

INSPECTION REPORT

IVANHOE JUNIOR AND INFANT SCHOOL

Conisbrough

LEA area: Doncaster

Unique reference number: 106700

Headteacher: Mrs D Smith

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: January 13th to 16th 2003

Inspection number: 246619

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and Infant

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Old Road
Conisbrough

Postcode: DN12 3LR

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Appropriate authority: The governing body

Name of chair of governors: Mr A Bucknell

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2592	Mr R Cheetham	Registered inspector	English, physical education	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9003	Mr B Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
15690	Mrs J Allen	Team inspector	The Foundation Stage, art and design, music, religious education	
28053	Mrs E Glasper	Team inspector	Science, geography, history	How well does the school care for its pupils?
32249	Mr N Grimshaw	Team inspector	Mathematics, information and communication technology, design and technology, special educational needs, educational inclusion	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ivanhoe Junior and Infant School serves an area of significant social deprivation on the outskirts of the town of Conisbrough. The school is of average size with 223 pupils on roll including 14 (full time equivalent) children who attend the Nursery part time. Children start in the Nursery at the beginning of the year of their fourth birthday and they leave the school at age 11. There is a wide range of attainment on entry, but overall it is well below that generally found. Almost all pupils have a white UK background. Twenty two per cent of pupils are known to be entitled to free school meals and 23 per cent are on the school's record of special educational needs. Both these proportions are less than at the previous inspection and are around the national average. The range of needs includes moderate learning difficulties and speech and communication difficulties. Five pupils have statements of special educational need. Since the previous inspection the school has developed a computer suite. There have been a number of staff changes including the post of deputy headteacher and several changes of the chairmanship of governors. In the last two years, the school has received two national awards for raising pupils' achievement. The school is developing the provision for Family Learning and is now part of a newly formed Excellence in Cities Small Education Action Zone.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils and gives satisfactory value for money. Year 2 pupils' standards of attainment are generally average but are below average in English. Pupils' standards of attainment in Year 6 are generally below average but are continuing to improve. They are above average in physical education. The quality of teaching is satisfactory overall. There are strengths in the Foundation Stage (children in the Nursery and Reception classes) but weaknesses in some Year 2 lessons. The school's leadership and management are satisfactory but governors need to play a stronger role. Staff make sure that all pupils are included in the school's provision.

What the school does well

- Helps pupils make at least good progress in the Foundation Stage
- Has improved standards in Year 6 in English, mathematics and science (the core subjects)
- Helps pupils with special educational needs to make good progress
- Provides very well for pupils' moral and social development
- Monitors and promotes pupils' progress in the core subjects and in their personal development
- Makes effective use of external support and initiatives to help pupils learn

What could be improved

- Pupils' attainment in English in Year 2 and in English, mathematics, science, art and design, geography, history, information and communication technology (ICT), and music in Year 6
- School development planning and governors' role in it
- The quality of teaching, especially in Year 2
- Pupils' attendance

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 previously inspected in November 1997, it has made satisfactory progress and has the capacity to continue to improve. It has raised pupils' attainment in Year 6 in English and mathematics and maintained high standards in physical education. Standards in science declined over the last two years but were still higher than at the previous inspection and have improved again this year. It has not improved standards enough in art and design and history but has done so in religious education. It has maintained standards in most subjects in Year 2. However, in physical education they have declined to average, and in English, although there has been a marginal improvement, they are below average. The school has improved standards in geography and ICT. Staff have improved the way they analyse and use assessment information for setting targets. The school has developed schemes of work in all subjects although further work remains to be done. Although the governing body know more about the school's strengths and weaknesses, it is not involved effectively in school improvement planning. The role of co-ordinators is better but aspects of some of their work need further improvement. The school has improved its provision for pupils' spiritual development and this is now good. The school has satisfactory policies on sex and drugs education in place.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	E	E	C	well above A average
mathematics	E	E	E	D	above average B average C
science	B	C	E	D	below average D well below E average

Trends in attainment over the last few years show that standards in English, mathematics and science have improved only slightly by Year 2. They have improved to a much more marked degree by Year 6. Except for 2000, when the school reports an uncharacteristically low number of pupils in the year group requiring additional support, standards were generally well below average or very low. However, standards were rising because higher proportions of pupils reached the expected level of attainment. This rate of improvement in Year 6 has been at a faster rate than that nationally and reflects the school's main recent priorities. In 2002, although standards remained well below the national average, in English they matched the average of similar schools (schools with a similar proportion of pupils entitled to free school meals) and were below them in mathematics and science.

Most children start in the Nursery with attainment well below that generally found. They make good progress in the Foundation Stage (children under five) and most complete the Early Learning Goals in the Areas of Learning (the level expected) by the start of Year 1 because of consistently good teaching. By Year 2, most pupils reach standards that are below average in English, however reading standards are higher than those in writing. In Years 1 and 2,

pupils make satisfactory progress overall but make better progress in Year 1, where expectations are often higher. Standards in mathematics by Year 2 are average and pupils make good progress in both year groups because teachers have good subject knowledge. Pupils reach average standards and make satisfactory progress in other subjects except ICT, where although standards are average, pupils make good progress. This better progress is due to good teaching and improved resources. In physical education, although standards are average, pupils make slow progress because of lack of subject knowledge in some Year 2 teaching. By Year 6, standards in English, science, geography, history and ICT are below average although pupils make satisfactory progress from their starting points. In mathematics, standards are just below average and pupils make good progress due to improved teaching and use of assessment information. In art and design and music, standards are below average and progress is unsatisfactory due principally to a lack of guidance for teachers. In design and technology, standards are average and in religious education, pupils reach the expected level in the Locally Agreed Syllabus. In both of these subjects pupils make satisfactory progress. In physical education, standards are above average and progress is good due to knowledgeable teaching and good equipment. The school has set challenging targets for pupils' attainment in Year 6 for 2003 and 2004 and is making satisfactory progress towards them. Most pupils with special educational needs make good progress towards the targets in their individual education plans because they are well provided for.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school, want to do well, are very pleased when they do and enjoy coming to school.
Behaviour, in and out of classrooms	Pupils behave very well. They are very polite and respectful and are used to speaking confidently and directly. They readily accept school rules.
Personal development and relationships	These are very good. Pupils co-operate very well and are eager and proud to take responsibility. The younger girls organise themselves and others very well.
Attendance	Pupils' attendance is unsatisfactory. It has improved over the last two years but remains below the national average.

Although relationships are generally very positive, there are isolated incidents of aggressive behaviour by a few pupils and racist name-calling. Pupils are very willing and confident enough to take a lead without undue fuss. A small minority of parents take their children for holidays in term time or condone unnecessary absence.

TEACHING AND LEARNING

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

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

In Nursery and Reception, teachers share a number of strengths. They have a good understanding of the Foundation Stage curriculum and of how young children learn best. They plan well. They use homework imaginatively and work well with parents. Staff work as a team but they occasionally miss the chance to ask more of the higher attaining pupils. Year 1 teaching is of consistently high quality. Expectations of pupils are very high, subject knowledge is up to date and planning is thorough. Pupils learn at a good pace by developing confidence, practising skills and talking through what they are learning. Teaching in Year 2 is generally of a lower quality. While most lessons are satisfactory and some are good or better, a third are unsatisfactory or poor. While subject knowledge in mathematics is generally good, there are weaknesses in English and physical education, for instance where insufficient challenge is provided for higher attaining pupils. In these lessons, the pace of learning is slow and they do not always end with learning being reinforced. However, there is some good teaching of ICT in both year groups and throughout the school. Homework makes a good contribution to pupils' learning in all classes in English and mathematics. All teachers manage pupils' behaviour well. The quality of English teaching is satisfactory and the skills of literacy are taught satisfactorily. Mathematics teaching is good and numeracy skills are taught well. Learning support assistants make a good contribution to some pupils' progress during extra literacy and numeracy sessions. In Years 3 to 6, teachers' subject knowledge is generally good but weaker in music and religious education. They plan well in English, mathematics and science but their planning in most other subjects is not clear enough about what pupils will learn in the lesson. Pupils with special educational needs are well supported by teachers and learning assistants. The school meets the needs of all its pupils satisfactorily.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory overall and meets statutory requirements. Provision is good in the Foundation Stage. The school devotes extra time to physical education, and Year 6 standards in this are above average. The school gives pupils good access to its provision.
Provision for pupils with special educational needs	This is good. Needs are identified at an early point and the school makes good arrangements, with external help where necessary, to support its pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. The provision is good for spiritual development, very good for moral and social development and satisfactory for pupils' cultural development.
How well the school cares for its pupils	The school takes good care of its pupils and monitors and promotes their attendance, personal and academic development well. It is not rigorous enough in recording and reporting any incidents of racially motivated behaviour.

The school works satisfactorily with its parents who are involving themselves in increasing numbers in response to the school's efforts. Parents think very highly of the school. English and mathematics have been the school's main focuses for improvement and receive extra time each day. Because of this emphasis, science did not get enough attention but this

unbalance has been corrected. All subjects have planning guidance for the teachers but this needs improvement in most of them. Extra basic skills' practice is giving pupils better access to the full range of learning. While assessment procedures are good for English and mathematics, in most of the remaining subjects they are not developed well enough. Pupils' cultural development is not extensive enough to prepare them fully for life in modern Britain.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is satisfactory overall but the role of subject co-ordinators needs further development. The management of special educational needs provision and the Foundation Stage is good, and that of mathematics is very good.
How well the governors fulfil their responsibilities	This is unsatisfactory. Governors have a good understanding of the school's strengths and weaknesses. They are committed to helping the school improve but are not involved enough in decision-making.
The school's evaluation of its performance	This is satisfactory. It makes good use of data on pupils' attainment and progress to set targets and monitor progress but the system for monitoring the quality of teaching and its impact on pupils' progress is unsatisfactory.
The strategic use of resources	This is satisfactory. The school uses additional grants well to improve pupils' progress but the school development plan (and the planning process) has some shortcomings.

