, 173, 179).

Minor issues that the school should consider:

- Improving the level of unauthorised absence.
(paragraph 21).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	15	20	20	3	0	0
Percentage	5	24	33	33	5	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	243
Number of full-time pupils known to be eligible for free school meals	N/a	44

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.1

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	24	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	23	23	23
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	93 (86)	93 (84)	93 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	23	23	23
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	93 (86)	93 (86)	93 (86)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	14	14	15
	Total	24	26	29
Percentage of pupils at NC level 4 or above	School	75 (72)	81 (58)	91 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	14	14	15
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	81 (79)	84 (63)	88 (79)
	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	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	225
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24.3
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	179

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	200/01
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	£
Total income	540,916
Total expenditure	532,729
Expenditure per pupil	1,703
Balance brought forward from previous year	11,025
Balance carried forward to next year	19,212

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	305
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	53	40	5	2	0
Behaviour in the school is good.	44	47	4	0	5
My child gets the right amount of work to do at home.	29	56	11	2	2
The teaching is good.	45	50	0	0	5
I am kept well informed about how my child is getting on.	42	43	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	36	56	4	0	4
The school is well led and managed.	54	44	0	0	2
The school is helping my child become mature and responsible.	55	39	4	0	2
The school provides an interesting range of activities outside lessons.	15	47	7	0	31

Summary of parents' and carers' responses

Parents are generally very supportive of the school and feel their children are happy and make good progress. Some would like more information about the progress made and several are unsure whether the school provides enough activities outside lessons.

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. Children are admitted to the nursery class on a part-time basis until they enter the reception class when they attend full-time. When they start school, children show a range of achievement levels although overall their attainment is average. The majority begin with language skills that are below average, although a small percentage possesses skills that are more advanced. Children get a very good start in the foundation stage and make very good progress in relation to their attainment. The previous inspection report identified the foundation stage as a strength of the school and this inspection confirms that this position has been maintained and improved upon. By the time that pupils start in Year 1, they achieve the Early Learning Goals in language and literacy and exceed the nationally recommended goals in all other areas of learning.
76. Provision for the children in the foundation stage is very good overall. The quality of the teaching throughout is always very good and sometimes excellent. Teamwork is a strong feature, with very close liaison between the nursery and reception staff. Teachers are supported by an able and dedicated support staff and, during the course of the inspection, by a very experienced and committed supply teacher. Assessment records in the nursery are very comprehensive and are used to inform the high quality planning that takes place and this practice extends into the reception class. Planning, evaluation and record keeping make a significant contribution to the quality of children's learning and progress. Parents express a high opinion of the quality of the education in the foundation stage and are especially appreciative of the care taken in keeping them informed of their children's progress. A particularly useful facility is the set of folders showing photographic and text records of the progress being made through each of the Early Learning Goals, that is available in the entrance foyer to the nursery.

Personal, social and emotional development

77. The level of personal, social and emotional development of the vast majority of children when they start school is average. The very good relationships established by the staff and the very good teaching available enable the children to make very good progress in this area of their development. By the time they enter Year 1, they have progressed beyond the Early Learning Goals in this area.
78. Teachers and support staff create a harmonious learning environment and are very good role models for the children. They use every opportunity to encourage the taking of turns and the sharing of objects and experiences. Even the youngest children in the nursery are capable of taking their turn on the 'clamber frame' and all showed independence of mind and spirit in making choices of musical instruments and objects to assist in their sand and water play. The good condition of the toys and materials in the classroom testifies to the respect which the children show towards their environment and their tidying was greatly assisted by the clear and careful labelling of objects with words and symbols. During shared time, activities, such as the telling of stories or singing, give opportunities for participation in a group setting. The children clearly enjoy sharing their moments of joy and discovery. Singing time is often accompanied by moments of spontaneous laughing and shouting as the children learn to vary their voices to suit characters.

Communication, Language and Literacy

79. On entry, a significant number of children have below average skills in this area of their development. High quality teaching ensures that they make very good progress and the vast majority achieve the Early Learning Goals by the time they enter Year 1. The very good quality teaching places a major emphasis on the development of language and literacy skills and teachers find many opportunities for encouraging growth in the children's vocabulary. In the nursery, all accessible objects are labelled with words and symbols and the children are adept at returning their toys and other artefacts to the right symbol. Teachers use role-play very successfully. On one occasion, children in the nursery acted out the story of 'Goldilocks and the Three Bears' and were inventive in their choice of language. When marching and singing traditional nursery rhymes, they choose appropriate body language to emphasise their use of words. In the reception classroom, children are constantly encouraged to use an expressive vocabulary and this was noticeable in activities such as the construction of geometric shapes, using Polydrons. When engaged in a mathematics activity, children are expected to use terms such as 'more than' and 'less than' in the correct sense. They respond well to the high expectations of the teacher.
80. Children in the nursery begin their explorations of the written word through simple 'mark making' activities and are proud of their emerging ability to 'write' their own name. By the time they enter Year 1, children have the basic skills necessary to hold pencils and brushes correctly and they already know that writing has a variety of purposes. Party invitations are much prized and these and lunch menus are clearly identified by the children as having different purposes.
81. The development of language and literacy skills through the use of stories is a particularly prominent feature of the nursery and reception class and teachers create many opportunities for interesting and exciting activities for the children. During the course of the inspection, the children in the nursery were privileged to have a story read to them in English and Japanese by a visiting parent. They reacted with delight and rapt enthusiasm to the realisation that language can be so very different. On another occasion, they were able to listen to stories read to them by a visiting librarian who also emphasised the different types of book available. In the reception class, Big Books have an enthusiastic audience and children take delight in sharing books with adults. Children in the reception class are beginning to read individually with increasing confidence and have a good working knowledge of the link between pictures and text. Parents of children in the nursery class make good use of the parents' library created to provide stories for them to take home and share with their children. The stock of books in the classrooms provides a focus of interest for the children and teachers use every opportunity for encouraging an interest in the printed word.

Mathematical Development

82. From the time they enter the nursery, children make very good progress in their mathematical development and by the time they reach the end of the reception year they exceed the Early Learning Goals in this area and their confidence grows quickly. Objects are counted and sorted regularly and children are expected to identify the numbers of objects available at an early stage. Children in the nursery were observed in animated discussion about the number of possible roles to be played in the story of Goldilocks and were scornfully dismissive of the suggestion that there might be four bears. Children in the reception class are very alert in their recognition of the numbers 1 to 9 and the majority will happily count beyond these limits. Teachers encourage their use of mathematical terms during sand and water play in both nursery and reception. The majority of children have a good eye for recognising and reproducing

patterns, such as the repeating patterns of beads on strings or the colour patterns made with mathematical blocks. Teachers make good use of incidental opportunities to continually re-enforce mathematical development. For example, during snack times children are able to count and sort biscuits and milk and have a keen eye for an equitable distribution of the good things on offer.

Knowledge and Understanding of the World

83. Children make very good progress in their knowledge and understanding of the world and, by the time they reach Year 1, they exceed the Early Learning Goals in this area of their development. Teachers provide an information-rich environment for the children and everyday there is a buzz of activities that consolidate emerging understanding and create new experiences. The school grounds have become a major source of knowledge, with the pond being an especially significant place. The children are developing a good appreciation of the natural world and, following the 'spring-clean' carried out by the premises manager, the children now breathlessly await the arrival of the first frogs of the year. Teachers make good use of the outdoor environment to develop pupils' curiosity. During the inspection, the children in the reception class took part in the Key Stage 1 assembly and were very involved in the discussion of the life cycle of the frog that formed a focal point to the assembly. During the course of the year, they have been able to explore the growth of fungus and have re-enacted the story of the Three Billy Goats Gruff on one of their walks.
84. In the nursery and reception class, the exploration of the characteristics of materials is an important vehicle for learning. Children experiment effectively with construction toys and test the strength and flexibility of materials in constructing their models. Sand and water play adds to their understanding of the world around them as they successfully experiment with capacity and volume and see and feel the differences between wet and dry substances. The making and tasting of a variety of foodstuffs play a prominent role in their learning. Pupils in the nursery and reception class are developing early computer skills and they demonstrate well-honed fine motor skills as they manipulate the mouse and the keyboard.

