

INSPECTION REPORT

TOLL BAR PRIMARY SCHOOL

Toll Bar, Doncaster

LEA area: Doncaster

Unique reference number: 106677

Headteacher: Mrs L A Norris

Reporting inspector: Keith Bardon
Rgl's OIN: 11807

Dates of inspection: 14th – 16th October 2002

Inspection number: 246616

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Askern Road
Toll Bar
Doncaster

Postcode: DN5 0QR

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Appropriate authority: The governing body

Name of chair of governors: Mr J Robinson

Date of previous inspection: 9th October 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11807	Keith Bardon	Registered inspector	Science Information and communication technology Design and technology English as an additional language	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9883	Brian Sylvester	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27301	Cynthia Messom	Team inspector	Foundation Stage History Religious education	Pupils' attitudes, values and personal development
23290	Ros Wilson	Team inspector	Mathematics Art and design Physical education Special educational needs	How well are pupils taught?
19041	Roger Linstead	Team inspector	English Geography Music Education inclusion	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Toll Bar Primary is a small junior and infant school, with an attached nursery, situated in a village to the north of Doncaster. This part of South Yorkshire has a significant level of social deprivation and is receiving funding under one of the government's community regeneration schemes. Most pupils live close to the school, in accommodation that is local authority owned. There are 146 full-time pupils on roll and a further 20 attend the nursery part-time. Seventy-seven pupils are eligible for free school meals, which is a well above the average proportion. Forty-six pupils have special educational needs, mainly for learning or behavioural difficulties. This figure is above average for a school of this size. Two pupils have a Statement of special Needs, which is broadly average. Most pupils are of white British heritage, although a small proportion is from other ethnic backgrounds. A very small number of pupils speak English as an additional language and are at an early stage in learning English. The school has 20 pupils from traveller families who are sited close by. The proportion of pupils joining or leaving the school part way through their primary education is higher than in most schools. There have been a relatively large number of staff changes since the last inspection and, until recently, the school had difficulties recruiting permanent staff. Most children start school with a very limited range of basic skills and attainment on entry is often very low.

HOW GOOD THE SCHOOL IS

Toll Bar Primary provides its pupils with a good-quality, well-balanced education in an atmosphere which encourages them to learn and to have a pride in themselves and in their achievements. Standards fluctuate considerably because pupil numbers are small and each intake of children is often very different from the previous one. However, in most years standards are higher than those in similar schools. The teaching, leadership and management are good, and pupils of all ages achieve well. Although the cost of educating each pupil is a little above average, pupils gain much from their time at the school and this represents good value for money.

What the school does well

- By the end of Year 6 pupils attain standards in English, mathematics and science that are often higher than those attained by pupils in schools similar to Toll Bar.
- Pupils' achievements are good because they are taught well and receive very effective support from both teachers and classroom assistants.
- Pupils are given a very good start to their education in the nursery and reception classes.
- Staff care well for pupils and make good provision for their personal development.
- The curriculum is rich and interesting and this motivates pupils to learn.
- Good leadership and effective management ensure that the school runs smoothly and that pupils have every opportunity to achieve their best.

What could be improved

- Pupils' ability to speak clearly and effectively is underdeveloped.
- The systems the school uses to handle the wide variety of information it collects are inefficient.
- Parents are not sufficiently involved in the school or in children's learning.
- Levels of attendance are too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 2000, it has made good improvement and has eliminated the serious weaknesses found at that time. Standards by the end of Year 2 are higher and are much closer to those attained by Year 6 pupils. This is because the quality of teaching in Years 1 and 2 is much more effective than previously and pupils are learning more. Despite a dip in Year 6 results in 2001, pupils' performance in the national tests has generally been very good. Standards in religious education are now up to expectations and pupils are making clearer progress. The school is better led and

managed and governors have a clearer picture of how well the school is performing. The headteacher has shared out responsibilities for school management much more evenly and is using better procedures to monitor the quality of teaching and learning. Co-ordinators are working more effectively and have a clearer understanding of their subjects or areas of responsibility. In particular, the management of special educational needs has been strengthened. The school has recognised it needs to provide easier access to information for staff and governors and this is being addressed. However, systems are still at an early stage of development and more remains to be done. Good improvements have been made to the provision the school makes for pupils' spiritual development and there has been satisfactory improvement for cultural development. By addressing its weaknesses, the school has increased the value for money it provides. So long as the staffing problems the school has suffered do not recur and there is a period of stability, the school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	E	B	A*
mathematics	B	E	C	A
science	A	D	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

As the table above shows, the school's results fluctuate but, in most years, the performance of Year 6 pupils is the same as or higher than national average and often very much better than that of pupils in similar schools to Toll Bar. In fact, the last set of science results was in the top five per cent of schools nationally. The school exceeded its English performance target by a considerable margin in 2002 and was only one pupil short of a very challenging mathematics target. In some years results are lower because the group contains a high proportion of pupils who have special educational needs, as is the case with the present Year 6. Currently, standards in Year 6 meet national expectations in mathematics and science but are below expectations in English. A significant number of Year 6 pupils have difficulties with reading and writing and, despite working hard, are struggling to reach the expected standard. Overall, the standard of numeracy in Year 6 is broadly as expected, but literacy is below average. Pupils' ability to speak effectively is the weakest aspect of their English in all classes. What is clear is that, because the school gives all its pupils equal opportunities to learn, irrespective of their starting point, pupils of all ages and abilities achieve well.

Although the number of Year 2 pupils who took the tests in 2002 was very small and care must be taken when interpreting the results, pupils' performance was better than it has been. Standards have risen in Year 2 since the last inspection and pupils' attainment now meets national expectations in English, mathematics and science. This is due to better teaching, leading to more productive learning. Many children enter the nursery with little knowledge and few basic skills. The very good provision in the nursery and reception classes enables the children to maintain a high rate of progress. However, they have so much ground to make up that only a few enter Year 1 having attained the targets for the age group.

Standards in most other subjects meet expectations by Year 2 and Year 6 and, in information and communication technology and design and technology, pupils' attainment is above average. In contrast standards in geography are below average in both Year 2 and Year 6 and they are also below average in art and design in Year 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn and are interested and involved in their lessons. They work hard and take a pride in their work.
Behaviour, in and out of classrooms	Good. Most pupils are well behaved, helpful and polite, although a minority needs regular reminders of the standards of behaviour expected.
Personal development and relationships	Good. They have respect for the opinions and ideas of others and enjoy helping around the school. Older pupils readily help younger children and are beginning to understand what being a good citizen involves.
Attendance	Poor. The level of attendance has declined over the last four years, putting the school in the bottom ten per cent nationally. Most pupils are punctual but a small number regularly arrives late.

TEACHING AND LEARNING

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

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

The teaching in the nursery and reception is very well planned and provides pupils with a stimulating start to their learning. Children are engaged in a wide range of interesting activities which help them to develop the basic skills that many lack when they first come to school.

Teachers in Years 1 to 6 make effective use of the national strategies for literacy and numeracy and the teaching of English and mathematics is generally good. Writing is taught particularly well and the weaknesses pupils have shown in the past are beginning to be eliminated. Teachers make productive use of the opportunities other subjects provide to extend pupils' reading, writing and use of numbers, and overall the quality of the teaching of literacy and numeracy is good.

The quality of teaching in Years 1 to 6 is mostly good and in a significant minority of lessons it is very good or excellent. Only rarely is it unsatisfactory, but, on these occasions, pupils fail to learn enough. Teachers have strong subject knowledge which they use to provide activities in which pupils can become fully involved. Teachers expect pupils to work hard and set clear objectives so that pupils know what they have to achieve in the lesson. However, where a lesson is satisfactory rather than good this is often because these objectives do not challenge higher attaining pupils enough. Teachers give clear explanations and ask carefully structured questions which make pupils think. On occasions pupils have insufficient opportunities to evaluate their own work and that of others and opportunities for both teachers and pupils to identify areas for improvement are missed.

Careful lesson planning helps to ensure that all pupils, including those from traveller families, those of particularly high attainment, and pupils who speak English as an additional language, have equal opportunities to learn. Pupils who have special educational needs are taught effectively and learn well. This is because teachers and classroom assistants have a clear understanding of the targets pupils have to meet and plan accordingly. Relationships between teachers and pupils are very good. Pupils feel free to voice opinions and put forward ideas in an open and frank manner. In this positive atmosphere pupils are prepared to work hard, concentrate, think and persevere until they have achieved what they were set. However, limited speaking skills at times inhibit pupils' capacity to discuss matters in depth.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides pupils with a lively and interesting curriculum which is enriched with a wide range of educational visits and visitors. A good number of extra-curricular activities are regularly available to pupils.
Provision for pupils with special educational needs	Good. Pupils receive carefully planned support and teaching. Clear, individual targets are set for their learning and this results in pupils making good progress.
Provision for pupils with English as an additional language	Good. The balance between involvement in class lessons and individual support enables this very small number of pupils to learn the basics of English at a good pace.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good overall. The provision made for pupils' spiritual and moral development is good and for their social development it is very good. The school makes satisfactory provision for pupils' cultural development, although more could be done to raise their awareness of the many different cultures in modern Britain.
How well the school cares for its pupils	Good. Staff know the pupils well, and take appropriate steps to ensure their welfare, health and safety. Pupils' academic progress is monitored closely and the information used effectively to support their learning. The school's procedures for monitoring and improving attendance are, however, unsatisfactory.
How well the school works in partnership with parents	Unsatisfactory overall. Although parents have positive views of the school and the information they are provided with is satisfactory, more could be done to ensure parents play a full and active part in children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides the school with determined and effective leadership which has enabled it to address the weaknesses found at the time of the last inspection. The school is managed well by a team of senior teachers who make a strong commitment to the school and to its pupils.
How well the governors fulfil their responsibilities	Good. Governors have a firm understanding of their role in helping the school to function effectively and a clear picture of its strengths and areas for development. The governing body meets its statutory responsibilities well.
The school's evaluation of its performance	Satisfactory. Senior staff and governors examine and analyse information from a wide range of sources carefully and use the findings to guide decision-making. However, the systems used to manage this information are inefficient and this makes the task harder and the outcomes less clear.

Aspect	Comment
The strategic use of resources	Good. Funding is used appropriately and for what it was intended. Sensible decisions are made about how the school spends its budget. Although senior staff and governors are always careful to get the most for the school's money, their grasp of the wider implications of 'best value' is not yet secure.
The adequacy of staffing, accommodation and learning resources	Satisfactory. There is an appropriate number of teachers and support staff. Accommodation is only just adequate but is likely to be improved in the near future. There are sufficient learning resources in most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel that their children are taught well and make good progress. • Children enjoy school and parents are kept well informed about the progress they are making. • The school has high expectations of its pupils and of what they can achieve. • Staff are very approachable and parents feel comfortable raising issues or discussing any problems. • The school helps children to develop a sense of responsibility. 	<ul style="list-style-type: none"> • A minority of parents feel that the school does not work closely enough with them.