The school is well staffed because a significant number of visiting teachers are helping pupils to make progress. The accommodation is satisfactory but there are resource shortages in a minority of subjects. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching • Feeling able to come to school with queries or ideas • Children are expected to work hard and do their best • Children enjoy school 	<ul style="list-style-type: none"> • A more interesting range of activities outside lessons

The inspection team agrees with parents' positive views although there is a need to improve the quality of some teaching. The school has recently increased the range of additional activities and when these are combined with the trips and residential visits, the overall provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Year 2 - Recent trends

1. When the school was previously inspected in November 1997, pupils' standards in reading, writing, mathematics and science were reported as average. Later that year in national tests, pupils' attainment was average in reading, below average in writing and well below average in mathematics. Their attainment in science using teacher assessments was below average. The school reports that the test results were an accurate reflection of pupils' attainment by the end of the year.
2. Since then in national tests, pupils' attainment in reading has slightly improved in the last two years with a few more pupils reaching the expected level of attainment, but by 2002, standards were well below average because they had not improved as much as the national rate. In writing, pupils' attainment has also slightly improved but by 2002 standards were declining. They were below average but an improvement since 1998. The school has recognised that these standards were not high enough and has tried to improve the quality of teaching in Years 1 and 2. This has not been effective enough in all teaching in Year 2. In mathematics in the national tests, the trend of attainment rose steadily each year from the low point in 1998 in line with the national rate of improvement. By 2002 standards were significantly higher than they were in 1998 but were well below the national average. The most recent improvement was due to better staff training. In 2002, pupils' attainment in mathematics was well below the average of similar schools. In science last year, teachers' assessments showed that pupils' attainment was below average.
3. The national strategies for literacy and numeracy have helped to bring about slight recent improvements in reading and greater improvements in mathematics. The school has put additional writing activities in place but these have not been effective. The school did not place enough emphasis on improving attainment in science last year but has remedied this since.

Year 6 - Recent trends

4. At the previous inspection, standards were reported as below average in English, mathematics and science and later that year, national tests showed that they were very low in English (in the lowest five per cent of schools nationally), and well below average in mathematics and science. Since then the trend of attainment in each subject has been rising at a higher rate than the national trend. In the national tests in 2002, standards in English were well below the average, and matched the average of similar schools (schools with a similar proportion of pupils entitled to free school meals). Standards in mathematics and science were well below average and below the average of similar schools. Standards in science fell slightly because in their efforts to raise standards in mathematics, staff did not put enough emphasis on improving them in science. This has now been addressed. The overall rate of improvement from a low point in 1998 has been due to better use of assessment data, better teaching of literacy and numeracy skills and improved subject guidance in science.

The current Nursery and Reception classes (the Foundation Stage)

5. Through very good teaching in the Nursery and good teaching in Reception, most children make good progress and reach the Early Learning Goals (the level expected) in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development by the end of the Foundation Stage. A large minority, including those with special educational needs makes satisfactory progress but, because of the severity of their difficulties, do not reach adequate levels in speech and language development and this hinders their learning generally. A few attain beyond the Early Learning Goals and some younger children do not quite reach them at this time but are ready to do so early in Year 1. In personal, social and emotional development and in physical development children make very good progress and almost all either reach or exceed the Early Learning Goals.

The current pupils in Year 2 and Year 6 (seven and 11 year olds)

6. In Year 2, pupils' attainment in English is below average and a slightly higher proportion than last year are working at the level expected of seven year olds. There are few pupils working at a higher level than this. Progress in Year 1 is good, however in Year 2 it is mostly satisfactory because the quality of teaching is higher in Year 1 than most teaching in Year 2. By Year 6, attainment is below average but pupils make satisfactory progress. By Year 2, pupils are making unsatisfactory progress in their speaking and listening skills. This is because Year 1 teaching broadens pupils' limited vocabularies well but this is not done routinely in Year 2. By Year 6, pupils have made satisfactory progress in their speaking skills and good progress in their listening skills. Pupils listen carefully but usually offer short answers that Year 5 and 6 teachers particularly are having some success in helping pupils extend.
7. Pupils make satisfactory progress in reading partly because the school arranges extra sessions, and teachers and learning support assistants use them well, particularly to help lower attaining pupils and those with special educational needs. They teach pupils the sounds of letters very well and most pupils use this in their reading and spelling. By Year 6, higher attaining pupils read with some fluency and most pupils have a satisfactory understanding of how to use the library for research.
8. By Year 2, most pupils make satisfactory progress in writing but higher attainers are making slow progress. There is very little higher attainment and pupils are not routinely using joined script. Their use of basic grammar is sound but they do not extend their ideas sufficiently through their writing and their word choice is limited. By Year 6, pupils make satisfactory progress and higher attaining pupils now are beginning to organise their longer pieces of writing into paragraphs. They are using some lively words in their imaginative writing and a few write striking introductions. Handwriting standards are average and most pupils take a pride in presenting their work well.
9. In mathematics, standards are average in Year 2 and slightly below average in Year 6. Pupils are making good progress because the school has successfully introduced the daily mathematics lesson and has put a lot of effort into improving mathematics provision. In Year 2, one out of five pupils are working at an above average level and three quarters are working at the average level. Most pupils have satisfactory number skills and use mathematical language well. By Year 6, three quarters of the pupils are

working at the level expected for their age and one in seven pupils are working above this. Pupils can solve problems but do not always record their results accurately.

10. In science, Year 2 pupils reach average standards and make satisfactory progress in their understanding of aspects such as forces but have unsatisfactory skills in scientific investigations. In Year 6, investigation skills remain weaker than scientific knowledge. Pupils make satisfactory progress but reach below average standards. They have some understanding of the different classes of materials and know the difference between changes that can be reversed and those that cannot. They can carry out experiments and explain a fair test but are not advanced enough in beginning enquiries of their own or setting up their own investigations.
11. In Year 2, pupils reach average standards and make satisfactory progress in most of the remaining subjects except in ICT, where their progress is good, and in physical education where it is unsatisfactory. The good progress is due to better teaching and equipment and the slow progress is due to lack of subject knowledge and low expectations. In Year 6, standards are mostly below average except in design and technology where they are average. In religious education, pupils reach the level expected in the Locally Agreed Syllabus. In physical education, pupils reach above average standards. Pupils make satisfactory progress in most subjects except in physical education where their progress is good because of knowledgeable teaching, good skills' progression and extra time for practice. They make unsatisfactory progress in music because teachers have not had enough support in implementing the school's policy and planning. Progress is slow in art and design because pupils do not have enough experience of working creatively with a range of materials and processes, teachers do not have enough guidance and have only recently had enough good quality practical resources. Girls tend to make better progress than boys in English and mathematics by Year 2 but by Year 6 the trend has reversed. The school is making satisfactory progress towards its suitably challenging targets for Year 6 pupils' attainment in English and mathematics in 2003 and 2004. Pupils with special educational needs make good progress.

Pupils' attitudes, values and personal development

12. Pupils respond very well to their schooling. They have very good attitudes to work and behave very well. They form very good relationships with other pupils and the staff and develop well. Attendance is unsatisfactory but pupils are usually punctual.
13. Most pupils enjoy school. They are very willing to take part in lessons and are eager to please their teachers. They support extra school activities well. For example, many offer suggestions to improve the school at the weekly school council surgery and members of it take their responsibilities seriously.
14. Most pupils have a personal sense of responsibility towards the school. They follow the rules very well and require little prompting by staff. Pupils are polite and respectful and look after their environment well. For example, there is no litter and pupils tidy after themselves. The school is usually free from aggressive behaviour; there are few tensions and pupils feel safe. There are a few older boys who present difficult behaviour. They normally respond well to school support and lessons are not disrupted. Two one-day fixed term exclusions in the last year for appropriate reasons indicate the school's success in supporting pupils with a tendency to emotional outbursts.

15. Children in the Foundation Stage settle in quickly and make very good progress in their personal, social and emotional development. Pupils usually relate very well to each other and any new pupil is readily included. Pupils co-operate well and rarely argue over sharing equipment. In a Year 4 computer lesson, pupils were helping each other by offering and accepting suggestions about how to improve. They do this confidently knowing that they are well meant. However, there are some isolated instances of racial name calling in the playground. Pupils are eager and proud to take on responsibilities, especially in Year 6, acting as monitors at lunchtimes working with supervisors and helping with younger pupils at break. This helps them to learn what it is to be a good citizen.
16. Attendance has declined since the last inspection but improved significantly over the last two years. Average rates, however, remain low mainly due to holidays taken in term time and because some parents condone unnecessary absences. Unauthorised absence is very high because the school diligently obtains proper reasons for absence. This approach has contributed to the recent improvement.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching has improved since the previous inspection because there is more higher quality teaching. Unsatisfactory teaching is confined to a minority of lessons in Year 2 but they amount to a fifth of all lessons seen in Years 1 and 2. Consequently, teaching in Years 1 and 2 is unsatisfactory overall, although there is some high quality teaching in both year groups. Teaching in the Foundation Stage is good and in Years 3 to 6 it is satisfactory. Across the school, two per cent of lessons are excellent, 22 per cent are very good, 38 per cent are good, 32 per cent are satisfactory, five per cent are unsatisfactory and two per cent are poor. Better quality teaching is largely the result of high expectations of what pupils can achieve and good subject knowledge. Weaker teaching is the result of unsatisfactory subject knowledge, too little being expected of pupils, and a slow pace of learning. All teachers have good class control and enjoy very good relations with pupils.
18. In the Foundation Stage, teachers and nursery nurses have a very good understanding of the Foundation Stage curriculum and of how young children learn and develop. They make detailed plans for each area of learning, which are then woven into a sequence of linked lessons and activities. Staff and volunteer helpers work together well. Planning and assessment is thorough and used to meet the needs of all children. Staff liaise well with the special educational needs co-ordinator to identify pupils' needs quickly, set targets, give support and check progress. Although children are usually challenged to achieve their best, sometimes staff miss opportunities to extend more able pupils. Some sessions in Reception in the mornings need a better balance between taught and independent activities. Parents make an effective contribution to children's learning because teachers set imaginative homework, such as the design and build a boat to float challenge, which involves children and parents working together.
19. In Year 1, teaching is of consistently high quality. Expectations of pupils are very high, subject knowledge is up to date and planning is thorough. Pupils learn at a good pace by developing confidence, practising skills and talking through what they are learning. In an excellent art and design lesson, pupils were consistently encouraged to be independent and express their thoughts. The teacher gave clear instructions, expected work of a high standard and she and the learning assistant divided their time between different groups of pupils so that they all progressed. In Year 2, better lessons are based on good use of resources, such as a history lesson when the

teacher dressed as Florence Nightingale and discussed her life with the pupils. There is good subject knowledge in mathematics that helped pupils learn correct terms and make increasingly accurate estimates. However, weaker subject knowledge in other lessons led to pupils repeating mathematics work unnecessarily, not refining their balancing skills in physical education and not learning the correct terms in music. Low expectations led to them not extending their vocabularies in English. Usually lessons have a good structure that give the chance for revision at the end but this was lacking in unsatisfactory ones. A good ICT lesson helped pupils learn to use a CD ROM for carrying out research and made good use of the computer suite.