Physical Development

85. The children make very good progress in their physical development and exceed the Early Learning Goals in this area by the time they enter Year 1. Teachers in the nursery make very good use of the large, secure outdoor play area available to the children. A good range of large play apparatus is available and the children use this with great enthusiasm. In addition to the secure play area, the children also have access to the wider environs of the school field and they are able to visit natural areas within this and also incorporate it into their short excursions into the wider world. A range of suitable equipment, including a 'clamber frame' is available for use indoors. This is used as much for social as for physical development as the children take turns in using the crawling ladder and boxes. Children in the reception class have access to the apparatus in the school hall and also to the larger playground area that they share with their older peers. They join in games and pursuits enthusiastically and are frequently helped and encouraged by older pupils.
86. By the time they reach Year 1, the children have acquired a good sense of their own bodies and they move easily and safely on and around apparatus. They respond physically to music and greatly enjoy the singing and dancing activities organised by their teachers.

Creative Development

87. The children make very good progress in their creative development and have exceeded the Early Learning Goals in this area by the time they reach Year 1. Throughout their time in the foundation stage the children are surrounded by opportunities for creative development. In the nursery, they have a range of simple tuned and untuned instruments available to them and they are very good at working together and composing and performing musical accompaniments. During the inspection, children in the nursery were observed spontaneously choosing instruments and beating out an accompaniment to the performance of Goldilocks and the Three Bears. Later, the whole class used the instruments to create a small piece of orchestral harmony. Through their role-play, they create the fantasy characters that assist in the development of social and emotional skills and their vocabularies.
88. Children in the nursery and reception class have numerous opportunities for the creation of artworks and very few go home at the end of the day without some artistic creation that they display with great pride. In the course of their painting and drawing activities the children also have an opportunity for exploring the mixing of colour and the use of different surface textures for their paintings. Recently, the children have been privileged to share in some of the cultural and creative experiences of a small group of Japanese children who have attended the school.

ENGLISH

89. By the end of Year 2, pupils' achievement on the basis of the end of Key Stage 1 National Curriculum tests in 2001 is well above average in writing and above average in reading when compared to all schools and to similar schools. The end of Key Stage 2 National Curriculum tests in 2001 show pupils' achievement in English to be below average when compared to all schools and average when compared to schools with 20% of pupils entitled to free school meals.
90. Inspection findings show that standards at the end of Year 2 are above average in reading, writing, listening and at an average level in speaking. Standards at the end of Year 6 are average in reading and listening and below average in writing and speaking. The present Year 6 has a significant percentage of pupils that has not spent their full educational lives at the school and a relatively high percentage of pupils with special educational needs. These factors partially explain the difference in achievement levels between Year 2 and Year 6 but do not tell the full story. On occasions, pupils are not always achieving as well as they could because expectations are not high enough in terms of the writing style, the amount of work that pupils complete or the vocabulary that they use. Pupils for whom English is an additional language achieve as well as their classmates.
91. Pupils in Key Stage 1 benefit from teaching that is consistently of a good and at times very good standard. This enables pupils to make good progress and to achieve well. The overall progress that pupils make at Key Stage 2 is satisfactory with good progress being made when the quality of teaching is of a good standard. This is often the case for some of the youngest pupils in the key stage and for pupils in Years 4 and 5 who are not taught with the Year 6 pupils.
92. Throughout the school, pupils with special educational needs receive good levels of support, with classroom assistants often making a valuable contribution to pupils' learning and this enables pupils to achieve well. Although the school does not receive any additional outside help for pupils for whom English is an additional language,

these pupils benefit from being fully included in the curriculum and the life of the school as a community. Pupils are supported well and their needs are met in an effective manner. These factors all help to ensure that such pupils make good progress.

93. The school recognises that for standards to rise at the end of Key Stage 2 there is a need to ensure that writing skills are consistently taught in a direct and progressive manner and this has already been identified as a priority in the School Development Plan. The good practice that is clearly evident at Key Stage 1 and in some classes at Key Stage 2 needs to be shared in order to have the maximum impact on standards. The school has made satisfactory progress and improvement since the time of the last inspection, particularly in improving standards at the end of Key Stage 1m with the school showing a determination to further improve how well pupils are achieving by the time they leave school.
94. In Year 2, pupils listen most attentively in lessons and the manner in which they settle down to work after a whole class introduction and start their work productively shows that they have grasped exactly what is expected of them. Pupils listen respectfully when classmates are reading out their work or expressing a view or opinion. In literacy and other lessons, pupils respond well to changes in moods within texts that they are listening to and the look on their faces shows that they recognise humour, excitement or apprehension because they have listened so carefully. The pupils are usually ready to answer questions and to talk about their views, opinions or personal experiences. Although the pupils are confident speakers, they do not possess a particularly expressive or expansive vocabulary when articulating their thoughts or views.
95. By the end of Year 6, the majority of pupils have satisfactory listening skills, although a minority of pupils do not listen attentively when the teacher is talking and miss pertinent and relevant teaching points. Most, however, follow instructions well and listen appropriately to the views of others before making their own responses. Speaking standards are below average. Teachers provide satisfactory opportunities to discuss a range of issues, such as working children in the Victorian era, the effects of poverty or simply analysing texts within a literacy lesson. But pupils' vocabulary in response to these activities or in discussion in general lacks sparkle or vibrancy, with a minority of pupils reluctant to take part in question and answer sessions. Many pupils are eager to talk about their work in different areas of the curriculum, but do not use an appropriate technical vocabulary. The school is beginning to address the issue through increased opportunities for pupils to take part in drama activities both within the school day and during extra-curricular clubs. Evidence indicates that these initiatives are having an increasingly positive impact on raising pupils' speaking skills.
96. At the end of Year 2, standards in reading are above average. Pupils have a real love of reading and like nothing better than reading or listening to a good book. They have a good knowledge of a wide range of authors. Within literacy lessons they are always keen to read out their work and do so with great confidence and expression. Pupils are directly taught a variety of different strategies to help them when they come across unfamiliar words and phrases. They use these strategies with ease and this means that they read fluently and accurately. The good quality of teaching stresses the importance of reading with expression and how the correct interpretation of punctuation can help text spring to life. As a result, many pupils read with a sense of drama that really hooks the attention of the listener. Pupils are aware of and use contents and index pages of books well. They use glossaries, dictionaries and a thesaurus, all of which help them to locate information at speed.
97. The present Year 6 pupils have satisfactory reading skills. Pupils read with an appropriate degree of accuracy and fluency and have a satisfactory knowledge of

authors. The higher attaining pupils change the tempo of what they have read, by using their knowledge and understanding of the importance of reading with suitable intonation and expression. Good opportunities are provided for pupils to research different topics using both books and the Internet. This helps pupils to locate different sources of information with speed and accuracy. Although many pupils have mastered the mechanics of reading, a smaller number have a real love for literature and few pupils have well-developed skills of deduction, inference or reading beyond the literal level.