Inspectors share the many positive views parents hold of the school and of the provision it is making for their children's education. Parents are made welcome in school and their contact with staff is valued and appreciated. However, there is scope for improving the working relationship between school and home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve well and by the end of Year 6 many have better knowledge, understanding and skills than pupils in schools similar to Toll Bar. Overall there has been a good improvement in standards since the last inspection.
2. Children's attainment on entry to the school is very low in all aspects of early learning and many have difficulty communicating effectively when they first start in the nursery. Children's achievements are very good in the nursery and reception classes and they make significant progress in all areas of learning. However, because of the ground they have to make up, children's attainment is still below average in relation to the targets set for the age group when they enter Year 1.
3. The quality of teaching in the Year 1 and Year 2 classes is better than it was at the time of the last inspection in 2000 and the benefits are reflected in pupils' attainment. Year 2 pupils are currently attaining standards that are broadly average in English, mathematics and science. This represents good achievement and constitutes a very significant improvement since the last inspection. Only 13 Year 2 pupils took the national tests in 2002. With a cohort this small, care must be taken when drawing conclusions from the results. However, what is clear is that the pupils who took the tests did very well. Of the 13 pupils, ten attained the expected mid-level 2 in reading, seven attained it in writing and nine in mathematics. In addition, five pupils attained the higher level 3 in reading and two attained it in mathematics. Overall pupils' performance was above the national average in reading and mathematics and much the same as the national average in writing. When compared with schools in a similar context to Toll Bar, pupils' performance was very high in reading and well above average in writing and mathematics. These strong results come on top of better results in 2001 and continue a trend of improving performance.
4. Year 2 pupils are attaining average standards in reading and writing. Many pupils have difficulty speaking clearly and fully and, in this aspect of English, their attainment is below average. Most pupils have a satisfactory understanding of how to apply their numeracy skills and their knowledge of shape and measures is as expected for their age. Pupils' ability to work effectively with numbers is better and generally a little above average. In science, pupils are attaining the expected standards in most respects, although their knowledge of physical processes, for example forces and electricity, does not come through as strongly as other aspects, such as their clear understanding of the nature of living things.
5. Since the last inspection, pupils' attainment by the end of Year 6 has been maintained at a very acceptable level. However, while this is an accurate overview, it tends to mask considerable year-on-year fluctuations. These are due to variations between different groups of pupils rather than inconsistencies in teaching or provision. For example, there were 21 Year 6 pupils in the oldest class last year. They were a particularly well-motivated and unusually high attaining group of pupils. The school challenged them well and got the best from them. Consequently, when they sat the national tests in May of this year, they did very well indeed. Nine out of ten pupils attained the expected level 4 in English, eight out of ten attained it in mathematics and all pupils attained it in science. In addition, almost a third of pupils attained the above average level 5 in both English and mathematics and over three-quarters attained it in science. Overall pupils'

performance in comparison with all schools nationally was above average in English, average in mathematics and very high in science. In effect, the results in science were in the top five per cent nationally. The school's results were also well above those of similar schools in mathematics and much higher than similar schools in English and science.

6. This year's cohort of Year 6 pupils is similar in size and just as hard working. However, the group as a whole is lower attaining and almost half of the pupils have special educational needs. Consequently, they are doing well to attain the standards they are reaching: below average in English and average in mathematics and science. It is in literacy that most of the pupils with special educational needs have difficulties, hence the lower attainment in all aspects of English. Pupils' achievements are good in reading and writing but many have problems with spoken English and, in developing the ability to express themselves fully, pupils' progress is a little slow. Most pupils have the expected understanding of numbers and of how to use and apply what they know. They handle data well and have good knowledge of shape and measures. In these two aspects of mathematics, standards are above average. The majority of pupils have the scientific knowledge and investigative skills expected of Year 6 pupils.
7. In the four years up to and including 2000 there had been a general trend of improving test results by Year 6 pupils. Results dipped in 2001 owing, in the main, to a much higher than normal proportion of pupils having special educational needs. When numbers in the year group are relatively low, as they are at this school, individual pupils affect results very significantly. In 2001, 14 of the 22 pupils had special educational needs and three had a Statement of Educational Need. The very good performance by Year 6 pupils in 2002 redressed the balance. The school exceeded its 2002 English targets by a good margin and was only one pupil short of a very challenging mathematics target. The targets for 2003 have been set at a slightly lower level, reflecting the differences between the two cohorts. However, these targets are very challenging and a concerted effort by both staff and pupils will be needed if they are to be met.
8. Year 4 pupils are currently attaining standards that, by comparison, are lower for their age than pupils in other year groups. To a marked extent this is a result of the problems the school has had finding and retaining teachers. Over the past two years, this group of pupils has had ten different teachers and the effects of this instability are reflected in their attainment. Now that the staffing problems appear to be over, steps have been taken to bring the attainment of Year 4 pupils up to the level of the rest of the pupils. Well-conceived support procedures are in place. It is too early to say just how effective these will prove but early indications are that Year 4 pupils are settling to work better and beginning to learn at a faster rate than they have in the past.
9. Pupils attain standards in information and communication technology (ICT) and design and technology that are above national expectations in both Year 2 and Year 6. Standards in geography reflect a lack of subject development and are below expectation in Year 2 and Year 6. To some extent the picture is similar in art and design, with standards below average in Year 2. However, older pupils receive some very effective teaching in art lessons and, by Year 6, standards meet expectations. Standards in history, music and religious education meet expectations for pupils' ages. Pupils' achievement is good in almost all subjects, although they make insufficient progress in geography and, to some extent, in art and design. Insufficient lessons were seen in physical education to make a secure judgement about standards of attainment.
10. In general, the pattern in boys' and girls' attainment reflects the national picture. However, for the last two years, Year 2 boys have tended to do better in the

mathematics tests than girls. The work seen during the inspection suggests that this is a coincidence and that no consistent pattern has been established. In Year 2 both boys and girls are currently achieving equally well in mathematics.

11. A very small proportion of pupils are particularly high attaining. The school makes effective provision for their learning. They are happy, find the work interesting and stimulating and, consequently make good progress.
12. Pupils with special educational needs receive well-judged and constructive support which enables them to learn effectively. As a result, they maintain a good rate of progress overall and make very good progress against the targets in their Individual Education Plans. This constitutes a good improvement since the last inspection.
13. The progress made by the pupils who are at an early stage in learning English is good. They are beginning to understand what is said to them and are gaining the confidence to try out words and, in some instances, short sentences for themselves.

Pupils' attitudes, values and personal development

14. The good attitudes, behaviour, values and very good relationships present throughout the school at the time of the last inspection have been maintained and remain strengths of the school.
15. The attitudes and behaviour of nursery and reception children are very good. Classroom routines are well established, ensuring the children feel safe and secure. They work together in groups, sharing resources well and waiting patiently for their turn. They play well together, and the school is helping them to share their toys and to develop good personal and social skills, such as helping each other, clearing up after themselves, putting their own coats on when they go out to play, and changing their clothes for physical education lessons with a minimum of fuss or adult help.
16. Pupils' attitudes to school and to learning are good. They are eager to participate in activities and co-operate well with one another. They try hard, take a pride in their work and are interested and involved in their lessons. Most readily answer questions and contribute to class discussions with sensible ideas. This is particularly evident in the oldest class, where pupils' maturity shines through. Pupils show respect and have regard for the ideas and opinions of others. They care for others who might be sad or unhappy by helping them, inviting them to play with them, or extending an arm to comfort them.
17. Most pupils are well behaved, helpful and polite, and, although there are one or two challenging pupils in some classes, teachers use effective strategies to ensure their co-operation. Pupils are well aware of the school rules, having participated in their formulation, and most follow them closely. However, in a few lessons where the pace of work is less good, and the behaviour strategies not so strongly implemented by the teacher, there is an element of inappropriate behaviour by a minority of pupils. When this occurs, the management of such behaviour is more difficult and potentially good lessons slip to being no more than satisfactory. Pupils respect the school buildings, equipment and grounds, and there is no graffiti and a minimum of litter. Pupils move around the school in a safe and orderly manner. There is a very friendly, relaxed and sociable atmosphere at break and lunch-times when pupils play well together. There was only one exclusion in the last full school year.
18. Pupils' personal development is good. Their appreciation of how their actions have an impact on others, and their respect for each person as an individual, including those

who have values, beliefs, opinions and ideas different from their own, develop steadily and systematically as they progress through the school. They respect their environment, appreciate their friends, and enjoy the sense of belonging to a school community in which all pupils can work together in an atmosphere free from oppressive behaviour, such as bullying, sexism and racism. Class discussion time is helping them to be aware of their rights and responsibilities and to understand what being a good citizen involves. Most pupils enjoy helping around the school, and are keen to undertake classroom tasks, look after plants, tidy the library, or help with the Christmas and summer fairs. Older pupils show their growing maturity by readily helping younger children in the playground during lunch-breaks.

19. The school does not have a school council as yet, but older pupils have a sense of ownership in the school and offer their ideas about a range of issues, such as what they think about school uniform and which games should be played in the playground. The respect that staff show for pupils and the manner in which they value each individual's contribution to school raise pupils' self-esteem significantly. Pupils who contributed to the technology challenge in which the school participated last year talk with considerable pride of their own and the school's achievements.
20. Relationships in the school are very good. Pupils relate well to each other and to adults, and much of this is due to the positive work which the school does in raising pupils' sense of self-worth. Staff provide excellent role models for pupils in this area, relating well to them in lessons and making themselves available outside lesson times if pupils have matters they want to discuss. By their good example, they gain the confidence and respect of their pupils.
21. Rather surprisingly, given the many positive aspects, the level of attendance is poor. It has declined over the last four years, putting the school in the bottom 10 per cent nationally. The school has identified a relationship between falling attendance rates and the increasing number of pupils from traveller families, up from four pupils to 20 over the period. Eight of these pupils had levels of attendance below 70 per cent last year and only one had attendance over 90 per cent. Of the school's remaining 113 pupils of statutory school age, 24 had less than 90 per cent attendance and only just over half had 95 per cent or higher attendance. The attendance of the pupils in the care of the social services department is also poor.
22. A further reason for non-attendance is a growing tendency for parents to take holidays in term time. There are, however, few absences that result from truancy. The school's figures are adversely affected by a higher than normal turnover in the number of pupils in the school. On occasions, it is some time before pupils who have left can be taken off the school's register. Most pupils are punctual, but a small number, around 12 per day, arrives late. In cases of persistent lateness parents are contacted.

HOW WELL ARE PUPILS TAUGHT?

23. Since the last inspection in 2000, the school has had difficulties in recruiting staff and two classes have had high numbers of temporary teachers. The school is now fully staffed with permanent teachers and there is a welcome stability in all classes. The teaching is good in Years 1 to 6 and very good in the Foundation Stage classrooms (nursery and reception). The quality of teaching in Years 1 and 2 has improved significantly since the last inspection and good quality teaching has continued in Years 3 to 6.
24. Teachers in the nursery and reception classes have built on the strong position found at the time of the last inspection and strengthened the teaching further. The teaching in

the Foundation Stage classrooms is consistently very good and occasionally it is excellent. All staff have a clear understanding of the learning needs of young children which they use very effectively to provide a wide range of interesting and stimulating activities. As a result of this careful provision and the sensitive support they are given, children in the nursery and reception classes learn very well.

25. The very good relationship that teachers establish with their pupils encourages them to greater efforts and to apply themselves well to learning. A small, but significant, number of pupils has some problems sitting still and concentrating for long periods. Teachers skilfully draw these pupils into the lessons and ensure that they are fully involved. This is particularly the case in the classes that have had a large number of teachers in a short space of time. New teachers are working hard to establish productive relationships and pupils are starting to respond very positively. The number of pupils who enter the school at different times in the year is higher than in most schools. They often join classes of pupils that have been together for a long time but are warmly welcomed by staff and by other pupils and quickly made to feel part of the school.
26. All pupils learn in classes with pupils of other ages and abilities. This mixture of ages is well managed by teachers, who plan carefully to make sure that each year pupils receive a new and varied range of appropriate learning opportunities. The teaching assistants work very effectively alongside class teachers and make a very positive contribution to pupils' learning. They have received good quality training, and as a result, work confidently, often leading small groups to develop basic skills in literacy, numeracy and ICT.
27. English and mathematics are taught well and pupils develop literacy and numeracy skills at a good pace. The national strategies are used productively when teachers plan their daily lessons. Teachers recognise and utilise the opportunities all subjects provide to extend pupils' knowledge and skills in these two key subjects and pupils' learning of literacy and numeracy is prominent in all the teaching.
28. The most effective lessons often have a number of positive characteristics which combine well. The main strengths of the teaching in these lessons are:
 - good knowledge and understanding in almost all subjects, which enables teachers to provide appropriate and interesting activities which encourage pupils to participate fully;
 - effective class management, with very good relationships between pupils and adults, so pupils feel secure and confident;
 - high expectations by teachers that pupils will work hard and achieve well, to which pupils respond positively because they have respect for their teachers and have a pride in their own achievements;
 - clear objectives in most lessons, so that pupils know what is expected. In the best lessons, teachers help pupils to recognise what they have learned by checking how well these objectives have been achieved;
 - constructive use of questions to challenge all pupils, and to help them to extend both their thinking and their use of spoken language;
 - lively introductions and clear explanations, which capture pupils' attention and make them want to learn more;
 - creative and varied activities that maintain pupils' interest and motivate them; and
 - productive use of time and resources, and particularly good support for teaching through well-informed and confident teaching assistants.
29. In almost all lessons, teachers use a good range of interesting resources that are well organised so that lessons flow at a good pace. They use lively teaching styles to hold the pupils' attention and involve themselves fully in what the pupils are doing. Teachers'

constant use of praise promotes pupils' high self-esteem and encourages them to have pride in their work. Teachers listen carefully to what pupils are saying and openly value the contributions they are making.

