

INSPECTION REPORT

**DODWORTH ST JOHN THE BAPTIST
CHURCH OF ENGLAND VOLUNTARY AIDED
SCHOOL**

Barnsley

LEA area: Barnsley

Unique reference number: 132753

Headteacher: Mrs P Hilling-Smith

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 14th - 17th October 2002

Inspection number: 248986

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Barnsley Road Dodworth Barnsley
Postcode:	S75 3JS
Telephone number:	(01226) 286514
Fax number:	(01226) 731675
e-mail:	gablesboss@aol.com
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Lane
Date of previous inspection:	This is the school's first inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19443	Mrs N Walker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
30362	Mrs J Henshaw	Team inspector	Areas of learning in the Foundation Stage English Art and design Design and technology	How well does the school care for its pupils?
30590	Mr P Tuttle	Team inspector	Special educational needs Science Information and communication technology Geography History	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary-aided school serves a well-established community on the western outskirts of Barnsley. The school, which serves pupils between the ages of three and eleven, opened in September 2001 as a result of the amalgamation of a Church of England infant school and a community junior school. The social backgrounds of the school's pupils and attainment when they enter the school are below those normally found. There are 216 pupils on the school's roll, which is broadly average for schools of this type. Of these, 121 are boys (56 per cent) and 95 are girls (44 per cent). This is an unusually large difference. A Foundation Unit opened in September 2002 for all children in the Nursery and the Reception Year. There are 36 children in the Nursery who attend part-time in either mornings or afternoons. Pupils from Years 3 to 6 are all in single age classes while pupils in Years 1 and 2 are in mixed age classes for some lessons. Most pupils come from the immediate area, which is a mix of rented and privately owned accommodation. During the inspection, two teachers in the school were temporary and one was in her first week in the school.

All pupils come from white British backgrounds and no pupils speak English as an additional language. Twenty-one pupils are known to be eligible for free school meals, which, at 10.6 per cent, is broadly average. Twenty pupils are on the school's register of special educational needs and, at 10.1 per cent, this is below the national average. Three pupils have statements of special educational needs and, at 1.5 per cent, this proportion, too, is below the national average. The nature of special educational needs includes specific learning difficulties, moderate and severe learning difficulties, emotional and behavioural difficulties and visual impairment.

HOW GOOD THE SCHOOL IS

This is a satisfactory school providing a satisfactory standard of education. The quality of teaching is good overall and standards of attainment are improving throughout the school from those achieved in its first year, although weaknesses remain in English and information and communication technology. Children make good progress in their learning in the Foundation Unit and pupils make satisfactory progress in Years 1 to 6. The school had a difficult first year following its re-organisation; for example, the completion of building work was late. However, it is now coming through these difficulties and is more settled and forward looking because of effective leadership and management. The school has average costs per pupil and is now providing satisfactory value for money.

What the school does well

- The quality of teaching is good overall and some learning is of high quality.
- Good relationships, behaviour and attitudes to learning enable pupils to learn effectively in most lessons.
- There is good provision for pupils' moral development.
- Above average standards are being achieved in music and history in Year 6.
- The school has clear priorities for development and there are encouraging signs of progress.
- The school has a good capacity to improve if the headteacher is given the full support of all staff.

What could be improved

- Standards of attainment in English and information and communication technology are unsatisfactory.
- Relationships with parents are unsatisfactory.
- Procedures for improving attendance are unsatisfactory.
- Procedures for pupils' care, including those for child protection, need to be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection since it was reorganised so that there is no judgement as to the school's improvement since its previous inspection.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	*	*	E	E
Mathematics	*	*	D	E
Science	*	*	E	E

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

The school took the National Curriculum tests at the end of Years 2 and 6 for the first time in 2002. This means that no figures are available for the first two columns in the table. At the ages of both seven and eleven the attainment of the school's pupils was well below the national average overall. In particular, the proportion of pupils attaining the higher than expected level 3 at the age of seven and level 5 at the age of eleven was well below the national average. Attainment in this school was well below that of schools that draw their pupils from similar backgrounds. In 2002, the school did not attain its agreed targets for the proportion of pupils attaining at least level 4 at the end of Year 6. The school is in a position to attain the target agreed for 2003 in mathematics but is unlikely to attain the target in English because attainment levels in Year 6 are too low. However, Years 2 and 6 in 2002 had experienced disruption to teaching and learning during the previous school year and there was an above average proportion of pupils with special educational needs in Year 6 in 2001-02.