98. Standards in writing are above average at the end of Year 2. Pupils write sentences with consistent and accurate use of capital letters and full stops. The higher attaining pupils use speech marks, exclamation marks and question marks and are already recognising that correct use of punctuation really adds to the dramatic impact of the text. Teachers provide a wide range of writing experiences, including factual, descriptive and imaginative work. Handwriting is well formed and pupils are encouraged to take a real pride in how they present their work. Pupils are taught a good range of spelling strategies. However, spelling, although satisfactory overall, is the weaker element of writing.
99. Writing standards at the end of Year 6 are currently below average. The emphasis on teaching is being increasingly geared to providing the pupils with the skills to complete writing tasks successfully. Such teaching is starting to have a greater impact on the standards that are achieved, but expectations placed on the oldest pupils are not high enough in terms of the quality or quantity of work they produce.
100. Key Stage 2, pupils' writing often starts in an appropriate manner but then fizzles out, with pupils unable to sustain a plot, characterisation or an idea or argument. Some good examples of writing are present for pupils in Year 3 and those in Year 4/5 where the good quality of teaching is really pushing on pupils' writing skills. The pupils' somewhat limited vocabulary further hinders their progress, because their work is not dynamic or expressive enough to really grab the attention of the reader. The school is aware of these shortcomings and is addressing the issue by a whole school focus on the systematic development of writing skills. Most pupils present their work in an appropriate manner, with a minority taking less pride in their work. Spelling standards by the end of Year 6 are currently below average, with too few pupils spelling words correctly. The school has also identified the need to promote and enhance pupils' writing skills in other areas of the curriculum. There are occasions, including in science, when the use of worksheets, rather than expecting pupils to write more detailed responses, hinders their learning.
101. The attitudes of pupils are generally good. Many pupils enjoy their work and the standard of behaviour in most lessons is good. The younger pupils in school and some of the pupils in Key Stage 2 show high levels of enthusiasm, a real confidence and a desire to do well. A smaller number of the oldest pupils in school show a reluctance to take part in question and answer sessions and carry on talking when the teacher is making very relevant teaching points. This impacts adversely on their learning. The overall picture, however, is that pupils' attitudes and behaviour are good and make a positive and important contribution to the quality of pupils' learning.
102. The quality of teaching is good with some very good features in Key Stage 1 and satisfactory with some good and very good practice in Key Stage 2. In Key Stage 1, the great strength of teaching is the systematic and direct teaching of reading and writing skills. Pupils are taught the skills to enable them to become proficient and accomplished readers and writers. Lessons are often lively and imaginative. Good attention is given to the development of phonic awareness, and this is often done

through a number of games that capture the interest and imagination of the pupils and which make learning fun.

103. The quality of teaching at Key Stage 2, whilst satisfactory overall, is more variable. Examples of good and very good teaching were observed for pupils in Year 3 and in Years 4/5. Here, the lessons have a real sense of pace and zip along. Expectations are high and the enthusiastic teaching styles of the teachers capture the attention of the pupils. The different parts of the literacy hour are taught well and good references are made to pupils' prior knowledge and learning. At this key stage, some pupils are taught in ability groups. The best teaching ensures that, although pupils are of similar ability, tasks that are planned take account of the small differences in attainment and a range of differing and challenging activities is provided. This impacts positively on pupils' learning. In some instances, this does not occur and the higher attaining pupils in particular are not provided with sufficiently demanding activities, or expectations of the level of work or amount of work pupils are expected to complete are simply not high enough.
104. There are some good examples of computers being used to support and enhance pupils' learning with research tasks, drafting and editing and pupils putting together PowerPoint presentations. Not enough use is made of the school library for research and independent study.
105. The quality of verbal feedback to all pupils within lessons is often of a high standard and this helps to deal with any misconceptions and to build up pupils' self-esteem. Although there are some good examples of the marking of pupils' work being used to clearly outline what is needed to improve, marking on the whole is less than satisfactory. On too many occasions there is simply a tick or a cross with no guidance for improvement or a comment to explain why a particular piece of work is of a good standard.
106. The leadership and management of the subject are satisfactory. The co-ordinator has only recently taken responsibility for the subject. She has had the opportunity to monitor teachers' planning, but has not yet had the opportunity to monitor and support teaching and learning across the school or to carry out a detailed or regular scrutiny of pupils' work. However, the headteacher has carried out work scrutinies and lesson observations across the school. This is in addition to observations carried out by the local education authority adviser. The headteacher has also carried out an analysis of test and assessment data and is increasingly using the data to set targets for groups of pupils and to identify areas for improvement within the subject. However, there is a need for the co-ordinator to now take an active role in monitoring teaching and learning across the school, in analysing test and assessment data and in ensuring that the good and very good practice that is clearly evident is disseminated across the school. This is in order to have the biggest possible impact on improving standards, particularly in writing. The quality and quantity of books in the school are good. The school does much to promote an awareness and love of literature through attractive displays that are an effective learning resource as well as being aesthetically pleasing.

MATHEMATICS

107. Inspection findings are that standards in mathematics are above average for pupils at the end of Year 2 and average for those at the end of Year 6. This is good improvement since the previous inspection when standards were judged to be average and below average, respectively. The trend of improvement is in line with the national trend at the end of Key Stage 2. In the 2001 national tests for pupils aged eleven,

standards were in line with the national average and average when compared with similar schools. Standards for pupils aged seven were above both the national average and those of schools with similar features.

108. Overall, standards at the end of Key Stage 2 are not as high as they should be, when comparing results of the same year group when they left Key Stage 1. This is largely due to a number of higher achieving pupils leaving the school and other pupils with special educational needs joining the school and, to some extent, the quality of teaching of the older pupils. There have been differences in the performance of boys and girls and the school is now addressing this issue. In the 2001 tests, Year 6 pupils achieved results well above the target set by the governors, although these targets were below the national average and were not challenging enough. Pupils with special educational needs are often well supported. On these occasions, they make good progress in relation to their prior knowledge and understanding. Pupils with English as an additional language achieve as well as their classmates.
109. By the age of seven, average and above average ability pupils understand place value well. Most are able to answer mental and oral calculations quite speedily. They put in order numbers up to hundreds and round money totals to the nearest 10p up to £1. Most pupils 'double and 'halve' tens and units totals with confidence. Only a small number of less able pupils cannot work out $\frac{1}{4}$ and $\frac{1}{2}$ of countable objects in practical situations. Most pupils confidently identify objects that are longer or shorter than a metre and the more able begin to measure in units of centimetres. All pupils use the mathematical names for common two- and three-dimensional shapes accurately. They develop good understanding of the concept of time passing when they count the number of times they repeat particular activities in thirty seconds or one minute. Most pupils draw and interpret pictographs and simple bar charts well. However, many pupils do not yet understand the concept of reflective symmetry.
110. By the age of eleven, the pupils are often keen mathematicians and have covered a good range of work, including multiplying and dividing by 10 and 100 to decimals. Average and above average pupils, work with fractions, decimal fractions and percentages in a satisfactory manner. Higher achieving pupils understand multiple, factor, square, ratio and proportion when working with numbers. In developing their understanding of time, most pupils satisfactorily work out the hours and minutes between programmes when evaluating published television schedules. Most pupils' understanding of the concept of angle is sound but only the more able have a clear understanding of using this knowledge to draw triangles. Most describe the properties of two- and three-dimensional shapes satisfactorily and sort the latter, according to the number of faces, edges and vertices. Boys and girls have worked with a variety of graphical representations, but have limited understanding of collecting their own data and choosing which graph to use to display that data effectively. Most able pupils understand the fractional proportions of chance involved, when studying probability.
111. The quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. However, in Key Stage 2, teaching differs too much from class to class to ensure learning is good overall. Where teaching is very effective, as in Years 3 and 4, teachers present lessons in an interesting way and overhead projections give clarity to the tasks. Where teaching is effective, teachers adapt activities well to meet the needs of pupils of different abilities. For example, in a lesson for lower ability pupils, large-scale replicas of the activity being taught were provided. This allowed the classroom assistants to give particularly effective support to their pupils with special educational needs. This culminated in these pupils being able to give unsupported and confident responses to the teacher's questions. In another very effective lesson for the most able pupils, very high expectations, supported by an encouraging sense of humour,

ensured that all pupils strove to succeed. Pupil-teacher relationships were warm and behaviour was very good, which creates a good climate for learning.