20. In Years 3 to 6, teachers' subject knowledge is generally good and this supports their good planning in English, mathematics, science and ICT, where they make lesson objectives clear and explain these at the start of the lesson. This is particularly effective in Years 4 and 6 and helps pupils to see where they need to improve in relation to their targets. Subject knowledge is weaker in music and religious education and their planning in these and subjects such as history and geography only makes clear what pupils will learn over several lessons, not what will be learned in the current one. Teachers have good subject knowledge in physical education so that they spot where pupils need improvement and give good coaching points. Pupils then try hard to make corrections.
21. Homework makes a good contribution to pupils' learning in all classes in English and mathematics. It is routinely set and checked when returned and has helped raise standards of spelling and number work. Learning support assistants make a good contribution to some pupils' progress during extra literacy and numeracy sessions. Overall, the skills of literacy are taught satisfactorily and those of numeracy are taught well. All teachers manage pupils' behaviour very well and pupils are respectful and listen carefully. Support for pupils with special educational needs is good. Work in lessons is generally well matched to different abilities and pupils are well supported by learning assistants who work well in partnership with the teacher.

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

22. The quality and range of learning opportunities are satisfactory overall. In the Foundation Stage, the teachers plan very effectively to help the children to develop skills in all the Areas of Learning and to prepare them well for their start in Year 1. In Years 1 to 6, the curriculum is broad and balanced and meets the requirements of the statutory National Curriculum and religious education. The school has rightly placed emphasis on the development of English and mathematics. The National Literacy and Numeracy Strategies are fully implemented. The school has concentrated its efforts recently on improving strategies for teaching numeracy and these are at least satisfactory and often good. Strategies for teaching literacy are satisfactory. The school recognises the need to develop literacy, numeracy and also ICT skills in other subjects. The school works well to include all pupils in its provision. Pupils with special educational needs are well supported. The school's provision for pupils' personal development is good. The school enriches the curriculum with an improved range of clubs and extra learning opportunities.
23. Since the previous inspection the school has made good progress in ensuring that there are policies and schemes of work for all subjects. Staff have made effective use of the national and local guidance. In some subjects, such as music and physical education, this guidance has been extended to support all staff.

24. In English, mathematics and science, teachers' weekly plans show continuous and progressive development of learning through the school. They usually include details of what the pupils are intended to learn and these are often written on the board for the pupils. These need to be simplified in Years 2 and 3 for the pupils to understand them. In some other subjects, such as history, geography, design and technology, music and art and design, weekly planning does not break down what is to be learned into small enough steps from the medium term plans. Good improvements have been made in the teaching of ICT skills in the computer suite.
25. The school's work for pupils with special educational needs is supported by a detailed policy. All pupils with special educational needs have an individual education plan with termly targets to achieve. Teachers work closely with learning assistants to help pupils make good progress, particularly in literacy and numeracy. The pupils also benefit from good teaching from the local authority's Integrated Learning Support Service. Staff from the Action Zone are beginning to make a positive impact on pupils' learning. When pupils are withdrawn from lessons for extra support, staff take care to ensure they do not miss out. For example, literacy support is provided during the literacy hour.
26. Through its Inclusion Policy the school ensures that all pupils benefit from its provision. Teachers and learning assistants work closely together to enable all pupils to play a full part in lessons. The school makes sure that no pupil is excluded on the grounds of cost from extra activities and girls and boys have equal access to the full range of school clubs and activities provided during the school day.
27. There is a satisfactory range of activities outside lessons and this is an improvement since the previous inspection. The football club is well attended by boys and girls. Year 4 pupils are producing a school magazine in the computer club. Visiting staff teach musical instruments and a recorder club has been set up. A voluntary homework club for the Year 6 is well attended and very effectively supports pupils' learning. Doncaster Little Theatre actors run a drama group that involves other local pupils. Design and technology workshops after school for pupils and parents are proving popular. The school also arranges field trips and educational visits as well as inviting visitors in to complement classroom work.
28. The school makes satisfactory provision for personal, social and health education (PSHE), including sex and relationships education and drugs education. The Community Nurse takes a leading role in teaching the local authority's programmes of work in health, sex and drugs education and the school extends some of this in science. The PSHE co-ordinator, with the headteacher, has set up the elected school council, which includes pupils' suggestions from the weekly surgery at their meetings. Initiatives such as charity collections and the recorder club have sprung from these.
29. The community makes a good contribution to pupils' learning. Links with the local church are very good and provide a range of visitors, including an Asian parish worker who spoke about her life in Pakistan. Pupils use the local library well through making visits and receiving talks from the librarian. The school involves itself well in the local family of schools and actively supports workshops leading to school improvement. This includes work with the Action Zone initiative, such as the Family Learning Project and the SHARE Project. This latter project involves a teacher working with parents to develop learning activities to share with their children at home. Parents can receive accreditation for course completion. The learning mentors also support pupils' reading and improved attendance. The school is well supported by local businesses,

which sponsor events or raise funds such as those to buy the SHARE portacabin. The school also supports the community. Local organisations use the premises, such as the local credit union, when pupils and parents make savings that pupils (aided by credit union staff) receive and record. The school also provides placements for pupils from a local special school prior to their transfer to a mainstream school.

30. The school's provision for spiritual development is good and has improved since the previous inspection. There is a well-planned series of topics for assemblies and collective worship. Pupils make an active contribution and prayers are led well by older pupils. Pupils reflect on their achievements and celebrate special events as well as think deeply about the needs of other. A good example of this was when they compared the contents of the school lost property box (things they were happy to discard) with the acute material needs of Cambodian children. In the wider curriculum, staff take many opportunities to develop pupils' sense of self-worth by praising their efforts and helping them keep records of achievement. Pupils respond well to religious education by respecting what they learn about different beliefs and ways of life. In other lessons, pupils show empathy when responding to historic events or to the expressive qualities of music and literature. Younger pupils show this in their imaginative play, when, for instance, they gently bath a baby doll.
31. The school's provision for social and moral development is very good and provides pupils with a clear moral code based on mutual respect with clear principles of right and wrong. The behaviour policy sets this out and staff promote the principles sensitively and consistently. Adults set very good examples and the quality of relationships is very good. Assemblies and lessons in personal development and religious education make a particular contribution. Staff encourage pupils to take responsibility and use their initiative. Nursery children make choices about what they will do, and Reception children put on aprons without being told and help each other fasten them up. One Year 6 boy, when realising that the singing in his class-led assembly was not keeping up with the taped music gave a determined, tuneful lead to bring everyone together for the next verse. Older pupils help teachers to clear up and get younger pupils ready for break times. They serve at lunch times, get the hall ready for assemblies and serve on the school council. Pupils help raise funds for children in need in other countries. The school as a community is promoted through worthwhile assemblies, concerts and celebrations. Parents and family are invited in for coffee and to share books with their children, and extra activities promote wider friendships. Teachers know their pupils very well and give support to overcome difficulties. Regular visitors, such as the local policeman, broaden pupils' understanding of their local community in which they are involved through visits and taking gifts to the elderly or disadvantaged.
32. The school's provision for pupils' cultural development is satisfactory but does not emphasise sufficiently pupils' understanding of the cultural diversity of modern British society. The school provides well for pupils to learn from the richness of their own cultural traditions through its social, family and community development. Pupils also learn to respect the feelings and beliefs of others through their work in PHSE, religious education and in assemblies. Opportunities to develop broader cultural understanding through other subjects, such as art and design, music, literature, mathematics and geography are not always taken. The school is seeking to enrich its provision by inviting visitors from wider cultural traditions – the impact the recent visit by an Indian musician illustrates the importance of this. Pupils talk animatedly about their enjoyment of the Indian drumming and dancing workshop and Year 6 pupils chose music from India to introduce their merit assembly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school takes good care of its pupils and provides a safe place for them to learn. Arrangements for health and safety are good, with a programme of inspections that involve the governors. There is a very high level of first aid expertise, and procedures for dealing with illness and injury are good. The school has a satisfactory outline plan for minor alterations to improve access for the disabled. Child protection arrangements are in line with recommended procedures but training for lunchtime supervisors is not up to date. There are satisfactory arrangements for safeguarding the pupils when accessing the Internet. The school has made significant progress since the previous inspection in organising and using its information on pupils' attainment in English, mathematics and science. It has not made enough progress in most other subjects. Staff assess and monitor well the needs and progress of pupils requiring additional support.
34. The school promotes good behaviour very well by having a settled discipline that pupils understand and accept. Rules are made clear and members of staff apply them consistently. They also set very good role models for how to treat people respectfully. This creates a calm environment in which pupils can learn with little interruption. There are effective routines for managing lunchtime but there are a few occasions when supervisors resolve through sanctions rather than reason. A few instances of racial name calling in the playground are dismissed too lightly. Behaviour is monitored well through the teachers' records, lunchtime records and a school log of behaviour concerns and serious instances. However, although the school satisfactorily promotes race equality, it is not rigorous enough about recording and reporting racially motivated behaviour.
35. The office staff monitor attendance diligently. Initial enquiries are thorough and follow up work is efficient. The school uses computer analyses of trends very well. Work with the support of the Educational Welfare Service has improved attendance significantly. The school recognises there is still more to be done, especially over holidays and small amounts of unnecessary absences, and the early efforts of learning mentors is beginning to pay dividends.
36. The school offers pupils good levels of personal support and guidance and monitors their personal development well. Records begin in the Foundation Stage and continue through the school to keep teachers well informed. Teachers identify problems early and give appropriate support, including that of specialist agencies where necessary.
37. The assessment co-ordinator has brought together work by the English and mathematics co-ordinators to introduce an effective assessment system for these subjects, which has contributed to the improvement in standards by Year 6. It shows at which level pupils are working and helps teachers to plan work to match pupils' needs and check their progress. Teachers assess pupils' attainment on entry to the school and use the small steps (stepping stones) to chart progress towards the early learning goals. In Year 1 they begin annual assessments using nationally recommended materials in English and mathematics and a standardised test for progress in reading in addition to the statutory tests at the end of Year 2 and Year 6. This information has now been organised onto a database for staff to chart pupils' progress and help the governors set challenging and realistic statutory targets for Year 6 pupils and for those in Year 2. The information helps the school compare its performance with national and local performance.