30. With the exception of one lesson which was too slow paced and in which pupils became bored and restless, all the teaching seen was at least satisfactory and much of it was good, very good and occasionally excellent.
31. The predominantly good teaching could be further improved through strategies to overcome weaknesses such as:
 - insufficient ongoing assessment in some subjects, which adversely affects teachers' ability to identify the skills and knowledge pupils need to learn next;
 - in some lessons the work not challenging higher attainers sufficiently well;
 - the marking not always making it clear to pupils how well they have done, and what they could do to improve further;
 - pupils not always being provided with sufficient opportunities to evaluate their own work and that of others, and consequently having too little understanding of how to use evaluation to improve and adapt their ideas; and
 - inconsistencies in the strategies used to manage pupils' behaviour in lessons and subsequent variations in effectiveness.
32. Teachers have recognised that pupils' weak oracy skills constitute a serious barrier to learning. They work hard to create an atmosphere in which pupils can continually extend their skills of speaking and listening, although there is a lack of a structured teaching and learning programme in this area. This often leads to a high noise level in lessons, but this has surprisingly little effect on the learning that is taking place and often proves a positive indication that pupils are sharing ideas and discussing what they are doing in a productive manner.
33. The high proportion of pupils who have special educational needs are well supported through careful planning. This fully involves the teaching assistants who, as a result of working closely with teachers, can confidently help these pupils to make progress. Teachers make regular reference to the targets planned in the pupils' Individual Education Plans and promote their learning well. Pupils with special educational needs usually work in small groups within the class so that they are fully involved in the activities and have full access to the opportunities for learning that teachers provide.
34. The very small number of pupils who speak English as an additional language are making very good progress in learning English because they are involved well in all lessons and activities, and because they are given additional opportunities to work with specialist teachers, one of whom speaks their first language. Traveller pupils also benefit from regular support from specialist teachers and particularly from the sensitive support they receive from class teachers.

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

35. The school offers an interesting and well-balanced curriculum. Shortcomings in religious education, music and physical education, noted in the last inspection report, have now been addressed. The national strategies for literacy and numeracy are working well and raising standards. For example, in last year's national tests, Year 6 pupils achieved above average standards in English and average standards in mathematics. The curriculum for children in the nursery and reception classes is very good. Staff provide a wide range of lively and interesting activities which excite pupils and encourage them to learn.
36. The school's very good arrangements to include all pupils in learning and to ensure they enjoy equal opportunities are a strength of the curriculum. Pupils with special educational needs receive a well-balanced curriculum that is well suited to their needs. They have full access to the learning opportunities available while at the same time working towards clear, achievable targets. Effective extra teaching or support is provided for refugee pupils, gifted and talented pupils, those who speak English as an additional language, those with special educational needs, those from traveller families and those who are falling behind in reading, writing and mathematics.
37. The school does its best to make up for the lessons traveller pupils miss when they are out of school. Teachers are beginning to provide these pupils with learning packs to take with them and assess and discuss these with pupils on their return, to reduce the adverse effect of their long absences. These pupils also get effective individual help from specialist support staff each week at school. Pupils who speak English as an additional language are provided with a good curriculum which focuses strongly on the acquisition of English but also provides opportunities for these pupils to be fully involved in class activities.
38. The school now offers pupils a good range of extra-curricular activities: an improvement since the last inspection. A minority of parents have concerns in this respect but these are not justified. Pupils take part in after-school clubs, such as basketball, computers, craft and football, which give them the chance to develop their skills and confidence. Teachers enrich the curriculum further with a good range of visits linked to lessons. Pupils in Years 2 to 6 have the opportunity to go on residential visits, including camping trips, and this is a particular strength. The school arranges such visits to increase pupils' first-hand experiences, to begin to make up for the limited opportunities of pupils from many homes. For example, in the last year, pupils in Years 5 and 6 visited Scarborough Barracks, the pantomime at Leeds City Variety Theatre, a glass factory, a local study centre, a water park, Doncaster Dome and Museum, and Brodsworth Hall. Provision for personal, social and health education continues to be satisfactory. Sex and drugs education, and an introduction to citizenship, are appropriately planned into literacy, science and class-discussion lessons.
39. The contribution of the community to pupils' learning is good. Pupils participated in the 'Yorkshire Post' calendar competition, which is in aid of a local children's hospice. The school supports the local Community Forum. As part of the personal, social and health education curriculum, local police and representatives of medical departments come in to the school to speak to the pupils. Local colleges run adult courses in the school and a crèche provision is made for parents with young children. Most pupils transfer to the Don Valley High School. Years 5 and 6 pupils visit for a full day prior to entry and teachers from the high school teach lessons at Toll Bar school. These initiatives help to establish good links between the two schools.

40. The constructiveness of relationships with partner institutions is satisfactory. The school has worked hard to establish business/school links to give pupils experience of the 'world of work', which many do not have at home because of high levels of unemployment in the area.
41. The school's provision for pupils' personal development is good: an improvement since the last inspection. Pupils' spiritual development is promoted well. This is a big improvement since the last inspection. The growth of morale and self-esteem, "from the day they start", as the headteacher puts it, is at the heart of the school's education of the whole child. In learning how much the school values them, pupils quickly open up and discover how much there is to learn from listening to teachers and each other. Because of this, most pupils are soon confident and responsible learners, who want to do their best. This is one of the main reasons for the good standard of achievement in the school. The school also gives pupils some good opportunities to think about the nature of the world beyond them. An attractive and well-organised library gives children access to the marvels of literature. For example, during private reading, a Year 3 pupil was bursting to tell his teacher: "Miss! I've found the Roman World – in a book!" Further up the school, older pupils have produced thoughtful class prayer books, which staff regularly use in assemblies. The school meets the requirement for a daily act of collective worship. Good quality religious education teaching enables pupils to learn both about and from the great world faiths. Teachers find pupils very open to both assemblies and religious education. Two Year 2 pupils wanted their teacher to know that they believed in God.
42. Moral education is rooted in the spiritual. For example, reception children were enraptured when Year 2 pupils acted out the parable of The Good Samaritan and listened intently as the teacher discussed it. In lessons and assemblies, teachers emphasise the difference between right and wrong, the need to consider others and do the right thing. There is a simple whole-school code of conduct, which all pupils understand, and golden rules for the playground, which nearly all follow most of the time. Pupils value and respond well to the systems of rewards for good work and good deeds. The school makes good provision for pupils' moral development.
43. Pupils' social development is promoted very well. The way teachers treat other adults and pupils provides good role models. The school is particularly strong in its development of pupils' personal confidence, reliability and team spirit: for example, through residential trips, teams, clubs and events such as the weekly celebration assembly. The midday meal is an enjoyable time for meeting and talking together. Pupils are also genuinely interested to meet and talk with visitors. There are good opportunities for pupils to take on responsibility or use their initiative for the benefit of the school community. For example, pupils in Years 5 and 6 give teachers considerable voluntary help at lunch-times in preparing classrooms and resources for afternoon lessons. Pupils have the chance to raise money for charities. Teachers cultivate pupils' sense of their class and their responsibility to it. Pupils have considerable pride in their school.
44. Provision for cultural development is satisfactory: an improvement since the last inspection. Well-taught English, art and music lessons increase pupils' knowledge of their own and other cultures. This is supplemented by visits to Shakespeare productions, pantomimes, museums and historic sites such as Brodsworth Hall and Conisborough Castle. The school gives all pupils a book as a Christmas present. Teachers are widening pupils' multi-cultural experiences, and their understanding of the ethnic diversity of today's society. For example a visiting Sikh musician gave pupils

opportunities to play the dohl and tabla drums and to learn about Indian music and bangra dance. Older pupils gave confident demonstrations of these to a whole-school assembly enjoyed by all staff and pupils. However, this aspect of the curriculum is not yet fully embedded and pupils' appreciation of the richness provided by different cultures in multi-ethnic Britain is underdeveloped. Other opportunities to develop pupils' cultural experiences are also somewhat limited. For example, there is no choir, recorder group or opportunities for pupils to learn to play other musical instruments.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The steps taken to ensure the pupils' welfare, health and safety are good. The staff know the pupils well, recognise their needs and give them good support and guidance. The school has an appropriate health and safety policy, which is signed and dated, as required. The caretaker and three governors carry out a twice-yearly tour of the buildings and grounds to ensure that there are no health and safety concerns that might harm pupils or adults. A written report is made to the governing body and action taken on any concerns, wherever possible.
46. Risk assessments are carried out correctly for trips out and other activities. The school has a medical room and a disabled toilet but these are rather cluttered owing to the lack of storage space elsewhere. The school is accessible for physically disabled pupils. The school nurse makes regular visits. She carries out health checks, speaks to parents new to the school and helps with the delivery of sex education. Other specialists come into the school and the police talk to the pupils about the dangers of illegal drugs and the need for personal safety.
47. The school has an appropriate child protection policy. The headteacher is the named co-ordinator. She received training about three years ago and is due to have it renewed. All staff have copies of the policy and child protection is discussed at staff meetings. There has been no formal training for staff on child protection issues.
48. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is monitored by their class teachers and other adults in the school. Formal records are kept for pupils whose personal development, on issues like behaviour and relationships with other pupils and adults, is causing concern. Otherwise, the records kept are informal. Reference is made to the personal development of the pupil in the annual report each receives. All pupils have a record of achievement, which they develop as they move through the school.
49. The school's procedures for monitoring and improving attendance are unsatisfactory. Attendance is monitored by the class teacher, office staff, the educational welfare officer, home liaison officers and the headteacher. The monitoring of attendance has been detrimentally affected by the absence of the educational welfare officer for six months this year and a lack of support from the local social services department. If a pupil is absent without a known reason, some parents are telephoned on the day of the absence to ask the reason for it. Shortly, the school is planning to ring every parent in these circumstances. If there are concerns about non-attendance, the parents are contacted and the educational welfare officer and home liaison officer make home or site visits.
50. The registers are marked regularly but, in two classes during the inspection week, some pupils were not marked at all and this is a concern should there be an emergency. The school encourages good attendance by giving half-termly certificates

and an annual trophy for full attendance. There is a school chart of class attendance and a special mention board, which includes mentions for improved attendance. Attendance has declined in each of the last four years but the promotion of attendance is not one of the priorities in the school improvement plan. Although some procedures are in place, these are only partly effective and the school needs to give greater emphasis to the monitoring and improvement of attendance to reverse the decline in recent years.

51. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. The policy was revised in 2001 and is reviewed annually. Pupils are reminded of the code of conduct and the school rules at the beginning of the school year. Rules are successfully founded on the principle of safety and the smooth running of the school. Parents are generally happy with the standard of behaviour achieved in the school. Incidents of bullying are infrequent and, when they do occur, they are dealt with speedily and correctly. Both parties involved are interviewed and parents are involved. If the behaviour of a pupil is causing concern a sheet is kept to record any incidents.
52. In the previous inspection report it stated that pupils' welfare was promoted effectively and satisfactory procedures were in place to monitor pupils' personal development. This is still the case, although, as previously stated, there are some problems in the area of attendance.
53. Systems of assessment have been given a lot of attention, and have improved since the last inspection. Overall, pupils' academic progress is monitored closely and the information is used effectively to support pupils' learning. There are some problems in the way the information is managed but these are discussed more fully later in this report.
54. Assessment procedures are very effective in the Foundation Stage classes. Nursery and reception staff make daily observations of children's academic and personal achievements and use this information very well to plan work and activities that match children's needs and to promote their very good progress. Baseline assessments, made at the beginning and end of pupils' reception year, enable the school to measure the progress pupils have made, and, before they move into Year 1, to identify any pupils who have specific needs.
55. In Years 1 to 6 a series of well-established testing and teacher assessment procedures provide teachers with a steady flow of information. On the basis of these assessments, pupils and classes are set targets for improvement. These are regularly reviewed by the class teacher and headteacher to ensure that the challenge they provide remains appropriate. Results of individual pupils are effectively analysed by staff and the outcomes used to identify those who need extra help in their weaker areas of learning or those who are high attaining and need additional challenge. In some instances, this involves pupils being withdrawn from class to participate in 'booster groups' but, in all cases, the type of help given is determined by need, and is helping to raise standards.