112. Where teaching is unsatisfactory, teachers do not offer enough challenge to different groups of pupils. For instance, the effectiveness of the whole class teaching of lower ability Year 5/6 pupils was significantly reduced by incorrect demonstrations and unclear explanations that did not move the pupils forward in their learning. Worksheets are sometimes used inappropriately and do not move pupils on in their learning fast enough.
113. All teachers are familiar with the National Numeracy Strategy that is generally used satisfactorily, but sometimes there are missed opportunities to make learning even better. Some teachers present the same level of work to all pupils and, as a result, some find it too hard and others find it too easy. The more able Year 6 pupils are taught with an over-reliance on published worksheets, which does not show what they know, understand and can do. Scrutiny of their work identifies a large proportion of recent work that is unfinished, which adversely affects pupils' confidence levels and their attitudes to such work. In a large proportion of classes, the quality of marking is unsatisfactory. Work is usually marked, but there is little evidence of reward stickers, encouragement to improve, or demands for higher standard of presentation. Infant teachers usually present tasks related to the differing abilities of their pupils. This good practice supports all pupils well and they make good progress. The teaching of number is the strength of the mathematics curriculum.
114. The use of information and communication technology to develop mathematical knowledge, skills and understanding is underdeveloped and often unsatisfactory. However, when Year 5/6 pupils compare the different weather types experienced in London with the equatorial, rainforest region of South America, their work display includes pupils' computer driven line graphs. There are satisfactory opportunities to develop numeracy skills across the curriculum and especially in geography.
115. The quality of teaching impacts upon pupils' attitudes and behaviour. When teaching is better than satisfactory, attitudes range from good to excellent. When teaching is uninspiring and the pace of the lesson is slow, pupils lose interest, switch off and look for other things to do. Overall, pupils' attitudes and behaviour during mathematics lessons are good.
116. The quality of leadership and management is effective in several areas because the co-ordinator has a good grasp of the strengths and weaknesses in the subject. She monitors medium-term planning well and has excellent subject knowledge and understanding and is keen to take the subject forward. Her role is under-developed, as she is insufficiently involved in tracking pupils' progress by using the information gained from the good range of assessment procedures already in place. On an informal basis, once with every teacher, the co-ordinator has monitored the quality of teaching and learning. However, she and the other high quality teachers in the school are not used to give demonstration lessons, to support the professional development of their colleagues and this is a missed opportunity to develop teaching skills further. Resources for mathematics are satisfactory. Given that the pupils' starting point is average, their achievements are satisfactory. Standards are improving. With this in mind, the subject has developed well since the last inspection.

SCIENCE

117. Inspection findings are that by the age of seven pupils are working above the standard expected nationally and most boys and girls achieve well and make good progress. This largely confirms the standards seen in the 2001 teacher assessments where an above average proportion of pupils achieved the expected level. Inspection findings are that by the age of eleven, although the majority of pupils are broadly in line to achieve the national expectations, a significant minority are not. This is mainly due to the fact that they have special educational needs. This indicates a slight dip in standards from the 2001 standards when, in comparison to schools nationally, standards were average and above those of similar schools. The school has achieved results in line with the national average because of an effective programme of revision, but pupils' current work does not always reflect average achievement. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2, but older pupils do not achieve as well as they should do in lessons, because teaching is at times unsatisfactory.
118. Pupils aged seven have a good understanding of the workings of their own bodies and really enjoy the idea of measuring their own breathing. They concentrate well and are very sensible in carrying out the activity. Almost all are able to explain why their breathing is faster after exercise. Computers are used well to support learning and two pupils use the computer to record their findings, whilst others complete tables satisfactorily. The sample of recent work shows that good teaching has encouraged pupils to record what they understand in their own words. Pupils have effective opportunities to reflect, for instance, when they compare themselves with a friend. There are good links to literacy, for example, when they use a small number of books to investigate materials and then produce their own booklet of their findings. The sample of recent work shows that pupils have a good understanding of forces and materials and especially of developing their knowledge, skills and understanding of scientific enquiry. Higher attaining pupils clearly and enthusiastically explain why and how to conduct a fair test and know they need to make the conditions for experiments equal. Good use is made of the school grounds to develop effective understanding of other living things and the conditions they need to thrive.
119. By the age of eleven, working in small groups, pupils write down an appropriate range of light sources with reasonable understanding. They slowly decide which are natural light sources and which are secondary light sources. Boys most readily offer suggestions and dominate discussions. This reflects the results of the standard assessment tests, where boys usually perform better than girls do. However, boys do not behave well, calling out, for instance, when the lights are switched off or when masks are put on. This slows everyone's learning. Pupils show considerable interest when they use mirrors and light boxes to carry out a practical investigation or when they observe what happens to their eyes after they take off their masks.
120. At the end of Key Stage 2, pupils have sound understanding of how to follow lines of scientific enquiry, although the sample of work shows relatively few opportunities for pupils to follow their own lines of enquiry or set up and carry out different experiments or investigations. By eleven, pupils have reasonable understanding of life and living processes of both humans and animals. They understand about nutrition and growth and the factors that adversely affect the body. They are able to group and classify materials by comparing the properties of everyday materials and some of the changes that occur when materials are mixed, heated and cooled. However, in Year 6, pupils' speaking skills are not developed well enough and they do not use language with sufficient scientific precision. Spelling is often not accurate and errors remain uncorrected. However, higher attaining pupils use their skills on the computer well to

produce a piece of research, for instance, on the medical use of plants. There are occasional good examples of pupils evaluating their own and others' work but not always enough opportunities to write what they have found out in their own words. This improves their knowledge and understanding of their own learning. Pupils are sometimes offered imaginative experiences, such as a 'Rock Walk' in a study of materials.

121. The quality of teaching and learning is good in Key Stage 1 but, whilst satisfactory overall, in Key Stage 2 is too variable, and ranges from very good to unsatisfactory. These judgements mirror the quality of teaching and learning observed in samples of pupils' previous work. In Key Stage 1, staff have good expectations of what the pupils can achieve. Teachers are often enthusiastic and try to involve pupils directly in what they are finding out about. This is seen when all pupils in Year 2 carry out a range of simple exercises after which they monitor their own breathing rates and compare their results with their friends'. These activities interest and motivate pupils well so that they make good progress in learning more about how exercise helps them remain healthy. Staff plan lessons carefully so that different recording activities meet the needs of groups of pupils who make different rates of progress.
122. In Key Stage 2, there is too great a variation in the amount of work produced by pupils in each class and, whilst satisfactory overall, there are areas of weakness. In Years 3 and 4, teaching is often good especially where teachers have relevant expectations of what pupils can achieve. Where teaching is very good, lessons proceed at a cracking pace; the lesson is firmly based on practical experiences linked to learning aims and the teacher challenges pupils' thinking. For instance, in one Year 4 class, pupils design their own experiments based on questions that they want to investigate. Because of increasingly probing questions, these pupils gradually make more scientific responses using the required technical vocabulary. Where teaching is good, lessons are managed well and based on practical experiences. Endings of lessons are used effectively to consolidate pupils' learning.
123. Teachers at the end of Key Stage 2 do not have consistently high enough expectations of pupils. In Year 5, the teacher prepares the experiment on evaporation, which limits their direct involvement in the task and lets one pupil record what happens using a digital camera. In Year 6, pupils have too little time for their experiment with light boxes and mirrors and this limits their learning. In Year 5, pupils draw diagrams in pen or biro with a lack of care, work is not titled or laid out appropriately. This does not build on the good practice established previously. Older pupils do not have sufficient opportunity to have first hand experiences. In lessons where all Year 6 pupils are taught together, the teaching group of 37 pupils is too big to allow practical science to be carried out effectively. However, well-prepared and trained classroom support assistants are used successfully to make such groups smaller or to allow mixed age classes to be taught separately during one lesson a week. This aids pupils' learning effectively, as work can be better matched to their ability and needs. Often, work is not well marked to show pupils what they need to do to improve. Where teaching is unsatisfactory, time is not used well, for example, when lessons start late, which limits what pupils can learn. In Years 5 and 6, teaching does not support the development of pupils' numeracy skills effectively enough.
124. Leadership and management are broadly satisfactory. The school has put a lot of time and energy into addressing weaknesses identified in the previous report. Teachers have received recent and relevant training to improve their knowledge and understanding. A very detailed scheme of work and half-termly planning, which is based on government guidelines and the local authority scheme of work, support them. However, the most important aspects and those which need the greatest

amount of time need to be more carefully 'flagged up,' so that pupils' learning is improved.

125. There are good procedures for assessment and these are regularly used to measure what pupils know, understand and can do. However, best use is not always made of the information gained from assessments to challenge pupils and move them on in their learning. Teaching and learning are not monitored, because science is often taught at the same time throughout the school and books are not examined for evidence of pupils' learning in enough depth. This means that there is insufficient knowledge of how well science is being taught in classes. Resources are now better than average, but some teachers rely too heavily on worksheets. A good range of visits and visitors enriches the curriculum. For instance, a lively Science Forces Day introduced pupils to an interesting range of resources and experiments.