38. Recently, the school has developed the systems further by using a tracker system of pupils' progress within each level of attainment so that pupils and teachers can see what progress has been made and what the next steps are for each ability group. This is in its early stages and not all pupils are aware of these next steps. The school intends to refine the targets for individuals further. It uses its information on pupils' progress well to identify those who would benefit from additional work in literacy and numeracy.
39. The teaching staff analyse pupils' performance in the Year 2 assessments and Year 6 tests and the headteacher and deputy headteacher complete further a further scrutiny. They work out what pupils found difficult to answer, and support the co-ordinators for English, mathematics and science in helping staff improve pupils' performance. The assessment co-ordinator has also worked with staff to compare and refine their assessment judgements.
40. Because there has been a lot of effort put into English and mathematics initially, and science more recently, assessment procedures in the remaining subjects have not developed as much and are unsatisfactory. Staff make overall assessments of pupils' progress and report to parents but they are not sufficiently detailed to help lesson planning to focus on weaknesses, for example pupils' use of sources in history.
41. The school uses its assessment data well to identify pupils who may have special educational needs and to monitor their progress when they receive additional support. The targets in pupils' individual education plans are mostly satisfactory but some are too broad to be completed within the time and this gives a few pupils a sense of temporary failure. Teachers also use the individual plans to set work appropriate to pupils' needs and help them make good progress. Teaching programmes for the five pupils with statements of special educational need are based on accurate assessments and monitoring and are improving their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents think very highly of the school and it promotes a sound partnership with them. All parents responding to the inspection questionnaire indicated that their children enjoy school and are expected to work to their best ability through good teaching. They feel comfortable approaching school and think the amount of homework is right. Their only concern is with the range of activities outside lessons. Inspection findings support the positive views of the school, except that there are some weaknesses in the teaching. Concerns about activities outside lessons are no longer justified since additional activities have recently extended the range.
43. The quality of information provided to parents is satisfactory although there are minor omissions in the governors' annual report to parents. Information through newsletters and the prospectus is good and curriculum information and guidance to help parents support their children at home is very good. Annual reports on pupils are satisfactory. They give detailed information about attainment but there is not as much information about progress or areas for development, although targets in English and mathematics are discussed at parents' evenings.
44. Most parents are involved with the school and support their children's learning. There is a small core of regular helpers in the classrooms and a larger group who support school events. However, there is too little support from a large minority for school

procedures such as homework and attendance. Parents of pupils with special educational needs usually attend review meetings but often do not complete what they have agreed, such as help with reading. The school is working hard to overcome some parents' reluctance and intends that the two learning mentors will provide another bridge between school and home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is led and managed satisfactorily by the headteacher and deputy headteacher, who are forming an increasingly effective partnership. The role of the curriculum co-ordinators has improved since the previous inspection but they are not part of a monitoring system that pinpoints needs for including in development planning. Governors have a good understanding of the school's strengths and weaknesses but are not involved enough in decision making. The school makes good use of its additional grants to help pupils to learn but its development plan has weaknesses. The school applies the principles of best value satisfactorily.
46. Shortly after the previous inspection, there was some disruption to the school's management. The headteacher was absent due to a lengthy illness and the governors made temporary arrangements for school leadership. During this time, the pace of school development slowed, but picked up again with the return of the headteacher, extra support from the local education authority, and the appointment of the deputy headteacher. The headteacher and deputy headteacher have taken responsibility for major aspects of the school's management. Some of these are shared duties such as the school development plan and developing the whole curriculum. Others are individual responsibilities such as the responsibility for finance and the task of developing the assessment database. This works satisfactorily. Although the school's development plan has shortcomings, it does spread some costed development over a sensible three-year period. The school's finances are well run and the school is properly keeping back a higher than average amount in its budget to protect the pupil-teacher ratio in next year's Year 3 class. Pupils' assessment information is well organised and helps set school targets. Previous ones were over-ambitious because the assessment data was not accessible for rigorous analysis. Part of the headteacher's sound vision for the school is to extend this senior management team to include the co-ordinator of special educational needs and mathematics. This has just begun and it is too early to judge its impact.
47. All teaching staff have a subject monitoring role and the school has improved their work. They have well organised files, have attended training courses, have helped to improve resources such as in physical education and ICT, and some have been involved in the monitoring of teaching. This has had a positive impact on pupils' progress in mathematics for instance. However, the monitoring cycle is too long and some subjects are not evaluated frequently enough. The school recognises this and is considering requiring subject co-ordinators to make annual reports on their subject based on monitoring of teachers' planning and analysis of pupils' work. The three-year cycle would then apply to the monitoring of teaching. The current monitoring of teaching focuses on lesson structure and has served the school well in the past by establishing the literacy hour and the daily numeracy lessons. The monitoring does not analyse carefully enough the effectiveness of teaching and learning in all subjects.
48. Teachers also have management responsibilities for the co-ordination of special educational needs provision and leadership of the Foundation Stage. They carry out both of these duties well and help pupils to make good progress. They are well organised and have policy documents to support practice.

49. The school development plan draws some of its information from pupils' attainment and this has steered the school's efforts towards improving standards in mathematics and writing. These main priorities are the right ones but are overlain in the plan by routine management tasks that, although necessary, do not have a place in a plan aiming towards improvement. Subject co-ordinators play a small part in development planning in that they are allocated finance through it but do not help establish spending priorities from their information about their subjects. Governors agree the final draft of the plan but are not involved at an early enough stage to set the school priorities or match these to major spending decisions. However, they do not hold the school sufficiently to account for these decisions, although they are properly organised to carry out most of their duties such as setting and monitoring the budget and overseeing the school's satisfactory system of performance management. Governors are developing the ways in which they can gather their own information, such as making links with subject leaders, but this has only just begun. Part of the reason for delays in improving the governors' role has been the high turnover of chairs of governors and the resulting need for familiarisation each time. With the exception of minor omissions in their annual report to parents, governors fulfil their statutory responsibilities satisfactorily and are committed to helping the school improve further.
50. The school has helped its staff stay up to date with good provision for their training that has included training for learning assistants to help lower attaining pupils and those with special educational needs. The school inducts new teachers well and the two most recent appointments are making a valuable contribution to the quality of teaching and learning. The school has a good number of permanent and additional staff to meet the pupils' learning needs and enables pupils often to work in smaller teaching groups. There is satisfactory accommodation. There are useful spaces for working with pupils outside classrooms and for teaching groups in the library and computer suite. This suite contributes to the school making satisfactory use of new technology. The space beside the hall is used for lunches, and the end of the last hall lesson each morning is disrupted by this. Teaching resources are unsatisfactory. Although they are good in English, mathematics and physical education there are shortages in art and design, history, geography, music and religious education.
51. The school has a useful statement to guide its work on the application of best value principles. The school analyses local and national information on pupils' attainment and compares that with the school's performance. It consults its pupils regularly through the effective school council surgeries and meetings. It weighs the cost of locally supplied services with the value available elsewhere and complies with the local education authority's arrangements for competitive tendering.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to make further improvements, the headteacher and governing body should:

- (1) Raise pupils' attainment in English* in Year 2 and in English*, mathematics*, science*, art and design, geography, history, information and communication technology (ICT), and music in Year 6 by:
 - Teaching literacy, numeracy and ICT skills more extensively in other subjects;
 - Refining, in subjects other than English and mathematics, curriculum guidance and improving the assessment of pupils' progress. Paragraphs 6 and 9-11

- (2) Improve school development planning and governors' role in it by:
 - Involving governors from the outset;
 - Using subject co-ordinators' audits to help build the budget;
 - Including only improvement issues and measuring the effectiveness of the actions. Paragraph 49

- (3) Increase the quality of teaching, especially in Year 2. Paragraph 19

- (4) Improve pupils' attendance.* Paragraph 16

In addition to these Key Issues, governors may wish to include the following minor issue in their action plan:

- Ensure that the governors' annual report to parents contains all that it should to meet requirements. Paragraph 43

*Indicates that the school already has some plans for making these improvements

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	25	21	3	1	0
Percentage	2	22	38	32	5	2	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	209
Number of full-time pupils known to be eligible for free school meals	0	43

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	47

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.7
National comparative data	5.4

School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	8	9	9
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	79 (82)	83 (86)	79 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	8	9	9
	Total	23	25	26
Percentage of pupils at NC level 2 or above	School	79 (86)	86 (86)	90 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	18	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	15	14	14
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	69 (71)	69 (71)	72 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	17	16	16
	Total	25	25	26
Percentage of pupils at NC level 4 or above	School	78 (68)	78 (57)	81 (68)
	National	73 (72)	74 (74)	82 (82)

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

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	145	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	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	43	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)	8
Number of pupils per qualified teacher	22.2:1
Average class size	26.1

Education support staff: YN – Y6

Total number of education support staff	6
Total aggregate hours worked per week	156

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14:1
Total number of education support staff	1
Total aggregate hours worked per week	6
Number of pupils per FTE adult	7:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
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	2001
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	£
Total income	580691
Total expenditure	595028
Expenditure per pupil	2380
Balance brought forward from previous year	63862
Balance carried forward to next year	49,525

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	62	35	2	0	2
Behaviour in the school is good.	50	50	0	0	0
My child gets the right amount of work to do at home.	48	46	6	0	0
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	54	44	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	27	4	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	42	58	0	0	0
The school is well led and managed.	56	44	0	0	0
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	23	33	23	8	13

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

53. The quality of provision in the Foundation Stage has improved since the previous inspection and it is a strength of the school.
54. Children enter nursery part-time in the year of their fourth birthday and normally transfer to the full-time reception class at the beginning of the academic year in which their fifth birthday falls. There is a wide range of attainment on entry, but overall is well below that generally found. Almost half the children arrive with poor personal, social and emotional development, often combined with communication difficulties.