56. The marking policy has recently been revised, but, as yet, is not uniformly applied by all teachers. Subsequently the quality of marking varies and, in some cases, pupils are not given sufficient pointers towards what they need to do to improve further. Most subject managers have compiled portfolios of pupils' assessed work. These provide a good level of guidance for teachers about the standards of work they should expect from pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents have a positive view of the school and of the provision it is making for their children's education. The impact of parents' involvement on the work of the school is satisfactory but the contribution of parents to their child's work at school and at home is very limited. The school needs to achieve a better level of support from parents for children's work.
58. The information provided to parents is satisfactory. Letters containing up-to-date information are sent out regularly and parents are told termly of the work their child will be doing. Useful information booklets are provided for parents of children starting in the nursery and for those who are moving from nursery into reception. The school has introduced a new homework book to try to improve parental involvement and is aiming to develop literacy and numeracy workshops for parents. The use of the home/school diaries is mixed and some diaries never go home or, if they do, parents do not sign them. The amount of homework given increases as the pupils progress through the school. The provision of homework is satisfactory, but parental support is mixed and some pupils get no help at home.
59. There are two opportunities per year for parents to discuss their child's progress with the class teacher, in the autumn and spring terms. Between 50 per cent and 90 per cent of parents attend these interviews. Parents can also come in to school in the summer term to discuss their child's annual reports. The reports tell parents what their child knows, understands and can do in the core subjects and there are a few targets for improvement. The information supplied in the foundation subjects is brief and generally only gives the pupil's attitude to the subject rather than how well she or he is doing.
60. The Friends of the School was re-launched in the summer and it is seeking to increase parental involvement in the life of the school. Events like summer and Christmas Fairs, coffee mornings and fashion shows are organised. The funds raised are used to buy resources and equipment to enhance the pupils' education. A number of parents help in the nursery and reception classes and on school trips, but few help in other parts of the school. One parent is painting a mural of nursery rhymes to make the entrance to the nursery more welcoming.
61. Only three parents attended the parents' meeting before the inspection. As a result, it is difficult to know if the views expressed there were representative. Around a third of parents responded to the parental questionnaire. Those who responded were generally very positive about the school. However, a small minority thought the school does not work closely with parents and this is an area for improvement. A small minority also felt that the school was not well led and managed and there were insufficient extra-curricular activities. The inspectors found the leadership and management and the extra-curricular provision to be good.

62. In the previous inspection report it stated that there were good links with parents and a number of parents helped in the school. Some of this has continued but has not developed sufficiently.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides the school with good leadership. In the past, because of her strong determination to provide pupils with the best possible education, the headteacher took on too many responsibilities and did not make full use of the management skills of other members of staff. This is no longer the case and the management structure of the school is much better balanced. Overall, the weaknesses in leadership and management found at the time of the last inspection have been addressed well and this is one of the main reasons why the school no longer has serious weaknesses. Pupils' strong showing in the 2002 national tests is a clear indication of how well the provision for their education is managed.
64. Overall, good improvement has been made despite the school having considerable problems recruiting and retaining a full complement of permanent teachers. These difficulties have been managed well and their effect on pupils' learning minimised. Some initiatives, such as the systematic monitoring of teaching and learning, have taken longer to implement fully than the school had originally hoped. However, these are now securely in place. Regular evaluations are enabling the school to identify those elements of teaching that are most effective and which are in need of further work. For example, teaching that promotes pupils' thinking skills and their ability to answer questions fully has been recognised as an area in which improvements can be made and an all-school approach is planned. The good decisions taken and careful appointments made since the last inspection have raised the quality of teaching in those classes where it was found to be weak and have enabled the school to address this important key issue.
65. The school is managed well by a team of senior teachers who make a strong commitment to the school and to its pupils. The increased responsibilities they have been given since the last inspection have raised their understanding of how and why the school functions as it does and enabled them to make stronger contributions to the decisions that need to be made. The school's action plans are structured well and accurately reflect the main areas in which the school needs to improve further. To a large extent the areas for development have been determined by the outcomes of the last inspection and the more recent visit by one of Her Majesty's Inspectors of Schools, but the school has responded positively and kept sight of the things that it feels are important to its pupils. In general, what pupils are to gain as a result of the school's initiatives is clearly documented. The school and the governing body are starting to use these constructively to measure levels of success and to plan for further development.
66. The school carefully compiles data about pupils' development and progress, and uses it constructively when setting targets for their learning. There are, however, weaknesses in the way in which the school collates this and the wealth of other information available to it. Overall the school makes satisfactory evaluations of its own performance but uses extensive paper records, from which information can only be extracted with a great deal of time and effort. The system is inefficient. Those who need the information, such as senior managers, co-ordinators and governors, do not have easy access to it and either have to search it out themselves or rely on someone else's interpretation. The school is fully aware of this problem and is employing an administrative assistant to enter the information on to the computer. However, there is

still much to do to ensure staff and governors are able to make full use of the information available to them.

67. The school has clear and appropriate aims and values, which are promoted effectively through a comprehensive set of well-written policies. The race equality policy is in place and, while writing it, the school and governors considered its implications alongside the work they are carrying out to improve provision for pupils' cultural development. This inter-linking of different elements of provision makes for a cohesive school which runs smoothly. Relationships throughout the school are very good and the positive ethos successfully promotes pupils' self-esteem and equality of opportunity.
68. Subject management is good and has improved significantly since the last inspection. Planned developments have taken place and co-ordinators have a much clearer understanding of the standards pupils are attaining and the factors influencing their learning. They discuss issues concerning their subjects knowledgeably and with confidence and are becoming increasingly adept at constructing well-focused plans for development. The involvement of subject managers in this way adds significantly to the cohesion of the school. There are, however, some subjects in which subject management, for various reasons, is less effective. Owing to unfortunate circumstances, science, art, and geography have lacked subject leadership for some time and development in these subjects has slowed. The headteacher has maintained a watching brief and it is to her credit that pupils continue to achieve as well in science as they do. Teachers with responsibility for two of these subjects have now been appointed and training programmes planned to ensure they have the skills needed to perform their management duties effectively.
69. The management of the provision for pupils with special educational needs is good. This is a significant improvement since the last inspection. The special educational needs co-ordinator uses her experience well to monitor the provision the school is making and to evaluate its effect on pupils' learning. She is well supported by class teachers, classroom assistants and a governor who takes an active interest in school procedures. The school has adopted the new Code of Practice constructively. Detailed records are kept on each individual pupil and the progress she or he is making towards her or his clearly identified targets. The funding provided specifically for special educational needs is appropriately deployed. The provision for the small number of pupils who speak English as an additional language is carefully managed. The school makes good use of outside agencies to support pupils who are at a very early stage in learning English.
70. The school has a supportive and active governing body that carries out its statutory duties diligently. Governors have a clear understanding of their role in helping the school to function effectively and in reviewing how well it is performing. They have a detailed picture of the school's strengths and know which areas are in need of further development. Several governors have established firm links with specific members of staff, such as core subject co-ordinators and the special educational needs co-ordinator, and have visited classrooms to observe lessons and practice. This is providing the governing body with a clear insight into the work of the school and a productive overview of its practices.
71. Governors attend training regularly to keep themselves up to date with national initiatives and are generally well informed in this respect. As outlined in an earlier paragraph, the data the school collects about its pupils is not easily accessed. Consequently governors are not presented with succinct information and are therefore not in as strong a position to ask searching questions as they might otherwise be.

Despite this, governors play a positive part in determining the direction the school will take.

72. The quality of financial management by senior staff and governors is good. In recent years the school has accumulated a large surplus of funding. This has mainly resulted from the school being unable to recruit teachers, and other members of staff, primarily the headteacher, covering for absences. The surplus is being used to advantage to enhance the staffing in areas where the school feels it will have most effect on the raising of standards. For example, an additional teacher has been employed for half of the week to support Years 1 and 2 pupils. This is enabling pupils to be taught in some lessons in single-age groups, something the school's evaluations point to being very effective. The school's strong financial position is providing senior staff and governors with options they would otherwise not have and these are being utilised well.
73. The school's financial position is closely monitored and checked regularly for cost effectiveness. The day-to-day financial management is efficient. Control procedures are well organised and modern technology is used very well to ensure that financial records are kept fully up to date. A recent audit of the school's financial systems raised only two relatively minor issues, both of which have been quickly addressed. Funding which the school receives for specific purposes is used appropriately and initiatives such as small-group booster classes are used well to accelerate pupils' learning.
74. Although the governing body pursues various elements of best value as a routine part of its work, governors' grasp of the principles involved is rather tenuous and this is not something they consider regularly and systematically. The cost of educating pupils at Toll Bar Primary is a little above the national average. However, when all factors are taken into account, particularly pupils' good achievement, it is clear that the school gives good value for money. The school has raised standards and the quality of teaching in Years 1 and 2 and this has improved the value for money it provides.
75. The match of teachers and support staff to the needs of the curriculum is satisfactory. The support staff are well matched to the needs of the pupils and make a good contribution to the pupils' progress. All staff are part of the performance management cycle; they all have three objectives which are reviewed termly. The priorities for training are considered in the context of the school priorities, staff development needs and the performance management reviews. The provision for the induction of new staff is satisfactory. Their training needs are identified and they are given effective support.
76. The accommodation is barely adequate and the school is having difficulty finding space for the increasing amount of small-group teaching that is taking place. A new and improved unit to accommodate nursery and reception is planned and this will release classroom space as well as much needed additional storage space. The development of the computer room has made information and communication technology and the Internet more available to the pupils. The pupils' entrance, which is rather dismal, is to be improved and made more welcoming. The school has spacious hard play and grassed play areas, although water problems affect these and the school building.

77. Learning resources are adequate to deliver the curriculum satisfactorily. Resources for literacy, history, mathematics, religious education and ICT are good. Resources in science and geography are unsatisfactory and more tuned instruments are needed in music. In the previous inspection report it stated that there were weaknesses in resources in gymnastics, some parts of art and design and geography. Except for geography, these have been corrected.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to maintain the momentum of improvement the headteacher, staff and governors should:

- (1) implement the action plan, written in response to the recent visit by Her Majesty's Inspector of Schools, and address fully the issues it contains (paragraphs 44, 56, 68, 139);
- (2) improve pupils' ability to speak clearly and effectively by implementing a structured programme for the teaching and learning of this key skill (paragraphs 4, 6, 32, 110, 112, 114);
- (3) develop efficient systems for managing information which make it more accessible to staff and governors and provide a full programme of training in their use (paragraphs 53, 66, 131);
- (4) increase parental involvement in children's learning by taking further initiative to involve parents in the life of the school and in children's learning (paragraphs 57, 58, 61, 62); and
- (5) develop and implement rigorous procedures for the monitoring and improvement of attendance (paragraphs 21, 49, 50, 52).

In addition to the key issues, the governors should consider the following additional less significant issues for inclusion in their action plan and:

- (a) improve provision for pupils' learning of geography (paragraphs 9, 152);
- (b) increase teachers' subject knowledge in art and design (paragraphs 9, 140, 143);
and
- (c) improve resources for science, geography and music (paragraphs 77, 139, 154, 173).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	14	12	1	0	0
Percentage	7	27	34	29	2	0	0

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

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)	9	146
Number of full-time pupils known to be eligible for free school meals	0	77

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
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	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	8.1

Unauthorised absence

	%
School data	0.4

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (76)	92 (76)	100 (88)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (76)	92 (84)	100 (92)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

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
	2002	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	17	21
Percentage of pupils at NC level 4 or above	School	91 (55)	81 (68)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	19	17	21
Percentage of pupils at NC level 4 or above	School	77 (55)	81 (59)	90 (82)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	123	2	0
White – Irish	0	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6.8
Number of pupils per qualified teacher	21.5
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	133.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	15
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

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

FTE means full-time equivalent.