ART AND DESIGN

126. Standards in art and design overall are above average at the age of seven and eleven. This indicates an overall improvement in standards since the previous inspection of the school. There are particular strengths in aspects of two- and three-dimensional work, some of which is of high quality and pupils make good progress in this area of their learning. However, unusually, standards in the basic art skills of drawing and painting are not as good as work in other media and these standards and the quality of pupils' learning are often no more than average. Pupils have very positive attitudes to their work and talk with pride about what they have done. Pupils with special educational needs and those with English as an additional language make similar good progress to their classmates and they are fully included in all activities.
127. The subject is very ably led by the headteacher who has a high level of interest and expertise in art and design and environmental activities. Because of this, considerable time and effort has been spent on improving the learning environment of the school and this has a very positive impact upon the pupils' cultural development. All projects are very thoroughly researched and often involve visits to such places as Bretton Sculpture Park and the Design Project in Barnsley. Pupils have won awards for the quality and imagination shown in some of the large pieces of work. This work around the school and in the school grounds is often very imaginative and bold and makes a statement to the local community about how highly the school values the work of the pupils. The quality of this work is much appreciated by parents and pupils and is a strength of the school. Cross-curricular links are a strong feature of work in art and design.
128. Photographic evidence shows that older groups of pupils have made good progress when involved in recent work to make external mosaic boards to cover the sides of the playground. Interesting designs using cut pieces of tiles are put upon the boards, showing good awareness of shape and colour. The design element of the tasks is well considered and the finished work of a good standard. Also, in the playground is a wall of locally made bricks on which each pupil has signed their name. As part of the design element of the work, pupils found out more about the production of bricks which also furthered their work in science.
129. The school uses the talents of senior staff and visiting artists very well to bring added interest to pupils' learning. Within the school grounds, there are very imaginative and high quality pieces of two- and three-dimensional artwork. Art is used well to support activities in other subjects. For example, pupils have recently been involved in a project to make a large sized newt, frog, heron and squirrel as an aid to story writing.

School portfolios and photographic evidence show pupils' initial sketches for the models and how these were made with the help of visiting artists in residence. Pupils were covered in plastic sheeting onto which netting and plaster were added to give the shape of the characters. Eventually, the pieces were completed by the addition of tile mosaics to a high standard. The quality of teaching and learning in such projects has been very good. The models were then placed around the school pond as a stimulus for writing stories about what the characters say to each other.

130. Pupils have very good opportunities to produce large scale wooden figures of a high standard have been constructed within the school grounds to illustrate sporting scenes. Particularly impressive is the figure of a swimmer swimming through the grass showing curved log shaped pieces of wood chosen to reflect the arm and leg movements of the swimmer. Around school are very effective wire sculptures and work in the style of several well-known artists. Pupils have good knowledge of the work of a wide range of artists and the very good quality display promotes interest and enthusiasm so that pupils sometimes sit at lunch and discuss the merits of the extensive amount of work on display around the school hall. This currently includes work in the style of Monet and Mondrian and pupils talk enthusiastically about other work in the style of Van Gogh, Paul Klee and Picasso. Pupils throughout the school produce portraits of other pupils, which are used as assessment pieces to indicate what progress they are making in the development of drawing skills. Such work is usually of a standard that is appropriate to the age of the pupils.
131. Pupils in Key Stage 1 make very attractive constructions in the style of Andy Goldsworthy, using natural materials, including grass, flowers and twigs. The school sets aside a section of the school field for such work and photographic evidence shows large numbers of pupils very happily engaged in this work, often as an activity they choose to do in lunchtimes. Pupils in Year 2 produce attractive African-style paintings of an average standard and masks that are well made. However, work in sketchbooks shows more limited development of drawing skills, which are no more than average. Much of this work is undated and untitled and of only limited use in assessing the progress pupils are making in the development of drawing skills.
132. In Key Stage 2, pupils draw still life observational drawings of potted plants of an average standard. They make effective use of a digital camera when making their own collection of objects, which they put within a box to construct tableaux. Pupils experiment with a suitable variety of pencils and pastels in order to decide which of these is most suitable to create the desired effect for further observational work. Pupils in Year 4 produce attractive collages of a Roman Centurion, although work is limited by the use of a pre-drawn template for the figure. Satisfactory use is made of information and communication technology to produce a range of designs and images that involve 'flipped' and quartered designs.
133. Teaching in the lessons observed during the inspection was satisfactory in both key stages as was the progress pupils made. However, over time the extensive photographic evidence and discussions with pupils indicate that they make good progress in two- and three-dimensional work and teaching in these areas is good. Whilst staff have satisfactory subject knowledge overall, this is not always of a sufficiently high standard to help the pupils improve their drawing and painting skills. Sometimes, activities are not well matched to pupils' levels of ability, as seen in one lesson where the teacher did not make clear what the pupils were to do. There was no demonstration to pupils of how to produce drawings emphasising the texture of their chosen pieces. This resulted in confusion and not all pupils making the progress they could in such an activity. In Year 1, pupils made satisfactory progress when producing paintings in the style of Picasso but less progress in cross stitching activities which

were too hard for the pupils and resulted in the activity being adult dominated. Because the monitoring and evaluation of planning and teaching is weak, such activities have not identified weaknesses in the subject.

DESIGN AND TECHNOLOGY

134. Standards in design and technology are above national expectations at the end of Years 2 and 6. This represents an improvement since the previous inspection when standards were described as in line with national expectations. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well as a result of the good quality teaching provided. Pupils display positive attitudes towards their learning in design and technology and they behave well in lessons, where they work with enthusiasm. Pupils also enjoy a good range of out of classroom experiences in design and technology and these have a very beneficial impact on their learning and attitudes and behaviour.
135. Pupils develop a good understanding of the processes of designing, making and evaluating as they move through the school. Their experiences are well linked with other subjects in the curriculum, notably art and design and science, and there is an effective transfer of skills across subjects.
136. Teaching is good in Years 1 and 2 and pupils enjoy a wide range of activities as they increase their skill levels progressively. By the end of Year 2, pupils still tend to prefer the 'hands-on' aspect of making their products, but they are beginning to understand the need for design as a way of identifying problems. In a Year 2 lesson, pupils were engaged in making animated pictures. The highest attaining pupils began their work with an understanding that the sequence of construction needed careful planning before the making stage. Whilst other pupils were anxious to make their pictures, they were also learning from their higher attaining peers and incorporating problem-solving into their initial thinking. Good teaching ensured that pupils made best use of the learning opportunities presented by any design or construction problem. By the time they reach the end of Year 2, pupils have gained appropriate experience in designing and making in food technology, mechanisms and structures. Through focused practical tasks, such as sewing, they have also built up a range of skills to carry forward into the junior years.
137. Pupils in Years 3 to 6 continue to make good progress. Good teaching ensures that links with other subjects in the curriculum are maintained. Pupils in Year 3 are able to evaluate the aesthetic and artistic qualities of good furniture design as they work on preliminary designs for a chair. The school is adapting the units in design and technology produced by the national guidelines and, as pupils revisit key concepts of design, teachers are using the materials to challenge their thinking and practical skills effectively. In discussion, pupils in Year 6 show a good awareness of the principles of design and they know that commercial considerations also play a part in the appearance of finished products. Pupils in Year 3 were aware that chairs in the 'real world' might be designed as much for appearance as for comfort and durability. The quality of the teaching ensures that pupils are able to evaluate their designing and making outcomes and identify ways in which they might be improved. However, teachers do not make enough use of information and communication technology to aid the design element of pupils' work.
138. As part of the process of assessing pupils' progress in design and technology, the school keeps detailed photographic records of activities, which staff are beginning to

use effectively in identifying which activities were successful or where improvements need to be made. Pupils have been able to take part in projects based at Hallam University where they designed buildings for a Victorian townscape. In discussion, pupils have a strong sense that they have achieved a wide range of successes in the study of design and technology and are proud of their work. This kind of activity promotes enthusiasm in the pupils and makes them keen to learn.