Personal, social and emotional development

55. The quality of teaching in this area of learning is very good and children make very good progress. Teachers design activities and take incidental opportunities to develop and reinforce these skills throughout the day. Adults set an excellent example and show that each child is valued for their individuality and helped to feel special. They teach children to extend this generosity of spirit to the others in their class. They are gently but firmly led to see themselves as part of the class and school community. There is a very good balance between developing children's effort and independence alongside the skills needed for co-operation and mutual support. Staff teach children to think for themselves and make decisions – they make the thinking processes clear for children when they say, "Let's wait a moment, (name of child) is thinking now", or, "What is (name of child) going to choose to do?" Staff prepare good displays of books, objects and children's work alongside imaginative play activities, which encourage them to find out for themselves.

Communication, language and literacy

56. Overall good teaching ensures that every activity develops and reinforces children's skills well. Staff set good examples in their speech and vocabulary, introducing children to more difficult and interesting words. They take care to ensure that children understand words that they hear used. Staff sensitively correct and reinforce spoken language but some opportunities to insist on using complete sentences in an answer are missed. Teachers help children to see the connections between speaking, listening, reading and writing. They encourage children to voice their thoughts, to write what they think and to read what they write. In a very good Nursery lesson, a child was asked to sign his name on the birthday card he had made. On doing this successfully he decided to write, "Happy birthday", and read this to the visitor. Later, when he chose to paint, he wrote his name on his paper with confidence. The Reception teacher wrote for a child who had drawn two pictures to illustrate big and little. Her labels read - "the little mouse" and emphatically, "the right big mouse". Another child used his knowledge of words and letter sounds to write independently in well-formed letters "I got a sculettric" (Scalectrix). In addition to well-planned lessons, there are opportunities to practise writing during imaginative play and as part of the daily routines, such as signing in. Elements of the National Literacy Strategy are used very effectively with a good emphasis on learning about books, words and letters. Children enjoy reading and are developing their skills confidently. They have a good range of interesting books to read at school and to borrow to take home.

Mathematical development

57. The quality of teaching in this area is good because challenging activities are practical. Children enjoy them and make good progress. There is an appropriate emphasis on number and problem solving and also plenty of experience to learn about shapes, space and measures. Teachers make good use of resources to demonstrate and involve the children actively. For instance, children laid out soft toys and a picnic set for a doll's birthday party for four or used a pretend washing line of numbers to 20 to sort them into the right order. In an excellent lesson, the Nursery teacher maintained high levels of involvement so she could reinforce the intended learning several times. Both teachers also provide very good opportunities for children to learn mathematics in other activities – they are asked challenging questions, “Are there more people having a dinner than having a packed lunch?” or “How many slices will we have to cut the cake into if we are all going to have a piece?” Although the objectives from the National Numeracy Strategy are taught well, sometimes in Reception the timetabling of the morning sessions is unbalanced, with too many teacher-led activities and too few independent ones, and so children lose concentration.

Knowledge and understanding of the world

58. Teaching is good because planning is very thorough and children learn well in each strand of this area of learning. Children make very good progress in computer skills and attain above the expectations for their age. Children learn about personal care and hygiene, by brushing a giant set of teeth. They learn to bath a baby safely and to name the main body parts correctly. Their vocabulary is extended as they learn more detailed names such as cheeks and palms. In the Nursery, there are plenty of opportunities for children to explore and investigate natural materials and living things. There are fewer opportunities for this in Reception. Children design and make good models with construction sets and from cardboard, plastics and other materials. Children learn to find their way around and later learn about their village in the past and present, they learn about the passage of time as they sequence their daily activities and remember events in their own lives. Through well-chosen books, pictures, stories and visitors they learn respect for other people's beliefs and ways of life.

Physical development

59. Teaching in this area of learning is consistently very good. All aspects of physical development are very well planned for, including health and body awareness. There is a very good balance between large-scale movement, vigorous activity and the development of hand-eye co-ordination skills for manipulating tools and equipment. Children make very good progress and achieve beyond the expected levels for their age. Nursery children's throwing and catching skills and the spatial awareness and controlled movement of Reception children are particular features of their attainment. Nursery provision is affected by vandalism; for example at the time of the inspection all the small outdoor equipment had just been stolen and this will limit the curriculum for a while. The outdoor area for the Reception class has just been completed and this should prove to be a valuable asset as an extension to the classroom area.

Creative development

60. The quality of teaching is very good in this area of learning. Teachers plan exciting learning activities to allow children to make very good progress. They make choices, use their initiative and express their own ideas and feelings. Such provision leads to very good moments of learning – as when a young child in Nursery chose to play with a plastic butterfly, making it appear to fly by flapping its wings. Later he put on a fairy costume and said he wanted to, “Fly like the butterfly” as he twirled and was fascinated as the costume flared around him. Painting, cutting and sticking activities are regularly available for children to choose and they are taught to mix their own coloured paints. They develop confidence to tackle difficult things, as when a child in Reception painted a very lively child-size skeleton. At other times, lessons are led more by the teacher to promote particular skills such as handling needles and threads, or to reinforce other learning like printing with shapes or numerals. Children learn a wide range of action songs and sing with great enthusiasm. They explore instruments and sounds and listen and dance to music. Provision for imaginative play is very good in the Nursery. In Reception, there are fewer opportunities but the teacher ensures that some good learning, in the pretend health centre for instance, takes place.

ENGLISH

61. The school has made satisfactory progress since the previous inspection. Year 2 pupils’ standards of attainment have shown marginal improvement and those in Year 6 have improved significantly. Pupils generally make satisfactory progress from their starting points but standards by Years 2 and 6 are below average and are not yet high enough. Pupils’ attitudes and behaviour are very good and those with special educational needs make good progress towards the targets in their individual plans. The quality of teaching is satisfactory overall with strengths in Years 1, 4 and 6 and some weaknesses in Year 2. Literacy skills are taught satisfactorily in English lessons but not well enough in other subjects. The school is implementing the National Literacy Strategy satisfactorily but does not make enough use of ICT. It makes good use of external support and initiatives to help pupils learn and the subject makes a satisfactory contribution to pupils’ personal development. There has been a significant improvement in how the school uses its information on pupils’ attainment. This is now good. The subject is soundly led but monitoring of provision is unsatisfactory and needs to be more systematic.
62. By Year 2, pupils have made satisfactory progress in their speaking and listening skills, but they make slow progress in Year 2 and good progress in Year 1. This is mainly because Year 1 teaching expects more of the pupils and sets out to broaden pupils’ limited vocabularies. This is not done as consistently in all lessons in Year 2. For instance, in Year 1 the teacher asks for more than one word answers to questions and makes a point of emphasising unfamiliar words and their meanings. In some Year 2 lessons, teachers miss the opportunities to extend pupils’ vocabularies when they talk with the rest of the class. However, in other Year 2 lessons the teacher makes a point of completing and promoting the phrase of the week by using a class display. By Year 6, pupils have made satisfactory progress in their speaking skills and good progress in their listening skills. Pupils listen carefully to their teachers and other pupils and are generally economical in their speech. They will usually offer short answers that teachers in Years 5 and 6 particularly encourage them to extend. The teachers ask questions such as, “Can you say that differently?” and higher attaining pupils are increasingly taking up the challenge. An aspect of teaching in Years 4 to 6 that is particularly good is when teachers search with the pupils for words of similar and contrasting meanings.

63. Pupils make satisfactory progress in reading, partly because the school timetables extra sessions for reading, and teachers and learning support assistants make good use of the time. This is effective for all pupils and particularly low attainers and those with special educational needs. Staff teach pupils the sounds of letters very well and most pupils use this knowledge to find out the meanings of unfamiliar words and to reach average standards in spelling. Pupils routinely split up longer words and sound out the letters. Younger pupils use clues from illustrations to establish meaning. Older, higher attaining pupils also confidently use the sense of the sentence to find the meanings of particular words and know a satisfactory number of words by sight to help them read with some fluency. Lower attaining pupils in Years 2 and 6 have a limited number of words they know by sight. This slows the pace of their reading and they do not readily turn to the sense of the sentence to establish meaning. By Year 6, most pupils have a satisfactory understanding of how to use the library. Higher attaining pupils can use the library index to find the correct book but still need help with thinking through which category is the correct one. Average and lower attainers look to the shelves first rather than the index. Most Year 6 pupils can use the contents and index pages to find information and make good use of the library to help meet the objectives in the National Literacy Strategy.
64. Pupils make satisfactory progress in writing in most classes but there is very little higher attainment by Year 2. For instance, more able pupils are not routinely using joined script and although their basic grammar is sound, their ideas are not sufficiently extended and developed. Their word choice is limited. However, most pupils are making satisfactory progress in consistently writing simple, correctly punctuated sentences, and higher attaining Year 2 pupils are beginning to combine these into more complex ones. By Year 6, higher attaining pupils are beginning to organise their longer pieces of writing into paragraphs. They are using some adventurous vocabulary in their imaginative writing such as, "Mud crawled underground to hide". They produce some striking opening paragraphs to seize the reader's attention and are beginning to sequence their ideas and develop a logical argument. Handwriting standards are average and most pupils take a pride in how they present their work. Lower attaining pupils are making satisfactory progress in spelling but their choice of words for expressive writing is weak.
65. Teachers are planning well using national guidance that allows for a theme of ideas and skills to be developed over several days. Teachers usually remind pupils what they have learned previously at the start of the lesson and most lessons (except some in Year 2) end well with a summary reviewed with the class and a look forward to the next lesson. Better quality lessons teach basic skills such as spelling linked to letter sounds well. They make learning fun by playing with sounds, such as in a Year 1 lesson when pupils looked for the "ump" sound in sensible words such as "grumpy" and nonsense words they created such as "lumpabump". This sense of enjoyment is lacking in some other lessons in which pupils' ideas are not built on or when they are not challenged. For instance, in a Year 2 lesson one group unnecessarily practised their dictionary skills.
66. Learning support assistants generally work well in all parts of the lessons but occasionally do not do enough to help pupils during the part when the teacher works with the whole class. They work best when they have part of the teacher's planning to follow, as in Year 1 when the assistant started the writing session with a group of lower attainers by saying, "Now let's not have any capital letter forgetters today." The group went on to meet the challenge. These assistants and visiting teachers regularly teach groups of lower attainers and work individually with a few pupils with special educational needs separately from the rest of the class for part of the lesson.