Financial information

Financial year	20001/2
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	£
Total income	432504
Total expenditure	420111
Expenditure per pupil	2651
Balance brought forward from previous year	12393
Balance carried forward to next year	62198

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	65	26	7	0	2
Behaviour in the school is good.	48	39	7	4	2
My child gets the right amount of work to do at home.	56	40	4	0	0
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	71	22	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	2	0	2
The school expects my child to work hard and achieve his or her best.	76	22	0	0	2
The school works closely with parents.	59	23	14	2	2
The school is well led and managed.	48	36	9	5	2
The school is helping my child become mature and responsible.	61	35	4	0	0
The school provides an interesting range of activities outside lessons.	59	26	9	4	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. The education provided for children in the nursery and reception classes is very good and gives them a very solid foundation for future learning. The environment is lively, colourful, interesting and exciting and children enjoy taking part in the many and varied activities which are provided as part of the rich curriculum.
80. Nursery children attend part-time in the mornings and the reception children attend full-time. When children start in the nursery, their knowledge, skills and understanding are much lower than expected for their age. A very small proportion of children have English as an additional language and are in the early stages of speaking English.
81. By the time children leave the Foundation Stage they have made very good gains in all six areas of learning. However, they have so much ground to make up that only a minority is likely to have attained all the Early Learning Goals by the time pupils enter Year 1. In personal and social development, most children will attain some of the Early Learning Goals and, in physical development, most will attain the goals in areas of movement and use of space, but they will be unlikely to achieve the goals in areas that require fine finger control such as manipulation of materials and tools.
82. The teaching by all staff is consistently very good, and occasionally excellent. Each class has a teacher and a nursery nurse or learning support assistant, and a very strong feature is the way all the staff work together as a team, under the guidance of a very experienced and skilled Foundation Stage co-ordinator. They plan together carefully to meet the needs of every child in each area of learning. Decisions are based on close observations and assessments of what the children know, understand and can do. Staff are extremely knowledgeable about the needs and development of very young children, and about the early years curriculum. The very good teaching and skilful intervention of staff coupled with a welcoming atmosphere ensure that all children maintain a high rate of progress.
83. Accommodation in the nursery is very good. It is spacious, has well-organised equipment and a very good and secure outside area. Opportunities for climbing and scrambling activities are limited by the size of the equipment and a taller, more complex piece of climbing equipment would improve the opportunities which could be offered.
84. The reception accommodation is satisfactory. The equipment is well organised and appropriate, but there is no secure outdoor area for play on large outdoor toys and children have to use the playground. In both classes, much of the small equipment is showing signs of wear. A wider selection of dressing-up clothes, dolls and utensils, which include multicultural material, would further improve learning opportunities. These problems are to be rectified shortly with the construction of a new Early Years unit which will incorporate both the nursery and reception classes.
85. Arrangements for admission to the school are good. Staff visit the children's homes before they start school and make friendly contact with them. An open day is held before children start school to introduce them to the nursery and parents are given relevant information. These arrangements could be further improved by holding a meeting for parents to explain the curriculum and to underline to them the importance of being involved in their child's education.

86. A good range of literature is available for all parents to help them understand procedures and the curriculum. Relationships between parents and staff are relaxed and friendly. A good example of parental contribution was seen in the reception class when a number of parents came to play mathematical games with the children. However, in general, parents are, as yet, insufficiently involved in their children's education.

Personal, social and emotional development

87. Most children enter the school with much lower than average levels of maturity, but they make very good progress in their personal, social and emotional development, becoming more confident with adults and each other. The majority of children will attain some, but not all, aspects of this Early Learning Goal by the time they are five.
88. Most children settle quickly into school life and are happy to attend. They generally establish good relationships with each other and with the adults in the nursery and reception classes. Most have the confidence to initiate interactions with other children and adults, but a few are too shy and have to be constantly encouraged to interrelate by adults. They are usually gentle to each other but a few can be aggressive during play. However, skilful intervention by staff quickly teaches them how to relate kindly to others and share their toys.
89. Many children find it difficult to concentrate when they are involved in a task and flit from one activity to another. Through the careful matching of the activity to the level of capability of the children, and the encouragement to persist until the task is finished, staff are helping children to improve their skills.
90. The children in the reception class have learnt to take turns co-operatively and they are beginning to respect other people's ideas and opinions. They comfort each other sensitively and are developing a clear sense of right and wrong. They share their toys and help each other with tasks. Children understand the class rules and know what behaviour is expected of them. Children in the nursery are learning to tidy up after activities and take care of equipment, and in the reception class they do it as a matter of course. In all classes children learn to be polite and say "Thank you" to other children and to adults

Communication, language and literacy

91. Children's communication, language and literacy, with a few exceptions, are very low on entry to the school. When they enter the nursery, a number of children only speak single words and do not have the vocabulary to express what they want to say. Some speak indistinctly, mix up the beginnings and ends of words, and speak in a jumbled language understandable only to themselves. They make good progress but, because their starting point is so low, most are unlikely to reach the Early Learning Goals by the end of the Foundation Stage.
92. Staff provide all children with very good opportunities to develop both spoken and written language and all, including those with special educational needs and English as an additional language, make significant progress. Most children chatter about their play in all classes. A few will explain what they are doing to visitors and a few initiate conversations with each other. For example, children playing in the outdoor area were able to agree a swap of a bike for a scooter, and one little girl asked the teacher to tell her the words for the animals she pointed to in a favourite book, repeating them carefully after her.

93. The staff are aware of the differing language needs of the children and are very good at providing support to shy children or children with severe learning difficulties, and assisting them to develop confidence in speaking and in group situations. They are also very good at sensitively challenging all children to use and develop their language skills as they take part in the different activities.
94. All the children love listening to stories, and readily take part in reciting rhymes and singing jingles and songs. They like to play out made-up stories using small world toys, teddies and dolls although they generally look to the staff to provide the story line as they do not have sufficient language to make up their own. Children joined in with enthusiasm to the story of the three bears, putting daddy bear in the bigger bed in the home corner and saying, 'Go to sleep now' and they gave baby bear the smaller sized bowl of porridge and said, 'Eat it all up!'
95. Children are at different stages of recognising letters and sounds. Some reception class children know most of the letters of the alphabet and their sounds, but most are still struggling to learn a small selection. Children in the reception class enjoy illustrations in books, hold them the correct way up, and turn the pages in order. They point out individual words on pages and can recognise a few simple words. The majority can recognise and write their first names and a few can write letters to form simple words, or copy the teachers' writing using good pencil control. However, in other cases, poor pencil control and a low level of manipulative skills are hampering standards in writing.

Mathematical development

96. Although the children make very good progress in this area, they start from a very low level and so, by the end of the Foundation Stage, their standards are still below average, and the majority of children are unlikely to reach the Early Learning Goal.
97. Throughout the Foundation Stage children develop mathematical ideas. In the nursery, they learn to count five currant buns, and know that if they have one and get another one, they will have two. In the reception class they can name basic shapes such as square, triangle, rectangle and circle, and can recognise that two add one is three and that one snake of play doh is shorter than another. They are developing a basic understanding of capacity, weight, length and space through practical exploration in sand and water play, the house corner, the shop and outdoor play. For example, children described containers as full and empty and knew that daddy bear's bed was longer than mummy bear's.
98. When children enter the nursery, most do not recognise numbers and cannot count to five. Gradually they learn to use fingers to represent numbers to five, some to ten and a few to 20, and a few higher attaining children can sequence them in order. Through playing games and singing songs such as 'Five currant buns', children are developing an awareness of addition and subtraction. In the reception class a few can add up numbers such as two plus five equals seven, recording the answers in their books, but most need objects to help them add very simple numbers and cannot yet record the answer.

Knowledge and understanding of the world

99. Most children come to school with a very poor understanding and knowledge of the world outside their immediate family situation. Although they make very good progress in this area, they are unlikely to meet the Early Learning Goal by the end of the Foundation Stage.
100. In the nursery the children learn about the characteristics of grass and leaves by collecting them from the school garden and examining them with a magnifying glass. In the reception class they learn to identify the vegetables on their harvest table, such as a pepper and a courgette. Children enjoy meeting short-term visitors to the nursery, such as a group of firemen who came to show them their uniforms and a fire engine. They learn about parts of their bodies, such as nose, eyes, hair, wrist and elbow, and can relate their own experiences while playing. For example, two boys chatted about what they were going to have for tea that night as they cooked porridge for the three bears in the home corner.
101. In the nursery, children put clothes on the bears on the computer, using a mouse proficiently to click on commands. In the reception class they can, with help, programme a floor robot to get to the "sweetie house" over a complicated route, and they further develop their keyboard skills on the computer. Children throughout the Foundation Stage learn about other cultures, and different religions. They celebrate different festivals and enjoy eating food that is associated with them. Most children are beginning to develop some sense of time. They happily recount what they did at school yesterday, as well as what they are going to be doing at the weekend, and during the holidays.

Physical development

102. Children's physical development is generally in line with what is expected for children of their age on entry to the nursery in areas such as general movement, but well below average in areas which require finger control and manipulative skills. They make very good progress and, by the end of the Foundation Stage, most will achieve the Early Learning Goal in areas such as movement and the use of space. However, only a few will achieve the goal in areas which relate to fine finger control and close manipulation.
103. In the nursery, in their outdoor play, children are developing good awareness of space. They balance well on tricycles and other wheeled toys, steering them with skill, travelling at speed, yet being able to stop when required. Children can run, jump and hop all over the outdoor area and climb, balance and slide with confidence and safety on the climbing apparatus. This equipment, however, is insufficiently challenging for the boldest and most able. Children in the nursery dance rhythmically to music showing a good sense of space. They put away their outdoor toys carefully and efficiently.
104. In a physical education lesson in the hall, children in the reception class were able to catch a ball with care, perfecting their skills with great persistence. They also rolled hoops, climbed confidently on taller equipment, threw beanbags to each other and hit balls with bats.
105. Throughout the Foundation Stage, small world toys, and the use of paintbrushes, jigsaws, threading beads on a string, pencils and small and large construction equipment, help children to develop physical skills and manipulation, but most children have little opportunity to practise these skills at home and this significantly limits the progress they make.

Creative development

106. Children enter the nursery with much lower than average skills for their age and, although they make very good progress throughout the Foundation Stage, most will not achieve the goals in this area of learning by the end of the Foundation Stage.
107. They are offered a good range of activities, including drawing, model-making, painting, imaginative play and music. Their creative attempts display increasing imagination and confidence as they move through the Foundation Stage and are indicative of the good progress they are making.
108. Children play imaginatively in the home corner, mimicking adult talk and behaviour. They talked in a deep voice for daddy bear and a little squeaky one for baby bear. The child playing mummy bear told them to eat their porridge up. Two children in the nursery put their doll in the pushchair and took her for a ride in the park encouraging her to sit still, and be a good girl.
109. Cooking, eating and drinking are enjoyed throughout the Foundation Stage, and these opportunities to smell and feel give children good opportunities to respond to sensations and explore their senses. Children react openly to stories expressing humour, kindness and sadness, and, in the reception class, a few are beginning to relate these stories to incidents in their own lives. Children enjoy making music and singing songs and are extending their repertoire of songs, nursery rhymes and jingles. They play instruments in time with the music, do actions to the songs and clap repeated patterns.

ENGLISH

110. Standards in speaking and listening, reading and writing are below average in Year 6. However, these pupils have made good progress, as their standards were well below average at the beginning of Year 3. Pupils' standards in English are lower than those in mathematics and science. This is mainly because most pupils have very weak language skills when they start school. For example, a few children cannot speak when they join the nursery. Three-quarters of pupils in Year 6 are in line to reach the standard expected for their ages by the end of the year. Girls reach slightly higher standards than boys, much as they do in most schools nationally.
111. The school's performance in the national English tests for 11-year-olds varies considerably from year to year. This is because of differences in the prior attainment of the small number of pupils who take the tests each year. In 2001, results were well below the national average, but, in 2002, pupils' standards were above average, with approaching a third of pupils reaching levels higher than those expected for their age. Standards were much higher than those reached by pupils in similar schools to Toll Bar. These results show that the school is able to respond effectively to pupils of differing ability and that good teaching of English enables all pupils to achieve their best, irrespective of prior attainment.
112. Standards in reading and writing are as expected for pupils in Year 2. This is a very good achievement in view of children's low standards when they first come to school. It is also a good improvement on the below average standards at the time of the last inspection. Pupils were underachieving then but are now doing well. Better teaching has made the difference. Although the standard of pupils' speech improves in the infants, it is still lower than expected for Year 2 pupils. To some extent this is because,

in recent times, teachers have concentrated more on reading and writing. The school lacks a clear programme for the systematic development of pupils' speaking skills.