139. Resources for design and technology are good and the co-ordinator has a good overview of the subject. She is aware of strengths and also of areas for improvement and has overseen the introduction of the new guidelines. However, assessment and monitoring in the subject remains underdeveloped. Most data is collected by individual teachers and, whilst this gives a picture of subject coverage, does not assist fully in supporting future planning as it is not analysed in sufficient depth to provide a clear picture of the progress being made by individual pupils. This has a negative affect on pupils' learning.

GEOGRAPHY

140. Pupils' achievement exceeds national expectations at the end of Years 2 and 6 and this represents an improvement since the previous inspection, when standards were described as satisfactory. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as a result of the effective teaching being provided. Pupils behave well in their lessons and have positive and enthusiastic attitudes towards the subject of geography. Very good use is made of the local environment and fieldwork makes an important contribution to the standards achieved.
141. By the end of Year 2, good teaching ensures that pupils have acquired a good range of key geographical skills. They are able to draw a simple map and plot routes using basic information well. In recognising the features of maps, they are aware that these are a way of representing the real world in two dimensions. They know that keys and symbols are aids to map reading and that the same symbols may be used on a variety of maps and plans. Barnaby Bear is well used in developing an awareness of places in the world and has played a key role in bringing far away Japan into the learning experiences of pupils in Years 1 and 2. The creation of natural zones in the area of the school grounds has brought pupils into contact with geography in the field and, by the end of Year 2, they show an impressive awareness of the impact of human activity on the environment. Pupils in Year 2 were also observed using the Internet to good advantage as they researched the geography of the Scottish island of Coll and they were able to download a range of illustrative and text material to support their study. The study of contrasting localities has a positive impact upon pupils' cultural development.
142. By the end of Year 6, pupils have more in-depth understanding of maps as the key tool of the geographer. They have a good awareness of historical aspects of mapmaking and know those early navigators and explorers studied in history had none of the sophisticated techniques available to travellers in the 21st Century. In discussion, some pupils in Year 6 were able to refer to satellite navigation and the use of the global positioning satellites in finding directions. A notable feature of the geographical knowledge of pupils in the junior years is their environmental awareness. Not only do they have a good working knowledge of the local geography from studying Dodworth and Barnsley, but they are also well informed concerning global issues. During studies of a village in Africa, a project on the rainforests and the Yanomami people, pupils have identified many of the moral dilemmas arising from the spread of global economic

activity. Understanding of the physical and social environment is further reinforced by residential visits, such as that undertaken in Norfolk by pupils in Years 5 and 6.

143. Pupils throughout the school have responded successfully to the good quality of the teaching in geography and they are keen and enthusiastic about their learning. They have responded especially well to the challenge of addressing environmental issues and are challenged by their teachers' expectations in this area. Good cross-curricular links are made with other subjects, such as history and mathematics, as they build up databases of geographical information. Information and communication technology is used effectively in supporting learning in geography and pupils are able to access a good range of maps, globes and atlases in their individual research.
144. Leadership and management of the subject are satisfactory. The co-ordinator has a good overview of the subject, but has not paid sufficient attention to the marking of pupils' work and assessment as a basis from which to guide future planning. Marking is often cursory although the quality of the work on display does a great deal to encourage and motivate pupils. Annual assessment against key objectives and targets is underdeveloped and could be better employed in raising standards still further.

HISTORY

145. Standards, at the end of both key stages are above those expected nationally. All pupils make good progress and remember historical details well. This represents good improvement since the last inspection, when standards were unsatisfactory at the age of seven and sound when the pupils were eleven. This improvement is due to good planning of the recently introduced curriculum, overall effective teaching and the support of a subject specialist co-ordinator, who has helped raise the profile of the subject throughout the school. The quality of teaching has improved since the last inspection when it was judged to be sound. Educational visits are used very well throughout the school to bring learning to life, to interest pupils and to extend their learning effectively.
146. By the age of seven, pupils have a generally good understanding of the lives of several famous historical figures. They identify why the people are famous and can often re-tell their stories in their own words with good detail. They compare some features that have changed in the different historical times, especially for children. In a good lower infant lesson, pupils use every day words and phrases well to describe household artefacts from the past, including different styles of books reflecting the era when they were published. They begin to develop a suitable awareness of chronology but do not use a time-line to help identify how long ago some of the items were used. Grandparents visit Year 1 lessons to talk to the pupils about how they used to live fifty years ago. Year 2 pupils visit Cannon Hall dressed in Victorian costume. They recreate the working lives of Victorian servants and learn about domestic life and work, through looking at objects from the era. Pupils enjoy these visits and learn a lot through experiencing some of the aspects of other children's lives.
147. Pupils in Key Stage 2 extend their understanding of different historical periods well. In Year 4/5, pupils study the life and times of Henry VIII. Higher achieving pupils realise that portraits may be opinion and propaganda. Most pupils are able to compare the daily life of the monarch with that of other people and show some understanding of the social structure of medieval life. At this stage, pupils have good understanding of the importance of different forms of evidence, use vocabulary well and exhibit developing investigative skills. They have produced very attractive portraits of Tudor figures and recorded what they have found out in some well-considered pieces of descriptive

writing. Year 3 and Year 4 pupils visit Brodsworth Hall near Doncaster to learn about aspects of life in Victorian times, while a Theme Day at Bishop's Gate, Sheffield provides Year 4/5 pupils with rich additional insight into life in Tudor times.

148. In Years 5/6, pupils also make good progress. Good, joint planning means that the content is the same and covers the fictitious account of Lotte. Pupils recognise that as a child she could have worked down the coalmine during Victorian times. Higher achieving pupils know that authors often research stories in great detail and that this can be acceptable as historical evidence. Pupils use photographic and illustrative evidence well to confirm and expand on the information gained from the stories they hear. Pupils take part in discussions that effectively identify the use of alternative sources of evidence and pupils have suitable opportunities to undertake individual research. Year 6 pupils visit the Victorian Medical Museum in Leeds and also visit Cannon Hall. Parents acknowledge that such visits have a very positive impact on pupils' attitudes and on what their children recall of the different historical periods they study. Such educational visits and visitors add significantly to the pupils' cultural development and historic awareness.
149. Teaching is good across the school. Staff have good subject knowledge and are often enthusiastic in their approach, for instance, reading stories to the pupils with expressions and interest. This motivates the pupils to become involved in discussions and make comparisons between different times and, therefore, make good progress in their learning. Good quality displays in classrooms and in open areas of the school promote the subject very well. However, occasionally unchallenging worksheets, for example, listing things a king would or would not do, detract from the overall quality of the lesson.
150. Management of the subject is good. History is taught in blocks of three half terms in all years. Two lessons each week are allocated during those periods and the subject is taught on a rolling programme, to accommodate the mixed age classes. This ensures that there is no repetition of work as pupils pass through the school. Pupils are given good opportunities to experience history through visits to places of local historical interest and by listening to visiting speakers. This overall provision is good. The subject is led by an enthusiastic co-ordinator, who is a subject specialist. He has written an easily understood policy, the principles of which have been put into effect by all teachers. Resources are plentiful and of good quality. They are stored in topic boxes and include artefacts, videos and books. Year 6 pupils use the Internet to access census information, which aids their learning effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

151. Standards in information and communication technology are at an expected level by the end of Year 2 and Year 6. This indicates a dip in the above average standards seen in the previous inspection of the school. However, since the introduction of the new information and communication technology suite, pupils now make good progress in most areas of their learning. There are some strengths in word processing, merging text and pictures, PowerPoint presentations, and the use of the Internet for research purposes. The area of weakness is in control technology. The quality of resources and provision has improved since the last inspection but their impact is too recent to have their maximum effect on raising standards across all areas of the curriculum.
152. The school has recently benefited from the computer suite that is now situated in the school and has been up and running since September 2001. The school has a good number of computers, with individual classrooms having computers in addition to the

ones in the suite. The school uses the suite to directly teach the necessary skills to a whole group of pupils at the same time. There are times during the day, however, when classes could make better use of this very good facility, and classroom computers, to further enhance pupils' learning in this and other areas of the curriculum. There are varying levels of teacher confidence and expertise amongst the staff. Some teachers are very secure in their knowledge and understanding, whilst others are less secure and are not as ready to use computers to support pupils' learning. The school recognises this and already has in place plans for on-going training.