Pupils practise the same skills as the others but get more individual attention. By practising basic skills in this way, it helps these pupils have good access to the curriculum. They make good progress most of the time but a minority of sessions are too long for pupils to maintain their motivation and concentration. Pupils enjoy their reading and most read at home as well as at school. In this and in their writing and spelling, work completed at home makes a good contribution to pupils' learning.

67. The school has received significant support from the local education authority to improve standards and improving writing continues to be a school priority. The school is now also working in partnership with the Action Zone to improve literacy standards and has just started two reading clubs. This activity was begun too recently to judge its impact at the time of the inspection but the school is aware of the danger of working too intensively with similar groups of pupils. School involvement with external agencies has been well managed by the subject co-ordinators who have also increased resources to provide a more culturally balanced reading stock. They have also organised staff training and kept their own up to date but their subject action plans are too vague. They do not have a systematic role in monitoring the quality of teaching (especially their planning and analysing pupils' work) or in supporting specific improvements. They have worked well with the assessment co-ordinator to use information on pupils' attainment to set targets for groups of pupils and recognise that the next step is to make these into suitable individual targets, as is developing in Year 6.

MATHEMATICS

68. Mathematics has been the main priority for the last two years and the school has made good progress since the previous inspection. Pupils' standards of attainment have improved. They are now average by Year 2 and only slightly below average by Year 6 but not yet high enough. Pupils are making good progress. The school has successfully introduced the daily mathematics lesson as part of the National Numeracy Strategy. Pupils with special educational needs are well supported and make good progress. Most teaching is at least good and the subject is very well managed.
69. Pupils' test papers are analysed and areas for improvement are identified. Staff are informed and are given guidance on how to bring about improvement. Work seen and the comprehensive tracking system used by the school both indicate that pupils' performance is improving. The ambitious targets set by the school for 2003 and 2004 for Year 6 pupils are realistic and the school is making satisfactory progress towards them.
70. Pupils' standards of numeracy are improving because they regularly practise their number skills at the start of the daily mathematics lessons. During these sessions, teachers give pupils the opportunity to explain how they worked out their answers. This was very evident in a very good Year 5 lesson when pupils were working on fractions of a number. The pupils showed their working to the teacher on white boards. The pupils were asked questions like: "Why have you chosen that method? Is there an alternative way? Could you simplify the strategy you have used?" The pace of the lesson was very good. The pupils responded well to the challenges and were clearly enjoying their work.
71. In Year 1, most pupils are confidently counting on in even and odd numbers up to 30 or doubling and adding numbers up to 12. In Year 2, the pupils are grouped by ability for mathematics. This system was introduced because of the higher numbers in the

year group and is working well in this subject. One out of five pupils overall are already working at an above average level and three quarters of the year group are working at the average level. Most pupils can order and sequence numbers to 100, can solve money problems using mental calculations and are confident in their use of mathematical language. Lower ability pupils need further support in understanding metric measures and the more able need further extension work to reinforce their knowledge of simple multiplication. By Year 6, three quarters of the pupils are working at the level expected for their age and one in seven pupils are working above this. This is a significant improvement on last year's attainment. They are developing good strategies for solving problems but further work is needed on recording their results. Almost all pupils can calculate the perimeters of shapes and can use coordinates that include negative numbers. Most can construct and interpret simple line graphs and most are confident in finding factors of numbers or finding simple percentages.

72. In one in three of the lessons observed the teaching was very good and in all but one the teaching was at least satisfactory or better. All lessons have a similar structure. Firstly an introduction based on the practice and recall of number facts, followed by a session where pupils work with others of similar attainment on work set by the teacher and then a summary session when pupils discuss what they have achieved with the teacher and their classmates. In the one lesson where teaching was poor there was an insufficient range of activities for the pupils. The pace was slow and most pupils found the work was too easy and they struggled to maintain their concentration. By contrast, in the lessons that are very good the pace is quick and the teachers have high expectations of the pupils. Year 6 pupils were devising common strategies that could be used to tackle any mathematical problems. In Year 2, the teacher was continually challenging the pupils to think of alternative words and so extend their vocabulary. The pupils respond well to the challenges. Teachers in very good lessons have good subject knowledge and use this well to provide a wide range of activities that are well matched to the attainment levels of the pupils. Teachers make good use of the time by ensuring pupils concentrate, staff use resources effectively, and learning assistants support the pupils well. The learning assistants' training is particularly evident in their work with pupils with special educational needs. In the mental mathematics sessions the assistants are frequently prompting the pupils around them to answer. They use practical apparatus with the pupils to illustrate and simplify the group tasks. This helps these pupils to make good progress. In the Year 6 class lesson without a learning assistant present, the progress of the special educational needs pupils slowed significantly. The summary session not only reviews what the pupils have achieved but also extends the work and sometimes encourages the children to do further work at home in preparation for the next lesson. In the Year 1 lesson, one pupil had used his initiative to extend the task set by the teacher who then used this example well to enrich the learning of the whole class.
73. Teachers' planning is satisfactory and teachers make clear to the pupils what they are to learn in the lesson and where it fits in with what they have learned previously. Teachers set homework regularly and often use this as the starting point in the next lesson. The support of parents is continually sought to encourage the pupils to complete the homework. Teachers' marking is up to date. It praises pupils but does not often help them with specific points for improvement. The subject curriculum is balanced and meets statutory requirements but mathematical skills are not used enough in other subjects and not enough use is made of ICT in the mathematics work. The school is aware of these issues and is already beginning to address them.

74. The co-ordinator has managed staff training, new planning guidance and introduced extra resources very well. She has monitored very well the teaching and the progress pupils make. Areas for improvement are identified and the staff receive clear guidance for use in their planning to address these issues. This has improved the quality of teaching and learning. The co-ordinator has a very clear view of the school's performance, is clear about the next areas for development and produces termly action plans to keep up the pace of improvement.

SCIENCE

75. Since the previous inspection, the school has made satisfactory progress. By Year 2, pupils reach average standards and make satisfactory progress. By Year 6, pupils make satisfactory progress but reach below average standards. However, although standards are not yet high enough, the proportion reaching the average is an improvement since last year and standards are higher than at the previous inspection. The school has set challenging targets for Year 6 attainment and is making satisfactory progress towards them. The school has broadened the science curriculum in Years 3 to 6 and has effective procedures for assessing pupils' progress. The quality of teaching is satisfactory. The co-ordinator manages the subject satisfactorily but does not monitor the quality of teaching systematically.
76. In Year 1, pupils make very good progress and can recognise that forces cause movement. In Year 2, pupils make satisfactory progress. They know about the need for a healthy diet, can recognise everyday electrical devices, and higher attaining pupils can spot potential electrical dangers. In both Years 2 and 6, pupils have below average investigative skills, although in a Year 6 lesson, pupils made good progress conducting an experiment concerning personal hygiene and the growth of micro-organisms. They could predict what could happen and explain what makes a fair test. However, there is little higher attainment in any of the aspects of the subject. Pupils with special educational needs make good progress because teachers match work to meet their particular needs.
77. Pupils enjoy science and have a positive attitude to their work. This leads to co-operation between pupils and very good behaviour and relationships. Teachers plan work so that pupils can work at their own level to progress against their targets. Teachers have good subject knowledge and work well with learning assistants, who effectively support pupils who need extra help. Pupils willingly share resources when carrying out experiments and this leads to good pace because no time is wasted. Teachers set homework and this helps pupils who complete it to reinforce their learning. Year 6 pupils are allocated additional time for science and have access to the homework club. This provides extra time to revise topics before their end of year tests. In Years 3 to 6, teachers mark work carefully and some recently made comments are intended to guide pupils to further improvement. There are not enough opportunities for pupils to learn independently and use their initiative.
78. The co-ordinator has introduced an effective scheme of work and associated assessment procedures to ensure a broad and balanced curriculum is planned and that pupils are taught at an appropriate level. Further training to help teachers develop and assess pupils' investigative skills is planned because the school has identified this as the weakest area of the science curriculum. The school makes good use of external services such as the nurse to teach sex education to Year 6 pupils and organises visits to the Eureka museum to give pupils first hand experience while exploring scientific ideas. Staff do not make enough use of ICT or mathematics in the subject to record and analyse information in databases for instance. A little

monitoring of teaching has taken place and proved effective in the past but this has not been carried out systematically. The co-ordinator has provided information about pupils' previous attainment. This helps teachers understand pupils' progress, to plan work and identify targets. School and class targets set from this information are having a positive impact on raising standards.