113. Overall, speaking and listening skills develop satisfactorily in Years 1 and 2. Pupils are good listeners. They listen carefully to their teachers and to each other's answers and questions. This is because teachers expect high standards of concentration, hold pupils' interest and create a good atmosphere for work in lessons. For example, Year 1 pupils listened intently to their teacher's very good demonstration of how to make a Greek salad. The teacher also set an excellent standard of listening. She always heard them out fully and patiently when they were struggling to find the words to express their ideas.
114. Many Year 6 pupils speak confidently. For example, a group of 11-year-olds described the school at length to a visitor. Another group asked a string of questions in a discussion at dinnertime. A group of lower attaining Year 3 pupils gave a good, clear explanation of the main beliefs of Sikhism to an assembly of the whole school. However, the majority of pupils use fewer words than expected for their ages. There are two main reasons for this. Many pupils in Years 3 to 6 read little by themselves, and don't therefore pick up new words and ideas. Also, teachers are under pressure to focus on literacy and are only just starting to plan opportunities to develop pupils' ability to speak clearly and express themselves fully. However, confident speech in assemblies shows that pupils are not afraid to speak in public.
115. Pupils make good progress in reading in Years 1 and 2. Most read at home. Through daily practice in the literacy hour they build on the very good teaching and learning of letter sounds in the Foundation Stage. Their ability to find information from books using indexes and contents pages is as expected for their ages. Higher attaining pupils read fluently. Lower attaining pupils read with far less expression and understanding and continue to need regular help to identify unfamiliar words and phrases.
116. Although most pupils make good progress in reading in Years 3 to 6, standards are generally lower than those often found at this age. This is partly because of weaknesses in pupils' understanding of letter sounds and patterns. It is also because of a decline in the amount of reading as pupils go through the juniors. There is often a lower interest in reading at home and pupils receive less support from adults outside of school. As a result, when reading aloud, average and lower attaining pupils tend to lose the thread of meaning and are perplexed by words they don't recognise. They also sometimes miss meanings which are suggested rather than stated. However, three-quarters of pupils reach the standard expected for their age by the time they leave school at the age of 11. In Year 6 higher attaining pupils do a lot of reading by themselves, often choosing favourite writers. Teachers use literacy hours well to improve the close reading skills of pupils of all abilities. Nearly all pupils read their own and other pupils' writing accurately by the age of 11, and use dictionaries effectively to improve the quality of their work. They used indexes to find information in books. However, library skills are below the expectations for their age. For example, pupils do not know how to use catalogues and number systems to find information. This is partly because the school library was closed last year, as it was used as a classroom. It is also because the school does not have a programme to develop pupils' library skills each year.

117. Pupils make good progress in writing. This is because the school has worked hard and with success to raise standards. It is also because, in Years 1 and 2, basic writing skills, such as the forming and joining of letters and sentence pattern, are taught well. As teachers closely link reading and writing work, pupils quickly learn to link the shapes of letters to their sounds. In Years 3 to 6, teachers also use literacy lessons well to build up pupils' experience of writing in a wide range of forms. For example, they write stories, letters, brochures, drama scripts, and poems. Pupils achieve well in this aspect of the work because teachers continue to link reading and writing closely. Teachers develop writing skills well in history and religious education (imaginative and narrative writing), science (orderly recording of observations) and design and technology (planning and evaluation). In these and other subjects slow rates of writing are not barriers to learning, but do delay progress at times. There are still weaknesses in spelling, punctuation and handwriting, mainly in the work of average and lower attaining pupils, as at the time of the last inspection. These persist to a large extent because many pupils do not read much by themselves.
118. The quality of teaching and learning is good overall. Teachers use literacy lesson strategies well, but the school is not yet doing enough to improve speech and encourage individual reading beyond literacy lessons. The main strengths of teaching are:
- very good relationships which encourage pupils of all abilities and backgrounds to contribute well to learning in class;
 - teachers' good knowledge of English, and of each child's attainment and understanding, resulting in confident teaching and effective learning;
 - the high level of effective support for lower attaining pupils, traveller pupils, those with special educational needs and those for whom English is an additional language; and
 - the good quality of resources which keep pupils interested.
119. The main areas for improvement in teaching and learning are:
- better support for each pupil's personal reading development in Years 3 to 6; and
 - more opportunities to develop pupils' speech in all lessons.
120. In the best lessons, teachers ensure that all pupils are fully involved all the time in speaking, reading and writing. For example, pupils in Years 1 and 2 made very good progress in learning how to follow written instructions. This was because the teacher spoke very clearly, gave a clear demonstration and kept them very busy. In a good lesson for pupils in Years 4 to 6, well-guided reading and an informative discussion of 'Beowulf' led pupils to a good understanding of the power of words, and improved their skill in story writing. All pupils concentrated fully and completely because the teacher's enthusiasm and the high quality of the text stimulated and held their interest.
121. Skilled support staff significantly improve the provision for pupils with particular language difficulties through small-group work and effective one-to-one tuition. They also raise morale and stop pupils falling behind. The effectiveness of this work shows in the good progress and achievement of refugee pupils, those from traveller families, lower attaining pupils, those with special educational needs and those for whom English is an additional language. Teaching is less effective when learning lacks this sort of focus and interest. For example, in a literacy lesson in Years 4 and 5 pupils became restless when they had to listen to the teacher for too long before taking part themselves.

122. Good leadership and management have underpinned the rise in standards in the national tests in 2002. There has also been an increase in the last three years in the number of pupils reaching standards above those expected for their ages. The school has established the literacy hour well and the quality of teaching has now improved.

MATHEMATICS

123. By the end of Year 6, pupils attain standards in mathematics that are broadly average and meet expectations for their age. This constitutes good achievement on the part of the pupils. In 2002 eight out of every ten pupils who took the national tests attained or exceeded the expected level, and almost one-third of pupils reached the higher level. These results are much the same as those of most other schools nationally and well above those of schools in a similar context to Toll Bar. Overall, standards have been maintained at a very acceptable level since the last inspection.
124. Pupils in Year 2 achieve well. Most work at the level expected for their age and approximately a third of pupils are working at levels higher than those usually seen. In the year 2002 national tests all pupils attained the expected level, although only one-sixth of pupils attained the higher level. These results were better than those found in most schools, and well above average when compared with results in similar schools. Since the last inspection there has been a very good improvement in standards by the end of Year 2 and they now meet national expectations.
125. Pupils in Year 2 work confidently and enthusiastically in mathematics. Most accurately add and subtract numbers with two digits, and can order numbers to 100. They can solve simple problems, and have a solid grasp of mathematical vocabulary. For example, they respond with understanding to questions put to them such as, 'What is two more?' and 'How much is left?' The majority recognises different two-dimensional and three-dimensional shapes, and is able to describe their properties in satisfactory detail. Lower attaining pupils count and order numbers to 20. They add and subtract numbers with confidence, but only with numbers to ten and are only just beginning to add numbers with two digits. With help they are able to identify and name common geometric shapes, and are starting to describe them using correct terminology. However, they often have difficulty retaining such information. The higher attaining pupils explain their work confidently using correct mathematical language, and are able to record what they are doing much better than other pupils. It is the ability of these pupils to recognise and use simple patterns in numbers that sets them apart from others, and skills such as counting on and back accurately in twos and threes give them the ability to work at a faster pace.
126. The school has set a slightly lower target for mathematics than last year, because a high proportion of pupils in the cohort have special educational needs. Current indications are that three-quarters of pupils in Year 6 are moving towards the expected level, which is broadly on target. A strength of Year 6 pupils' mathematics is their ability to explain fully what they are doing, and their confidence in attempting answers without fear of being wrong. Most pupils work accurately with relatively large numbers and understand how to check their answers by reversing the operation. They know the names of different sized angles and can use a protractor accurately to draw or measure them. The majority of pupils understand how to use a scale of probability to make predictions, and complete investigations to confirm the likelihood of their hypotheses. Higher attaining pupils calculate accurately without pencil or paper, quickly estimating and rounding numbers up and down. For example, one pupil could approximate the answer to 51 times 68 by multiplying 50 by 70. They change fractions to decimals and double and halve three-digit numbers confidently in their heads. Lower

attaining pupils are able to calculate numbers to 100, but often make more mistakes than other pupils. They are beginning to use the language of probability to make appropriate statements, but do not yet have a firm grasp of the mathematical concepts involved.

127. The teaching in Years 1 and 2 is good, and this is a significant improvement since the last inspection. The good teaching seen in junior classes at the last inspection has continued. Teaching is very good in the Year 2 and 6 classes, where teachers' confidence in questioning pupils leads them to think more deeply and improve their answers. For example, in the Year 2 class a child responded to the question, 'What can you tell me about a square?' with, 'It's got four sides and four angles.' The teacher then asked, 'So how is it different from a rectangle?' which led to a fuller explanation. By Year 6 pupils have developed the confidence to debate and discuss each other's answers. For instance, when one pupil suggested the likelihood of a red brick being pulled from a bag in an investigation, a second pupil said, 'I don't agree, I think it's only likely, not very likely'. Teachers are using the National Numeracy Strategy very well when they plan their lessons. This helps ensure that pupils have work that is appropriate for their age, and are developing the skills of numeracy in a logical order.
128. Teachers have good subject knowledge of mathematics and give considerable thought to their lessons so that they are lively and interesting for pupils. They plan well-structured, three-part lessons, with a range of stimulating opportunities for pupils to develop their skills and understanding. As a result pupils enjoy lessons and consequently work hard. Classroom management is good. During the inspection week the weather was particularly wet and unpleasant and a minority of pupils became a little fractious. Teachers handled any disruptions calmly, used generous praise with those who deserved it and skilfully drew tired and restless pupils into the lessons. What could have been lost time became a productive period of learning and resulted in pupils making good progress. Pupils usually listen well, and, although their speaking skills are generally weak, they are encouraged to talk constantly about their work and to use correct mathematical vocabulary so that they can answer confidently and clearly. They behave well because they feel valued by the adults in the room. Although, overall, higher attaining pupils are given good opportunities to extend their learning, some teachers do not plan these into every lesson. This means that in a minority of lessons these pupils are not sufficiently challenged because the work they do is not making them think hard enough.
129. Teachers make good use of ICT in mathematics. Pupils learn to use computer programs to make different types of graph and chart, and confidently select the appropriate type for the job they are doing. Many pupils carry out daily mathematics exercises on the computers, which helps their mental dexterity and speed of calculating. Pupils are encouraged to use their mathematical knowledge in other subjects, such as science, history and design technology. For instance, when designing and constructing model chairs, pupils measure with accuracy so that their chairs are stable and strong.
130. Pupils with special educational needs make good progress because they are well supported by teachers, and by teaching assistants who have been trained in the National Numeracy Strategy. Teachers share their plans with teaching assistants, who work confidently with pupils to reinforce the learning at an appropriate level. The very small proportion of pupils who are learning English as an additional language make good progress. Homework is used satisfactorily to support and extend pupils' learning.

131. The co-ordinator provides very good subject leadership. She works closely with all teachers to ensure that the subject is taught well. She has introduced good systems for tracking pupils' progress and supports teachers in making quick identification of pupils who need adjustments to the provision being made for them. The very good use of previous national test papers and optional test papers to confirm pupils' learning within each term's units of work helps teachers to plan lessons effectively, so that learning is appropriately extended and misconceptions are addressed. Easier access to the range of school data available would further support the very good work being done.