153. The progress that pupils have made over time has been satisfactory. Pupils with special educational needs and those for whom English is an additional language make similar progress to that of their classmates. Where the quality of teaching is good, pupils make effective progress within individual lessons. Indications are that standards are set to improve further as the suite becomes more of an integral part of teaching and learning in the subject and staff expertise increases to a more consistent level.
154. By the age of seven, pupils show satisfactory knowledge of word processing to create simple stories or to record information from work in the classroom. The majority save work by using the command menus on the computer screen. Pupils have satisfactory keyboard skills and use the mouse appropriately to 'drag and draw'. When opportunities are provided, in subjects such as geography and history, for computers to support pupils' learning, pupils respond well and, as a result, their computer skills are enhanced as well as their geographical and historical knowledge and skills. Some good work was observed where the pupils completed some PowerPoint presentations to support their work on Africa and Guy Fawkes. The pupils merged pictures and text well, with the higher attainers highlighting text for a more dramatic effect.
155. Pupils throughout the school have a less secure understanding of how computers are used in the wider world or of computer terminology and their vocabulary is a weaker element. Pupils' knowledge and understanding of how instructions can be written for a programmable toy is weaker and they are uncertain how these instructions can determine the path and direction of the toy. By the age of eleven, pupils achieve satisfactory standards in word processing and have satisfactory keyboard skills. They put these to effective use when merging pictures and text to produce the school newspaper. Pupils confidently use a digital camera.
156. Older pupils in Key Stage 2 attain appropriate standards in graphical modelling and enter and retrieve information from databases in a satisfactory manner. Pupils recognise that computers can present information in different formats. Pupils put together multi-media presentations that are of a satisfactory and, on occasions, good standard. Many pupils change the colour, size and style of font to improve the quality of presentation. Again, the pupils do not have a well-developed technical vocabulary to explain their work. Pupils are increasingly using the Internet for research purposes and gaining an increasing awareness of the potential of electronic mail as a means of communication. The weaker element of achievement is in the area of control and sensors, with pupils not being proficient in, for example, writing a sequence of instructions to control a light bulb or motor with a control box.
157. Pupils have good attitudes to learning and always look forward to working on the computers. Many show good levels of concentration and behave well. Occasionally, older pupils do not listen attentively enough to the teacher or talk whilst the teacher is talking and miss important teaching points. This is the exception rather than the norm. Pupils are always ready to help one another, with those that have good skills and knowledge keen to lend a helping hand to less able classmates. The overall impact of

pupils' attitudes and behaviour makes an important contribution to how well pupils learn.

158. The quality of teaching over time has been satisfactory, with pupils acquiring an appropriate range of skills at a steady rate. The teaching observed during the inspection was often good. Where teaching is at its best, the teachers have good subject knowledge and use this well to directly teach the pupils specific skills that advance their learning. Whether it be teaching pupils how to access information quickly from the Internet or how to send multiple e-mails, the good subject knowledge of the teachers shines through and enables them to deal effectively with any technical problems without spoiling the flow of the lesson.
159. The tasks that are set are often challenging and the setting of time deadlines increases the work rate of the pupils. Examples were observed during the inspection of computers being used to support pupils' work in English, art and design, history and geography. On other occasions opportunities are missed. When teaching is not as effective, it is because teachers' knowledge and expertise is not at a high enough level or the teacher does not gain the full attention of the pupils when making important teaching points. The school has sought to address the issue of teacher expertise through additional training and by specialist teaching, whereby a teacher with good subject knowledge teaches the subject to classes other than their own. This is good practice.
160. The subject is led in a satisfactory manner. The co-ordinator has good subject knowledge. However, opportunities have not yet been provided for the co-ordinator to monitor the quality of teaching and learning across the school. The co-ordinator monitors teachers' planning and provides informal help and guidance when colleagues need it and has an appropriate grasp of the areas that need to be tackled to move the school on further. These include improving standards in the control element of the subject, improving the level of staff expertise and developing procedures to track the progress that pupils make as they move through the school. Resources for the subject are good and these, together with a visit to a residential centre, enhance their computer skills and bring another dimension to pupils' learning.

MUSIC

161. Standards are in line with national expectations for pupils aged seven and eleven. All boys and girls, including those with special educational needs and those with English as an additional language, achieve satisfactorily. Pupils make sound progress as they move through the school.
162. Pupils in Key Stage 1 have satisfactory performance skills. Those in Year 2 sing familiar songs tunefully. They are led well by their teacher, who provides a good role model. Pupils enjoy the humour and actions of songs that require them to change tempo. The majority of pupils maintain the beat appropriately; for example, when copying other pupils who initiate a fast beat by clicking their fingers. Their performance improves as the lesson proceeds and they get more confident. This is largely due to their teacher, who provides good suggestions and advice and gives them opportunities to evaluate their own and others' work. Pupils show a clear enjoyment of playing traditional drums and shakers that have been brought into school to complement the display of African art and artefacts. Boys and girls handle the instruments with the same care and respect that they show to the school's range of good quality percussion instruments.

163. By the end of Key Stage 2, pupils write in a standard musical notation and arrange suitable percussion instruments to accompany their compositions. The majority of pupils sing in tune and with appropriate expression when they perform songs from David Copperfield. They make good attempts to fit difficult phrasing and awkward words, such as 'perseverance', to the accompaniment. A satisfactory demonstration of 'glissando' on a keyboard enables pupils to grasp the concept. Older boys show enjoyment and learn a lot when they practise playing the drum kit with their peripatetic teacher. The school provides a very good opportunity for them to demonstrate what they can do, when they accompany an after-school dance lesson and play in assembly.
164. Teaching and learning are good in Key Stage 1 and satisfactory in Key Stage 2. Learning in the infants is based on a very detailed scheme of work that the school has written and this is an improvement since the last inspection. This effective framework for teaching ensures that lessons are carefully planned and that teaching offers a good level of challenge to move the pupils on in their learning. Teachers manage pupils well and have good expectations of what the pupils can achieve.
165. Learning in the juniors is predominantly based on taped musical programmes. The lack of a detailed scheme of work was noted at the time of the last inspection and has a limiting effect upon the standards of attainment and progress the pupils make. When these taped accompaniments are used most effectively, the teacher only uses them for part of the lesson and then teaches, for instance, identifying 'loud' and 'soft' sounds independently. In most lessons, the good relationships mean that lessons proceed without fuss. In the better lessons, teachers sit their pupils in groups to teach them, but in lessons for older pupils they slump at their desks. This does not aid their ability to sing well. Most teachers use time effectively, but a few lessons do not start promptly and this reduces what can be learned during lessons.
166. Leadership and management are broadly satisfactory. There is a suitable policy in place. There are no formal opportunities to monitor how music is being taught. However, when the co-ordinator teaches other classes she can observe the effect of teaching on pupils' learning. The co-ordinator has a good grasp of the strengths and weaknesses of resources in the infants and has, for instance, written opportunities to use information and communication technology into the infant scheme of work. Teachers have just sufficient knowledge and understanding to teach most concepts, despite the lack of recent training. The subject makes a suitable contribution to pupils' cultural development, when they learn about 'Jazzmania', for example, or perform at Sheffield Arena. However, opportunities are missed to promote and extend pupils' musical knowledge in assemblies, where on some occasions little music is used. Good improvement has been made since the last inspection as the co-ordinator has addressed most of the identified weaknesses.