ART AND DESIGN

79. The school has made unsatisfactory progress in this subject since the previous inspection. It has revised its policy and introduced a scheme of work based on national guidance. Most recently there has been a major improvement to resources. However, these developments have not raised standards enough by Year 6 although standards by Year 2 have been maintained. The quality of teaching is satisfactory but the assessment of pupils' progress and subject co-ordination are unsatisfactory.
80. Attainment by Year 6 is below average and progress is unsatisfactory. Pupils attain average standards and make satisfactory progress in observational drawing because teachers regularly provide opportunities for them to practice. Sewing is taught well and pupils reach above average standards in this. For example, Year 5 pupils embroidered evocative pictures linked to their history study of World War Two and pupils in Year 3 are designing and sewing complex cross-stitch patterns. However, knowledge and skills for working creatively with other materials and processes are not developed consistently because teachers do not have enough guidance and have only recently had enough good quality resources. In Year 2, attainment is average and progress is satisfactory because teachers plan for skill development across a range of art and design activities. A good feature is the development of colour mixing, brush control and spatial awareness resulting in lively, expressive pictures with good use of space. For example, Year 2 pupils illustrated the story of the Three Little Pigs in this way.
81. Teachers plan interesting topics, which capture pupils' interest and enthusiasm. Pupils co-operate with each other very well, take care with their work and are proud of what they produce. The pace of pupils' progress is often slowed because individual lessons are not planned as a progressive sequence over the term. There is excellent practice in Year 1, where the teacher stimulates pupils' imaginations by asking challenging questions. Meticulous classroom organisation encourages pupils to make informed choices and by asking pupils to evaluate their work, they then adapt it to achieve very good results. Although it was not possible to observe many lessons during the inspection there are some good pastel drawings of plants by Year 5 pupils that capture the texture and beauty of the originals and indicate some good teaching. Pupils do not make enough use of the library because the supply of books, prints, posters and works of art is unsatisfactory and this restricts research by pupils and learning by example. Pupils do not make enough use of ICT to develop their work.
82. The policy and scheme of work is not detailed enough to give adequate guidance and support to teachers, especially in Years 3 to 6, and there has been no recent staff training. Arrangements for monitoring and evaluation are unsatisfactory although the compilation of photographic records and the use of assessment records linked to planning are steps in the right direction. The subject makes an unsatisfactory contribution to pupils' broader cultural development.

DESIGN AND TECHNOLOGY

83. By Years 2 and 6, pupils reach average standards and make satisfactory progress. The school has made sound progress since the previous inspection. Pupils enjoy their design and technology work and behave very well. The quality of teaching in both lessons seen in Years 3 and 6 was good. The co-ordinator manages the subject satisfactorily but the arrangements for assessing pupils' progress are unsatisfactory.
84. The Years 1 and 2 work display on puppets, healthy eating, and sewing patterns shows satisfactory standards in designing, making, evaluating and suggesting improvements. The Year 4 display on 'Moving Story Books' effectively combines the ICT skills of word processing and the use of Clipart with the skills of design and technology. Generally though, ICT is not used effectively enough in the subject. The school is aware of this and is planning to develop the necessary resources. Pupils understand the processes of disassembly of an existing book, planning, evaluation, construction and final evaluation of the finished product. Year 6 pupils have completed the construction of shelters, learning that triangular frameworks improve the strength. In the lessons observed, the pupils were at the early stages of longer-term projects on packaging in Year 3, and making slippers in Year 6. In the Year 6 lesson, the pupils considered in their designs issues such as: comfort, safety, size, suitability for the wearer, appearance and cost. They progressed to producing good quality sketches of slippers to show views from different elevations to aid design. The pupils' planning and evaluation of their work are very good and they produce high quality finished models. However, teachers do not make enough use of control technology and data logging.
85. In both lessons, teachers had good subject knowledge and used this to lead informative discussions with the pupils. They gave clear instructions so that pupils were concentrating throughout. Pupils were clear what they were to learn in the lesson and showed enthusiasm for their work. The design and technology workshops after school are proving popular and are extending the range of learning opportunities in this subject.
86. The co-ordinator offers valuable support to colleagues and has taken opportunities to work alongside other teachers in classrooms. He has observed lessons and keeps a comprehensive file of pupils' work as a way of monitoring overall standards. However, there are no systems to assess and record pupils' progress and this limits teachers' planning. The range and quality of resources are good but the quantity is insufficient to meet the demands of a school of this size.

GEOGRAPHY

87. The school has made satisfactory progress since the previous inspection. Staff have written a geography policy and adopted a nationally recommended scheme of work to help teachers' lesson planning. Standards have improved slightly by Year 2 and are now average. They remain below average by Year 6 and there is very little higher attainment. The assessment of pupils' progress is not detailed enough and the quality of teaching and learning are not monitored systematically. Leadership of the subject is unsatisfactory.
88. Year 2 pupils make satisfactory progress in recording the physical features of a locality and can recognise that weather changes with the seasons. Pupils have only a little awareness of other areas away from Conisbrough and their geographical vocabulary is weak. By Year 5 a few have an understanding of the water cycle and its importance in sustaining life. A minority can make comparisons between two different environments, such as an Indian village and their own. By Year 6 pupils are

making satisfactory progress in understanding the influence of mankind on the environment but their mapping skills are unsatisfactory. They know the reasons for why some towns are situated where they are but their investigative skills are below average. Pupils generally do not make enough use of ICT in this subject.

89. Pupils have a positive attitude to geography. They behave very well in class and enjoy very good relationships with their classmates and the staff. The relationship between pupils with special educational needs and learning assistants is very good and helps these pupils make good progress towards their targets. Throughout their lessons, pupils concentrate well and work co-operatively with other pupils. Teaching is satisfactory and based on planning from the adopted scheme of work. This covers a range of topics and has the potential to build up pupils' knowledge of cultures other than their own. When they reflect on this, it helps them understand how other people live and so geography is making a satisfactory contribution to pupils' cultural development. The links between the scheme of work and lesson plans are not effective because some lesson objectives are too wide and not enough attention is paid to the development of geographical skills such as map reading or interpreting geographical information.
90. The co-ordinator has helped to give the school a clearer focus for teaching from the adopted scheme of work. Assessment procedures identify pupil attainment in each unit of work but do not show clearly enough the progress they make or how teachers should improve this. Field trips are offered and most pupils take part in these to enrich the curriculum. Some resources have been bought, but more are needed to enable pupils to work independently and have choices. Although there has been some monitoring of teaching, this is not systematic enough to give the co-ordinator a detailed view of provision across the school.

HISTORY

91. The school has made satisfactory progress in history since the previous inspection although the subject has not been a major priority. The school has written a history policy and adopted a nationally recommended scheme of work and this helps teachers plan topics to teach in each year group. Standards by Year 2 have been maintained but have not improved by Year 6. In Year 2, pupils reach average standards and make satisfactory progress. By Year 6, pupils' progress is satisfactory but their attainment is below average. The school has bought extra resources but more are needed. Leadership of the subject is unsatisfactory.
92. Generally, pupils have a good knowledge of historical events and figures but their skills of enquiry and use of sources are below average. Year 2 pupils can recall main figures from history and higher attaining pupils can recall a good amount of detail about major historical events. Pupils are much less certain about chronological order and only higher attaining pupils can do this with any accuracy. Year 4 pupils know about aspects of the Tudor period and higher attaining pupils can, with support, use a portrait of the monarch to find out more about the period. Year 6 pupils are beginning to explain why major events happened. However, their understanding of the way the past can be shown and interpreted is weak and only a minority can choose information from a range of sources and link it with others to create independent pieces of work.
93. During the inspection, two lessons were seen and in one, teaching and learning were good and in the other they were very good. A good feature of both lessons was the use of resources to capture pupils' interest. In Year 2, the teacher dressed as

Florence Nightingale and talked about and answered the pupils' questions on her work. Pupils were intrigued trying to work out if it was their teacher dressed up or Florence Nightingale. Although the following exercise did not make the most of the other resources available, pupils developed a real interest in the topic and wanted to find out more. Lower attaining pupils could not quite find the right phrases to ask a question but still played a part by offering comments such as, "I like your gloves." In the Year 4 lesson, the teacher's expectations were higher. She used a picture of Henry VIII to discuss the way people dressed in the past and to compare then with now. Higher attaining pupils went onto using other resources such as marked extracts from books. Generally, the subject does not make enough use of the Internet for research. Both lessons were well prepared, but the Year 4 lesson showed a deeper understanding of the subject and was planned to extend further the skills pupils lacked. For instance, in the Year 2 lesson, the group exercises were mostly related to English skills. In both lessons, lower attaining pupils' progress was held back by their weak English skills although pupils with special educational needs played a part in discussions. They were supported by the class teachers, learning assistants and in their writing activities were modified to meet their particular needs. Pupils with special educational needs make good progress against their individual targets and develop greater confidence.

94. The co-ordinator has given some support to other teachers in their planning but the links between lesson plans and those for the medium term are unsatisfactory because skills are not routinely identified and assessment of progress is not detailed enough. Pupils make satisfactory use of the school library. Links have been developed with the museum and several artefacts have been loaned. Most pupils go on the history field trips. They are prepared before they go and do follow up work afterwards to reinforce their learning. The co-ordinator monitors teachers' plans and resources, but this is not systematic enough to give a detailed view of the subject across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

95. Information and communication technology has been a school priority in recent years and it has taken advantage of local and national initiatives to improve the resources and staff expertise. By Year 2, pupils make good progress and attain average standards. Progress then continues well in Years 3 and 4 before slowing in Years 5 and 6. This is because these pupils have not benefited as much as younger pupils from the recent improvement and so reach below average levels of attainment by Year 6. While most staff are confident in teaching the subject, progress is slower where there is a lack of teachers' subject understanding. Standards at the time of the last inspection were well below average in Years 2 and 6. Given that expectations of ICT nationally have been considerably raised, the school has made good progress since the previous inspection.
96. Pupils in Years 1 and 2 can locate, open and close programs from the hard drive, CD or from disk. They show confident control of the mouse. They are familiar with word processing and use a range of editing tools to check spellings and move text. They can create drawings and fill these in with colours, such as the 'Snowmen' in Year 2. They can use search tools on the Encyclopaedia CD ROM and also access information from Internet sites and use a search engine to access their own information. They can correct and amend their work and save it for future use. They do not extend their work to include using their ICT knowledge to control other equipment. Pupils in Years 3 and 4 can extract information from databases using appropriate search questions. The more able pupils in Year 3 can produce various

graphs from a database and extract information from them. Pupils in Year 4 can use Clipart to illustrate their word-processed stories that combine the skills of design and technology with those of ICT. Pupils in Years 5 and 6 are beginning to use spreadsheets but not enough is asked consistently of more able pupils. Year 6 pupils have been given some opportunities to use e-mail but this is not yet fully developed. Pupils are familiar with a range of skills but have not had enough chance to use their skills for presentations and for using control and sensory equipment.