SCIENCE

132. At the end of Year 6, pupils' attainment in science meets national expectations. Standards are similar to those found at the time of the last inspection and the school has maintained very satisfactory levels of attainment, particularly in comparison with similar schools. The performance of Year 6 pupils in the 2002 national tests was exceptionally high and results were in the top five per cent nationally. This is not the norm for the school and was achieved by a particularly well-motivated and able group of pupils. Most year groups contain a significant proportion of pupils who struggle to reach the expected standard for their age and meeting national expectations represents a good level of achievement.
133. When they join the nursery, most children have little knowledge and understanding of the world around them. Throughout the school pupils make good progress in the different aspects of science and, by the time they leave at the end of Year 6, most have a solid grasp of a range of key scientific ideas and a much better understanding of how and why things happen as they do. Pupils who find learning difficult and have special educational needs apply themselves well in lessons and, with the help of carefully structured support, make clear and sustained progress. The school has a small proportion of pupils capable of very high attainment. The work these pupils are given to do challenges them at an appropriately high level and helps ensure that they progress well in relation to their well above average abilities. Pupils from traveller families participate fully in lessons and, despite the breaks in attendance that many take, they make good progress and generally attain standards that are appropriate for their age.
134. Standards by the end of Year 2 have risen and pupils' attainment is similar to that expected for their age. Marked improvements have been made to the quality of teaching in Years 1 and 2 and consequently pupils are learning more. This constitutes a very good improvement since the last inspection and the weaknesses found at that time have been successfully addressed. Teachers are making pupils think more and this has helped increase levels of understanding. Many pupils know what plants need in order to grow healthily and recognise that human beings belong to the animal group of living things. Higher attaining pupils refine this idea by adding that humans are mammals. Pupils generally use correct language when describing the properties of materials and most are developing an appreciation of why some materials are used for specific purposes, such as wood and metal for the classroom tables "because they are strong". Pupils' knowledge of physical processes, such as forces, is satisfactory but not as secure as in other areas. The majority is able to offer explanations, such as why flowers bloom in spring and not winter, but lower attaining pupils find this difficult, often because they do not readily have the correct language to use. Pupils' understanding of how to carry out tests in science is developing well and they are beginning to appreciate what they need to do to obtain a successful outcome.
135. Most of the pupils currently in Year 6 have the knowledge of scientific ideas and the skills of investigation and experimentation expected and are likely to attain standards

that are broadly average by the end of the year. This represents good achievement because almost four in ten of the pupils in this age group have been identified as having some difficulties with learning. A key reason for this very positive picture, which is repeated in classes throughout the school, is the enthusiasm and effectiveness with which the subject is taught. Teachers generally make the subject interesting and their lessons lively. In a lesson for Years 5 and 6 pupils, the teacher used electronic equipment borrowed from a hospital so that pupils could see what happened to their heart rate as levels of activity increased. This provided pupils with a clear understanding of what was happening inside their bodies and, by the end of the lesson, secure ideas about why the heart needs to be able to pump at different rates. This very acceptable level of understanding is repeated in other areas of science and pupils are able to explain processes such as filtration confidently and in detail.

136. In general, Year 6 pupils feel comfortable carrying out scientific investigations for themselves, although all but the highest attainers still need the teacher to guide them through the processes involved. The majority of pupils understand that a prediction should be based on their current knowledge and what to do to make a test fair. They also appreciate that information obtained should be used to draw a conclusion, although only a few are capable of doing this independently. There are some skills that all pupils have yet to learn, such as the ability to recognise anomalies in experimental data and what to do to correct them.
137. Pupils find having to test ideas for themselves challenging but exciting. They state that their teachers make them work hard but add that this is good because it encourages them to learn. These positive attitudes to science are shown by many pupils and, in conjunction with the good teaching, are the main reasons why they achieve well. Pupils are keen to involve themselves in lessons and readily answer questions. In most lessons standards of behaviour are good, although some are still learning how to listen effectively and in their excitement they can get a little noisy. Occasionally, the teacher talks for too long before letting the pupils start the activity and does not break the lesson up into suitable sub-sections. When this happens, the pace of learning slows because pupils lose concentration or sight of what it is they are trying to achieve. However, the teaching is never less than satisfactory and is often good or very good.
138. Teachers make effective use of the opportunities science lessons provide to extend pupils' literacy skills. Pupils are expected to record their observations and produce records of their findings. There is, however, no whole-school approach to recording in science and opportunities to use literacy to help pupils develop a systematic approach to investigation are missed. Mathematics often features in science lessons and pupils' numeracy, particularly their ability to handle data, is promoted well. Year 5 and 6 pupils in the lesson mentioned earlier were required to graph their findings using bar or line graphs according to mathematical ability. From this they were able to identify a pattern which then became the focus for discussion. Satisfactory use is made of ICT as an aid to learning in science. Pupils carry out research by logging on to the Internet and use the computer to help them present and analyse experimental data.
139. Through no fault of its own, the school has lacked a subject manager for science for some time. The headteacher has overseen the subject during this period and the effectiveness with which she has 'held the fort' can be seen in the very good 2002 test results. However, some developments that would otherwise have taken place have not. The methods used for assessing pupils' work provide a satisfactory overview of the progress they are making but do not provide teachers with sufficiently detailed information to use when planning lessons. In particular, there is a lack of guidance on how to assess pupils' enquiry skills. The school has recently appointed a teacher with

responsibility for science and a review of the subject is commencing. Resources for science are inadequate but a generous amount of funding has been allocated to allow improvements to be made. Productive links have been forged with the local secondary school. Once each week a teacher from the high school works alongside the class teacher of the Years 5 and 6 class, adding her specialist expertise and providing additional resources.

ART AND DESIGN

140. By Year 6 standards are broadly average and pupils' attainments meet national expectations. This is a similar picture to the one found at the time of the last inspection. In most classes pupils' achievements are satisfactory and in Years 5 and 6 pupils achieve well. Many pupils enter Year 1 with standards that are below those expected, and, although they make sound progress, only a small proportion has the skills and knowledge expected by the end of Year 2. Pupils with special educational needs make similar progress to all other pupils. The very small proportion of pupils who speak English as an additional language make sound progress.
141. Teachers plan a good range of art activities for pupils, which include drawing, painting, use of oil pastels, sewing, collage, clay work and the use of other modelling media. All pupils make satisfactory progress in developing the ability to draw what they see. In infant classes they draw themselves and their friends with satisfactory accuracy, and make studies of characters or features from their learning in other subjects, such as people and castles in history. In Years 3 and 4 most pupils make detailed drawings of things they see, although they do not all develop techniques for giving perspective to their drawing, such as through the use of shading.
142. In Years 5 and 6, pupils make good use of their sketchbooks to try out techniques and ideas. They understand the importance of developing a design and employ notes productively to plan what they will do and how they will go about it. They make constructive studies of the lives of artists, such as William Morris, Vincent Van Gogh and those from Australian aborigine culture. Most can explain the differences between the techniques the artists have used and talk confidently about their best-known works. Year 6 pupils recall many facts from the life of Van Gogh. Their response to the works of other artists through painting is sensitive, and is usually of a good standard. However, in other parts of the school, pupils are not given enough opportunities to develop their creativity, nor to learn about different media and techniques through investigation.
143. The quality of teaching is satisfactory overall and good in the upper junior class. Teachers' planning links to the national scheme of work well and provides good experiences that excite pupils and motivate them. However, in general, teachers do not place enough emphasis on the development of skills, and pupils are not helped to evaluate their own and others' work at an early enough stage. This is because some teachers do not have sufficient knowledge and understanding of how the subject should be taught. Pupils are keen to talk about their work, but have a narrow range of artistic vocabulary. Teachers place great value on pupils' work and display it well, so that pupils are proud of their achievements.

144. The recent difficulties in staffing have resulted in the subject being without a co-ordinator. Through the efforts of the headteacher good quality of display in all areas of the school have been maintained and resources provided to enable the subject to be taught. Not surprisingly, the pace of subject development has slowed. This is recognised and plans are afoot to extend teachers' knowledge in art and design.

DESIGN AND TECHNOLOGY

145. Standards by the end of both Year 2 and Year 6 are above national expectations because pupils are provided with a wide range of opportunities to design and make and from this they develop a clear understanding of how to assemble products of good quality.
146. One of the strengths of the school's provision for design and technology is the way in which, from an early age, teachers encourage pupils to use a systematic and consistent approach to construction. This is done by providing pupils, as soon as they are ready for it, with a standard planning sheet that asks the same questions every time they participate in a project. Consequently, pupils become used to focusing on the things that are important and to making careful decisions about what they are going to make and how they will go about it.
147. Because of timetable arrangements, very few lessons were seen during the inspection, but it is clear from the records the subject manager keeps, and from talking to pupils and looking at their work, that throughout the school pupils of all ages achieve well and derive considerable enjoyment from the subject. This is equally true of pupils with special educational needs and those from traveller families who are given full access to the learning opportunities on offer and subsequently maintain a good rate of progress.
148. Year 2 pupils make models, which work effectively, such as a lighthouse that illuminates at the press of a switch and musical instruments of various types. They show good levels of originality when making stick puppets and their garden creatures are attractive and constructed well. In a well-structured lesson in Year 1, pupils used simple lever systems to make the arms of a paper Barnaby Bear move. The teacher had quite correctly identified weaknesses in pupils' skills and carefully instructed them on the correct use of scissors while at the same time refraining from doing the task for them. Consequently, pupils' techniques developed well because they were learning through first-hand experience. The levels of concentration shown by these very young pupils was a pleasure to see and said much for the level of interest the teaching was generating.
149. By the end of Year 6, pupils have a range of appropriate skills and understand clearly the process of turning an initial idea into a well-constructed product. Some pupils have recently constructed model chairs based on a Van Gogh painting. These closely represent the one depicted and have been made to a good quality. Wood strip has been measured and sawn accurately and the chair assembled using triangular supports to strengthen the corners. Pupils can explain clearly the decisions they made and how the various techniques they used add to the quality of the end product. The school encourages its older pupils to participate in technology challenges. Last year this involved designing and making a new product for a local manufacturer of bathroom fittings. This was tackled with enthusiasm and involved pupils in surveying popular preferences, researching ideas on the Internet, designing and making individual products and giving a presentation to the company. In order to make their presentation as professional as possible, pupils used the computer program Power Point,

something that they had not done before but which they were very willing to learn. The school not only won the competition but one of the pupils' designs is being prototyped.

150. The quality of teaching and pupils' learning is good. Pupils are taught not only how to design and make correctly but also the importance of market research, commercial product analysis and constructive evaluation in order to make further improvements. Teachers stress the importance of correct vocabulary and pupils frequently use technical language when discussing their work. Lower attaining pupils often have difficulty remembering these technical terms and find decision making more problematic than other pupils. Pupils use their literacy and numeracy skills productively when recording the outcomes of research, measuring, action-planning and making evaluations. The sense of achievement all pupils gain from being able to achieve in this subject does much for their self-esteem, and this is particularly the case for pupils who have difficulty attaining in other, more "academic" subjects.
151. The subject is led very effectively by a conscientious and knowledgeable co-ordinator. The programme of work provided for pupils is good and meets the requirements of the National Curriculum well. There have been good improvements since the last inspection and the popularity of the subject with both pupils and staff bodes well for its future development.

GEOGRAPHY

152. Conversations with pupils and the small amount of work completed in the last school year show that standards are below those expected by the end of Years 2 and 6. Standards are lower than at the time of the last inspection, mainly because the subject has lacked a co-ordinator and there has been too little monitoring and improvement of provision. Developments that have taken other subjects forward have not taken place in geography.
153. There was not enough evidence during the inspection to judge the overall quality of teaching or to evaluate pupils' responses. However, in the one lesson seen for pupils in Years 1 and 2, the quality of teaching was good. This was because a clear introduction gave pupils a good understanding of what they were to do and how to go about it. The work made pupils think about travel abroad and they concentrated well to write up their ideas. They were interested and enjoyed the work.
154. The new co-ordinator has already identified the weaknesses in the subject, including a lack of resources, and has made a clear action plan to improve the quality of teaching and learning and to raise standards.

HISTORY

155. Standards in history have been maintained and are in line with national expectations at the end of both Year 2 and Year 6.
156. In the infant classes pupils learn about life in a castle, including prisoners held in dungeons, banquets held in the great hall and the food prepared in the kitchens. They gain an understanding of what it was like to be a knight from studying what they wore, the weapons they carried, and battles were fought. They visit Conisbrough Castle to add reality to their class work, where they try on medieval clothes and sit in the stocks and gain much enjoyment from wearing a knight's armour and pretending to fight with swords.