PHYSICAL EDUCATION

167. Standards in physical education are at an expected level at the end of Year 2 and Year 6, with some strengths in dance and in swimming standards. The school has made satisfactory improvement in this area of the curriculum since the time of the last inspection. Pupils of all abilities make sound progress as they move through the school. Pupils for whom English is an additional language make suitable progress and take a full and active part in all activities.
168. By the end of Year 2, pupils have developed effective skills in the area of dance. They show a good awareness of space and use this well to put together a sequence of

movements that reflect the mood and tempo of the music. Successful links are made with topics that they are studying in other areas of the curriculum. For example, Year 2 pupils are studying Africa and so the dance lesson centred on African music. Pupils show imaginative interpretation of the music and work together well, moving around the hall at different speeds and levels. Pupils demonstrate a good understanding of the effect of exercise on their bodies and how valuable it is for good health. They follow instructions well and are confident when asked to demonstrate their movements and interpretations to the rest of the class.

169. A similar picture emerges by the end of Key Stage 2. The pupils show appropriate levels of agility and movement in their dance lessons. They recognise that changes in music need to be responded to with differences in speed and complexity of movement. Again, there are effective links with other areas of the curriculum which support pupils' cultural development well. Pupils are studying the Victorians and are asked to respond to music depicting the life of a working child in the mine or factory. The well-chosen music provides the pupils with a most appropriate atmosphere in which to perform. They respond by putting together a sequence of movements that depict the physical difficulties and strain of this arduous lifestyle. The sequences of movements are of a good standard, with pupils clearly showing in both their physical movements and facial expressions the mood, feeling and hardship that the music is attempting to evoke. Pupils show creativity and imagination in their movement and do not simply copy the movements of classmates. They show an appropriate understanding of the need for exercise and how it impacts on a healthy lifestyle. The vast majority of pupils are able to swim at least 25 metres by the end of Year 3, with many pupils swimming distances well beyond this. Swimming standards by the end of Year 6 are, therefore, above average.
170. Pupils have positive attitudes to learning in this area of the curriculum. They are keen and eager to participate in lessons, recognise the importance of physical exercise and put much effort into their performance. Many pupils listen well and behaviour is often of a high standard. Pupils throughout the school concentrate well and work well together in pairs and small groups. Pupils are keen to take part in extra-curricular sporting activities and inter-school competitions. All these factors add to the quality of learning and the progress that pupils make.
171. Teaching observed during the inspection was satisfactory overall with some good features. Planning indicates that an appropriate amount of time is allocated to the teaching of the subject and that all elements are taught in sufficient depth. Lessons often follow a three-part structure, with a 'warm up', the main activity and then a 'cool down' to finish the lesson. This is good practice. Teachers have secure subject knowledge and set appropriate expectations as to the level of pupils' performance. Occasionally, more could be asked of the higher attaining pupils, or too much praise is given when the level of performance is not a reflection of the pupils' ability. Pupils are managed well within lessons and the best teaching occurs when teachers provide pupils with the opportunity to evaluate their performance and then sufficient time is given to practise and refine their performance. Effective use is made of demonstration to highlight examples of good practice. This enhances the learning of all pupils within the class. Teachers make successful use of pupils' prior learning and ask pupils to recall what they have previously learned to enhance their learning. Not all teachers dress in an appropriate manner for physical education lessons and this fails to indicate this is an important consideration in such activities.
172. The emphasis during the inspection was on dance, and most lessons observed centred on this aspect of the physical education curriculum. Evidence from long and medium term planning shows that over the course of the year pupils experience all

aspects of the subject, including gymnastics, games, and athletics. Pupils' experiences are further enhanced through extra-curricular activities, including football and netball. A residential visit for the older pupils where they take part in a wide range of outdoor pursuits extends these skills appropriately. Pupils also benefit from coaching sessions in the school provided by coaches from Barnsley Football Club. The school takes part in a number of inter-school competitions in sports, such as football, netball and athletics. These competitions provide pupils with the opportunity to put their physical skills to the test as well as enhancing pupils' personal and social skills.

173. Leadership and management of the subject are satisfactory. The co-ordinator has a sufficient grasp of the strengths and weaknesses in the subject. Documentation to support teaching and learning in the subject is satisfactory, with the policy statement to be reviewed in the near future. The subject has not been a priority on the school development plan and the co-ordinator has not had the opportunity to formally monitor the quality of teaching and learning across the school. He has, however, analysed teachers' planning on an informal basis to ensure that all aspects of the subject are covered in sufficient depth as well as providing much informal support and guidance to colleagues. The school has identified the need to further develop assessment procedures so that the progress that pupils make as they move through the school can be more accurately assessed. Resources for the subject are good and this, together with the good quality of hard and soft surfaced play areas, adds to the quality of pupils' learning.

RELIGIOUS EDUCATION

174. Religious education is taught in all classes, following the guidelines of the Barnsley Agreed Syllabus. Pupils' knowledge and understanding, at both key stages, is in line with what is expected at the ages of seven and eleven. In the lessons inspected, teaching was always good and for this reason all pupils, including those with special educational needs and those speaking English as an additional language, currently make good progress. This is a similar judgement when compared with the previous report.
175. In Key Stage 1, pupils show pride in their work and a respect for the subject matter. Year 2 pupils write good accounts of the celebration and significance of Hanukkah, the Jewish Festival of Light, using their own words. This extends their skills of writing effectively. They have appropriate understanding of the stories of the Creation of the World and good recall of the miracles performed by Jesus and the stories that he told his followers. Pupils show a good knowledge of his death on the cross and also of his resurrection. Following visits to the adjacent Rosehill Chapel, they write effective accounts of what they have seen and of what they have learned. Year 1 pupils write about how God made their world. They learn about Jesus being the baby of Mary and how, as he grows up, he becomes the shepherd of a flock that includes everyone in their school.
176. In Key Stage 2, pupils make good progress in their study of Judaism. Year 3 pupils develop good understanding and learn and write about the rules for life as expressed in the Torah. They learn about the Synagogue as a place of worship and create their own designs for a menorah. In their study of Christianity, pupils come to understand well the importance and significance of the Bible as a focal point of religion. They are introduced to the story of the Pharisee and the Tax Collector and Daniel and the Lions and have good understanding of the moral of such stories. The development of their literacy skills is well supported by extended writing related to the Christmas Story, including the place of Elizabeth and Zachariah in that story.

177. Year 4 pupils continue to make suitable progress when studying the origins of the Jewish faith and tell their own versions of the story of the birth of Moses in a satisfactory manner. They compare the synagogue with a Christian church and identify differences and similarities between the two buildings effectively. They have average understanding of the period of fasting during Yom Kippur and how the 'shofar' is blown to herald the conclusion of the fast. In Year 5, pupils learning of Mohammed as the messenger of Allah, the only true God in the eyes of those who follow the Muslim faith, is good. They are introduced to God's 10 Commandments during their continuing study of Christianity. The pupils then write their own suggestions of rules for people to follow in a good life in a suitable manner. In so doing, they identify the progress they have made in developing good attitudes to life. They read stories relating to the major events in the life of Jesus, such as his meeting with lepers in order to alter people of the time's attitude towards leprosy, with good understanding. In Year 6, pupils' complete individual, extended writings related to the Bible story of Noah. They make good graphs of the number and types of places of worship in Barnsley and decorate their work associated with individual choices of 'A beautiful name for God'.
178. Pupils have positive attitudes to their learning. The range of activities linked to the study of a range of faiths aids pupil's learning effectively. Teaching is good and staff carefully follow the local syllabus, which provides a good foundation for the planning of lessons. Pupils' writing is positively marked. The higher attaining and average pupils complete work in their own words, as opposed to copying from a worksheet. This is good practice and gives the pupils a well-planned range of opportunities to develop their descriptive writing.
179. Leadership and management of the subject are predominantly good, although there are areas for further development. The co-ordinator is a subject specialist and very knowledgeable and offers a good level of support to colleagues. She has written a clear policy that identifies how statutory requirements in mixed-age classes can be met by means of a two-year cycle of study. She monitors teachers' short term planning and has ensured that the quality of resources, including artefacts, is good. However, there are insufficient opportunities to monitor the quality of teaching and learning in the subject. There are plans to improve the quality of textbooks available for junior classes. Festivals, such as Christmas, Christingle and Hanukkah, are celebrated with whole school productions. These events provide good support and specific focus for the religious education programme. Religious Education supports the spiritual and moral development of all pupils well.