97. Teaching in Years 1 to 4 is at least good and is satisfactory in Years 5 and 6. Where teaching is particularly good the staff have high expectations of the pupils. The subject knowledge of the staff is generally good and planning is detailed. They manage pupils very well indeed, even when the space in the ICT suite is limited for the older pupils. They encourage the pupils to work co-operatively in pairs and to discuss their work. They ensure that the pupils are working at the computers for the maximum time possible in the lessons. In Years 5 and 6 there is a wide spread of ability and teachers do not set a wide enough range of work to match the needs of the highest and lowest attainers and pupils with special educational needs. Pupils and staff are well supported by the ICT technician working alongside them. Occasionally, the pace of lessons slows when not all the pupils can conveniently see the small monitor used for demonstration. The pupils work with interest and enthusiasm in lessons. They co-operate well in sharing ideas. They act responsibly and are very keen to try different things and use their initiative. For instance, in a Year 3 lesson the more able pupils went on to opening a file without reference to the instructions.
98. Extra activities are extending pupils' learning well. Year 4 pupils in the after-school ICT Club are producing a school magazine using word processing skills and getting information off the Internet for their articles. Last term, the Year 6 Computer Club took part in the local authority e-mail challenge.
99. The co-ordinators for ICT have led the recent developments satisfactorily. They have co-ordinated the major improvement of resources and these are now satisfactory. The co-ordinators have organised staff training and this is being successful in improving staff expertise and in generating enthusiasm among pupils. The co-ordinators have observed lessons and worked alongside other staff in a supportive role. They are sampling pupils' work to check on progress. A new tracking system for pupils' attainments has recently been introduced in some year groups but does not extend across the whole school and so the assessment and recording of pupils' progress is unsatisfactory. The coordinators have not monitored teachers' weekly planning to check that all abilities of pupils are being catered for in lessons but have recognised the need to ensure that ICT is used more in other subjects.

MUSIC

100. Since the previous inspection pupils' progress and standards of attainment in music have been maintained as average by Year 2 but have declined by Year 6 to below average and the school has not made enough progress. The school has recently provided more guidance for teachers' planning and this, combined with the efforts of the new and increasingly effective subject leader, is beginning to lead to improvements. Pupils have good attitudes to the subject and behave very well. Teaching is satisfactory, there is a good range of learning opportunities and the subject makes a good contribution to pupils' personal development. The assessment of pupils' progress is unsatisfactory and although the newly appointed co-ordinator has made a good start, leadership of the subject is currently unsatisfactory.

101. By Year 6, pupils' progress is unsatisfactory because teachers have not had enough support in implementing the school's policy and planning. Pupils recognise and enjoy the expressive qualities of music and invent their own simple rhythmic and melodic pieces. They are not able to develop their skills to a high enough standard because they have limited musical vocabulary to describe, evaluate and improve what they do. Progress in lessons is currently improving because teachers now have better guidance to help them plan their lessons. Pupils in Years 1 and 2 make satisfactory progress and reach average standards. Year 1 learn to name, hold and play percussion instruments correctly and produce musical sounds, sometimes in response to simple written symbols. Year 2 pupils create their own music and record this on tape and by using invented notation, such as drawings of animals to represent high and low sounds. Standards in singing are good because there are weekly singing lessons; these are usually well taught and always well supported by the visiting school pianist. The example set by the school choir helps to inspire both teachers and pupils.
102. Teachers work hard to plan interesting lessons to motivate pupils. Pupils respond very well, they enjoy music and behaviour in lessons is good. They concentrate, work together and try to do their best. Because there are some gaps in teachers' subject knowledge, opportunities to provide guidance for improvement are missed. For example, teachers do not make the distinction between rhythm and pulse and pupils become confused, especially those who do not sing in the choir or learn an instrument. Teachers do not regularly use musical terms and pupils are not learning to apply these consistently to their own music making or listening activities. Teaching is very good in Years 1 and 3 because lessons are very well structured, well timed and provide clear progression through increasingly challenging material.
103. The school has not made steady progress in developing this subject. There is a restricted range of extra-curricular musical activity, but those pupils involved make good progress. The choir in particular achieves good standards, of which the school is justly proud. Resources are unsatisfactory. There are not enough library books and the variety of music for listening to is limited. Many percussion instruments are of poor quality and the range of tuned instruments is poor. Monitoring and evaluation of the subject is unsatisfactory and in the early stages of development. These strategies include pupil interviews and work sampling, but the information from this is not guiding school development planning. The new subject co-ordinator is knowledgeable with clear ideas about what to do to bring about improvements.

PHYSICAL EDUCATION

104. The school has made satisfactory progress in physical education since the previous inspection. Standards of attainment have declined by Year 2 but high standards have been maintained by Year 6. Most teaching is good except in Year 2 where some is unsatisfactory. The school has developed the curriculum and extended the range of extra activities. In most respects the subject co-ordinator manages the subject well but does not monitor it systematically.
105. By Year 2, most pupils reach average standards but make unsatisfactory progress in ball control skills because teachers do not have enough knowledge of the subject to offer coaching points to help pupils improve. Pupils are not encouraged to be independent and make their own judgements on the quality of their work or that of others. In Year 1, pupils' progress is good and they reach above average standards in movement and balance because the teacher plans well and expects a lot of her pupils. By Year 6, pupils reach above average standards and make good progress in

a range of physical education skills. They are skilled at throwing and catching balls and have a good positional sense in team games. By Year 5, school records show good progress and above average standards in swimming that are set for pupils a year older. In gymnastics lessons they move confidently across apparatus and vary their movements skilfully. Year 4 pupils are good at expressive movement in response to music and Year 3 pupils are making good progress in sequencing movements and holding balances.

106. All pupils enjoy physical education and try hard. They listen carefully to instructions from the teacher or suggestions from other pupils. They are keen to improve and have a good idea how to do so. They are very well behaved and enjoy very good relationships and in discussions about performance, as trying to improve is valued as much as accomplishment. Teachers and learning assistants make a particular point of supporting pupils with special educational needs and they make good progress. Most teachers have good subject knowledge that has been improved by recent training. Since the previous inspection most have improved the way they involve pupils in making judgements about their work and in discussing the effects of exercise on the body. They make good assessments of pupils' performance and use either personal or pupil demonstrations to make key coaching points. A good example of this was in Year 4 when pupils overcame their shyness in developing movements in pairs by concentrating on how to improve their skills. Another example was in Year 5 when pupils performed very well controlled balances to set the standard for others. Nearly all lessons have high levels of activity and make very good use of time. Teachers manage pupils well and keep the activities going at a brisk pace. This is backed up by lesson plans that set out to develop skills progressively and as in Year 5, teachers often make the connection between what pupils have learned previously before explaining the lesson objectives. Nearly all lessons have a good structure that allows sufficient time to warm up, practise and cool down.
107. The co-ordinator has made improvements to the curriculum by preparing better guidance for teachers' lesson planning and increasing the range of extra activities, for instance by introducing orienteering. This increases the range of competitive and other sports that needed to be improved after the previous inspection. There are residential visits to give pupils the chance to experience outdoor and adventurous activities. The assessment of pupils' progress is satisfactory in that teachers complete and report on end of year attainment. However, teachers do not keep consistent records of individual pupils' progress throughout the year. They do however, make good use of how well they know the pupils and last year the school introduced forms for pupils to complete to assess their progress and this adds to the teachers' information. The co-ordinator has improved the resources and these are now good. She has ensured that she and other staff have the chance to keep up to date with additional training. The weakness in subject management is that the co-ordinator does not monitor planning or teaching and use staff meetings effectively to keep abreast of development. The subject makes a good contribution to pupils' personal development through the inclusion of movement and dance, the encouragement of self-control and co-operative working and the recent experience of music and movement featuring an Indian drum specialist.

RELIGIOUS EDUCATION

108. Since the previous inspection the school has made satisfactory progress. Pupils' progress and standards have improved by Year 6 and been maintained by Year 2. Pupils enjoy the subject and behave very well. Teaching quality is satisfactory but

the assessment of pupils' progress and arrangements for monitoring and supporting teaching are unsatisfactory.

109. Pupils make satisfactory progress and by Years 2 and 6 they reach standards that are broadly in line with the expectations of the Locally Agreed Syllabus. Year 2 pupils understand that Bible stories have important messages about the faith and are able to reflect on how this relates to them. For example, when listening to the story of the Prodigal Son, they empathised with the feelings of loss when someone goes away and with the pleasure felt on their return. Higher attaining pupils can link this with the idea of losing and regaining faith. Year 6 pupils make satisfactory progress in learning for instance, about the purpose of important parts of places of worship. They have a good understanding of the meaning of the word sacred and show respect when handling religious objects. Progress is not better because of the long gap between current and earlier learning. Also teachers are not sure what the pupils already know because assessment procedures are not detailed enough. Pupils make better progress in their studies of Christianity than in the two other major religions that form the statutory syllabus. Although there is a satisfactory policy and scheme of work, time for the study of the three religions is not well balanced and there is not enough guidance to support teachers in making links between them.
110. The overall quality of teaching is satisfactory. All teachers prepare well for their lessons and treat the subject with respect, which in turn is reflected in the pupils' attitudes. Pupils in Year 4, for instance, collaborated well to make a very effective class Shema prayer after learning about this in their study of Judaism. Afterwards they took great care in making their own special case (Mezuzah) to contain it. Most teachers are not very confident with the subject matter and the range of books available is too limited to support the learning of either staff or pupils well. These factors hinder the development of pupils' understanding of the important similarities and differences between religions.
111. Subject leadership is satisfactory because of the improved subject guidance in the form of a revised policy and scheme of work that provide a sound basis for teachers' planning. The availability of religious objects and video films to use as examples in lessons has been improved. Both these factors have led to improved pupil progress and standards of attainment. Increasing the supply of books and pictures and increasing staff subject knowledge are the co-ordinator's next priorities.