157. Year 6 pupils make a detailed study of life in Victorian times, reflecting on the changes that have occurred in the intervening period. They develop a good understanding of how life was different for children of the time through acting as a pupil in a Victorian school, with their teacher dressed in clothes of the period and leading lessons as they would have been taught. They visit Brodsworth Hall and learn about life 'upstairs and downstairs', writing imaginary stories about their life as a maid, gardener or master of the hall. These are detailed and well informed and show clearly the secure knowledge pupils have developed.
158. Pupils generally behave well in history lessons and are very interested in the subject, appreciating the opportunities teachers provide for first-hand study of artefacts and places. They talk about the lives of people such as the Romans and Ancient Greeks with curiosity and amazement and admire the work of people such as William Booth, who dedicated his life to helping very poor people in Victorian times.
159. Teaching in history is good and resources such as old kitchen utensils are used well to bring the subject to life for pupils and to stimulate their ideas and imagination. Pupils are encouraged to reflect on the lives of people in the past, to examine their achievements, and to think about the impact of these things on life today. By doing this, teachers instil in the pupils the idea that history is not simply about what happened but more about how events affected the lives of the people of the time. Consequently, pupils of all ages compare and contrast with interest the past with the present day.
160. The curriculum provided is very good. History is very well linked with other subjects such as art, design and technology, drama, and English. This helps pupils to extend their skills by applying them in areas that are of interest and gives them an understanding of how different subjects interrelate. For example, large-print books are used well for illustration in many lessons, and there are many instances of extended writing, as pupils write about their life in a castle, or as a poor exploited Victorian child.
161. The subject is further enhanced by a wide range of visits to places of historical interest and local museums to extend the pupils' knowledge and experience. The pupils enjoy these very much and appreciate the effort staff make to organise them. Resources in the subject are good and include books, posters, and ICT programs. These are further enhanced by artefacts donated by staff, and loan material available from the Doncaster Museum Service.
162. The co-ordinator has only recently been appointed, so, as yet, has had little opportunity to develop her role, or monitor the standards of teaching and learning in the subject. She is, however, well qualified with a clear understanding of the subject and how it should develop.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. Standards in ICT are above average. Almost all Year 6 pupils have the knowledge and skills expected for their age and, in some aspects of the subject, a significant proportion produces work that is of a higher than average standard. This represents a good improvement since the last inspection. Pupils are provided with regular, well-structured opportunities to use computers and other forms of ICT. Consequently, pupils of all ages and abilities, including those with special educational needs, make good progress and achieve well.
164. By Year 2, pupils' attainments are above those expected for their age. They are able to switch on the various parts of the computer system and call up the different programs

that it already contains. Most pupils have become familiar with the keyboard and use the mouse effectively to make things happen on screen. A small proportion of lower attaining pupils are at an early stage in acquiring these skills. They have to search out each key and have some problems controlling the mouse accurately. Many have started to write quite lengthy pieces on the computer and know how to make text interesting by changing the size, style and colours of the letters. Pupils who speak English as an additional language are given appropriate opportunities to learn and encouraged to participate fully. One pupil, who is at a very early stage in learning English, was heard to ask "Where is the S?" The interest the computer was providing stimulated him to use the small amount of English he had learned, for which he received well-deserved praise from the teacher. By starting pupils early, teachers have given them skills that are often associated with older pupils, such as the use of a digital camera to make records of the things they see and do.

165. Year 6 pupils use the computer and other pieces of modern technology competently and with good levels of understanding. They can log on the Internet quickly, know how to set up a search and are able effectively to download documents and images. Most have begun to use e-mail to send messages between computers and can write a simple program to control an on-screen robot. Through practical experience they have learned the advantages of using a spreadsheet in preference to a calculator or pencil and paper when assembling and manipulating numerical data. In a lesson on the use of spreadsheets, Years 5 and 6 pupils were accurately writing formulae enabling the computer to calculate the cost of different numbers of articles in a sales list. Being comfortable with the technology gives pupils the confidence to try things for themselves and to learn through experimentation. This is something teachers readily encourage because they correctly regard being able to ask sensible questions as a key skill in learning. Graphics feature regularly in pupils' work and they are adept at combining pictures from a variety of sources with text they have composed themselves.
166. Good teaching throughout the school, some of which is carried out by learning support assistants, provides pupils with regular opportunities to learn a good range of skills and to become familiar with the different facilities of the computer. Consequently, pupils of all ages use the computer naturally as a tool to aid their learning. This is very evident when pupils carry out their daily mathematical exercises on the computers that are set up in the corridors outside classrooms. When pupils see it is free, they simply tick their name on the list, sit down, start the program and get on with the exercises without any assistance from adults. This has become so much a part of their routine that they do not see it as anything special, but simply part and parcel of their normal day. The smiles that emanate as they are working and the close concentration they show is clear evidence of the pleasure pupils get from being able to work in this way. By placing this trust in their pupils, teachers raise their self-esteem and help them to develop independence. Pupils' response is very positive. All through the day they can be seen working hard at the computers and, from a young age, behaving very responsibly.
167. Teachers' subject knowledge is good, and in some cases, very good. Pupils become very familiar with the technical language of the subject because teachers use it continually and accurately. Subsequently, when teachers give instructions, pupils are able to understand what they have to do and to grasp new ideas and methods of working quickly and securely. Teachers make good use of ICT to promote pupils' learning in many subjects. Art programs, for example, are used throughout the school to provide an additional medium for drawing and pattern making. Pupils are encouraged to carry out research in history and religious education and to use the computers' data-handling facilities in science and mathematics.

168. The subject is led very well by an enthusiastic and knowledgeable co-ordinator. Developments are carefully planned and every opportunity is taken to further improve the provision the school is making for pupils' learning. Good systems of assessment are in place and the programme of work that has been carefully constructed provides comprehensive coverage of the National Curriculum. Resources are good and considerably better than at the time of the last inspection. Staff regularly undertake training and this enables them to keep up to date with a subject which changes rapidly.

MUSIC

169. Standards in the two lessons seen during the inspection were typical of those expected of Year 2 and Year 6 pupils and indicate that national expectations are being met. As at the time of the last inspection, standards of singing are as expected for pupils' ages. A satisfactory rate of progress is maintained by all pupils, including those with special educational needs and traveller pupils.

170. All pupils now have two music lessons a week and additionally a singing practice. They benefit from one lesson a week with a visiting specialist music teacher. Class teachers gain useful training and confidence as they support the visiting teacher in these lessons. Through these arrangements and the constructive use of the latest national guidance, the school now makes satisfactory provision for music. This is an improvement since the last inspection.

171. Teachers give pupils opportunities to listen to music from different cultures. Pupils enter assemblies to a variety of recorded music, such as Beethoven's "Moonlight Sonata". Teachers enhance pupils' appreciation with interesting accounts of the background of such pieces. Experiencing music from many parts of the world makes an important contribution to their cultural development. For example, pupils learned about Indian music and dance from a visiting Sikh musician.

172. The quality of teaching in the lessons observed during the inspection ranged between good and satisfactory. The strengths of the teaching and learning in the most effective lessons are:

- the visiting teacher's good subject knowledge and enthusiasm;
- good teamwork between the class teacher and visiting teachers;
- good achievement in lessons as pupils meet increasing challenges; and
- pupils' enjoyment of composing and performing.

173. In these effective lessons, pupils were either making music, practising following notation or listening and evaluating class and individual performances. The teacher timed activities effectively so that all had the opportunity to take part. Learning was less effective at times when a small amount of inappropriate behaviour spoiled pupils' concentration. Although the curriculum is satisfactory overall, the school does not run a choir or provide for pupils to have individual instrumental tuition. A lack of tuned instruments adversely affects the curriculum.

PHYSICAL EDUCATION

174. The provision for physical education has been maintained at a satisfactory level since the last inspection. Pupils make good progress in swimming and standards are above those expected, which is a good improvement since the last inspection. Timetabling arrangement meant that it was only possible to see a very small number of lessons and it would be inappropriate to make a definitive judgement on standards overall.
175. However, the range of photographic evidence and discussions with teachers and pupils show that teachers provide pupils with a broad range of learning opportunities that include dance, gymnastics and games. Opportunities for the outdoor and adventurous activities are a particular strength of the curriculum. Teachers' records show that pupils make good progress in developing skills in a range of games that include football, basketball and rugby for both girls and boys. Their ability to perform linked sequences of moves in dance is less well developed. Pupils with special educational needs make similar progress to other pupils.
176. The school provides a generous amount of lesson time for physical education and teachers' planning is well linked to the national scheme of work. Most pupils are enthusiastic and well motivated because they feel teachers value their skills and are proud of them. In gymnastics, pupils learn skills of balance and movement. Pupils in Year 6 are less confident in their knowledge and understanding of dance, although they participate with enthusiasm. For example, Year 6 pupils performed a Bhangra dance for the school in assembly, showing pride and sensitivity for the traditions of the Sikh culture. In games, pupils learn to work as part of a team while developing their own skills. By Year 6, pupils have satisfactory understanding of the importance of exercise and how it affects their bodies.
177. The school works well with organisations in the wider community to enrich the physical education curriculum. For example, a professional basketball player coaches pupils, as do players from the Doncaster rugby team. Pupils take part in two residential visits, during which they participate in a range of activities that include sailing, water safety, orienteering and problem solving. These visits extend the outdoor and adventurous curriculum well,
178. The co-ordinator monitors the subject effectively through teachers' planning, and has provided an assessment scale to support end-of-year judgements. She organises whole-school events such as the very successful recent 'World Cup', in which mixed-age teams, made up of adults and pupils from all years in the school, competed. All staff have received recent training through a national programme, and a recent skipping workshop for teachers, teaching assistants and pupils has proved very successful in raising levels of physical activity during playtimes and beyond.

RELIGIOUS EDUCATION

179. Religious education was considered unsatisfactory at the last inspection. The provision currently made for pupils' learning is much better and this represents very good improvement. Pupils make good progress throughout the school and their attainment is in line with the requirements of the local Agreed Syllabus, by the end of both Year 2 and Year 6.

180. From the story of the Good Samaritan, pupils in Years 1 and 2 learn to appreciate that Christians assist their 'neighbour' and that this means anyone who needs their help. From Bible stories told to them such as Noah and the Ark, Jonah and the Whale, and Daniel in the Lions' Den pupils are introduced to the idea of a supreme being who influences events. They learn to say thank you to God for the things that we all enjoy, such as the changing of the seasons. Later on they learn about the journey of the shepherds and wise men to find the baby Jesus, and celebrate Easter, reflecting on both sadness and joy at this time. They also learn that Sikhism teaches that God is the Creator and that all people are equal. They hear stories about some of the gurus, and learn the importance in Sikhism of family ties and bonds.
181. Pupils in Years 3 to 6 study the festivals of Christmas and Easter in greater depth, increasing their understanding of the religious significance of these festivals. They appreciate that harvest festivals are not only a time to thank God for his bounty but also an opportunity to share His gifts with others and to help ensure that all people have their needs met. This extends when they study the Sikh religion and learn that all Sikhs wear a bracelet at all times, called a Kara, on their wrist as a symbol that God is One and that if you visit a Sikh temple, you will be given free food that is shared out with everyone. They also learn that Hannukah is the Jewish Festival of Light, and that during Passover, Jews celebrate a Seder meal. Religious education makes an important contribution towards pupils' spiritual and cultural development. It is giving pupils the opportunity to reflect on their own and other people's beliefs and to examine how this might have an impact on their own behaviour and attitudes.
182. Pupils' behaviour in religious education lessons is generally good and they are very interested in the subject. They enjoy hearing stories from a range of different faiths and are interested to learn about the religious practices of their own and other religions. They are respectful as they explore issues relating to religion and can compare and contrast similarities and differences between a number of religions at a level appropriate for their age.
183. The quality of teaching is good, and very effective use is made of artefacts, books, real experiences and drama activities to bring the subject alive for pupils. Teachers plan their lessons in accordance with the local Agreed Syllabus and are careful to teach the meaning of specialist vocabulary and symbols. Teachers make good links between religious education and other areas of the curriculum, for example through pupils' writing in the subject and the art that develops from it.
184. Assemblies are used well to celebrate a range of festivals from different faiths, to tell religious and moral stories, and to support the spiritual and moral development of the pupils. There are very good links with the local church and vicar, which enhance the subject further. Pupils visit the church, learn about its various parts and what they are used for, and of the symbolism which supports Christians in their worship. They attend the church at Christmas for a Carol service and they take with them the Christingles that they have made.
185. Resources for religious education are satisfactory, accessible and generally well used in lessons. Leadership and management of religious education are good and the co-ordinator has done much to raise the profile of the subject in the school, giving advice and help to colleagues on the teaching and content of their lessons. She has also improved the range of artefacts, visits and other resources to enhance the subject for the pupils. Teachers' planning is examined regularly to ensure that the Agreed Syllabus is being covered and a useful portfolio of work and photographs has been compiled which provides a good point of reference.