Evidence from the inspection is that children in the Foundation Unit are making good progress in their learning and are likely to reach the standards expected nationally and, in some cases, to exceed them by the time that they begin their work on the National Curriculum in Year 1. Attainment in English is below the level expected at the end of Years 2 and 6. Similarly, attainment in information and communication technology is unsatisfactory at the end of Year 6. In mathematics, class work in Years 1 and 2 was above the level expected at this stage of the school year. It was at the expected level in Year 6. In science, attainment was at the level expected, both for pupils aged seven and aged eleven. In the other subjects of the curriculum, attainment is mostly at the level expected at the end of Years 2 and 6. However, it is likely to be above expectations in history and music by the end of Year 6. There was insufficient evidence to judge the level of attainment in design and technology and geography or in music in Year 2. Pupils with special educational needs make good progress in the Foundation Unit and sound progress in Years 1 to 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have positive attitudes to learning and enjoy school. However, a minority of pupils in some classes have immature attitudes in lessons.
Behaviour, in and out of classrooms	Behaviour is good overall, although some pupils in one or two classes have short concentration spans and are slow to respond to instructions. Play is boisterous but friendly, although there are some instances of uncooperative behaviour, particularly with lunchtime supervisors.
Personal development and	Relationships between pupils and between pupils and adults are good overall, although some pupils have a limited appreciation of the effect of

relationships	their behaviour on others. Pupils' personal development is satisfactory.
Attendance	In 2001-02, attendance was below the national average. Most pupils are punctual.

Most pupils enjoy learning and work with a good level of interest and concentration. Their behaviour reflects this. Good relationships overall help to promote attainment and progress. However, some pupils, particularly in Years 4 and 6 do not concentrate well and the time taken to manage their behaviour, while effective, slows the pace of learning for other pupils. One pupil was excluded from the school for a fixed period during the last full school year.

TEACHING AND LEARNING

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

The quality of teaching is good overall throughout the school with a number of strengths and some weaknesses. Very good and excellent teaching is characterised by high expectations for pupils' efforts and behaviour and interesting and imaginative learning activities, which engage pupils' interest. The result is learning of high quality. Where teaching is satisfactory, relationships are less positive and the time taken to manage the behaviour of some pupils slows the pace of learning for all. The school succeeds well in including all pupils in learning. The basic skills of literacy and numeracy are taught satisfactorily overall. Teaching and learning for pupils with special educational needs is satisfactory overall. However, differently graded work to challenge pupils of different levels of ability is not provided in every lesson and gifted and talented pupils are not identified systematically. Most pupils work with a good level of interest and have a clear understanding of what they are learning and why.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good in the Foundation Unit and Years 1 and 2 and satisfactory overall in Years 3 to 6 but elements of the curriculum in information and communication technology are not covered and this is unsatisfactory. For older pupils, the lack of activities outside lessons reduces the richness of the curriculum. The school recognises this.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs in the Foundation Unit and sound provision elsewhere.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is sound provision for pupils' personal development. Provision for pupils' moral development is good and, for their spiritual, social and cultural development, provision is satisfactory.
How well the school cares for its pupils	Procedures for assessing pupils' personal and academic progress are satisfactory. Some aspects of procedures for child protection, ensuring pupils' welfare and monitoring and improving attendance are unsatisfactory.

The curriculum is planned to meet the requirements of the National Curriculum and, apart from some aspects of information and communication technology, this is achieved. Some lessons are excessively long so that the time is not used effectively. Pupils are well known to adults in the school and this helps to promote their welfare. Areas of concern about security and health and safety have been discussed with the headteacher and governing body. The school's links with parents are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing good leadership and management. The school's re-organisation was difficult and led to a turbulent year which was managed well. The school now has a good senior management team and has a good capacity to improve.
How well the governors fulfil their responsibilities	Governors have a good appreciation of the school's strengths and weaknesses and fulfil their statutory duties well overall.
The school's evaluation of its performance	The school has sound systems for evaluating its performance. The school improvement plan is an effective means of addressing identified weaknesses.
The strategic use of resources	The school uses its human and physical resources satisfactorily overall. Its systems for getting good value from its expenditure are satisfactory.

During its first year, the headteacher led the school virtually single-handedly. She has a clear vision for the school which is shared by the governing body. With the support of her new senior management team and all her colleagues, she has the ability to lead the school into a period of improvement. The school is well staffed to teach the National Curriculum and has good accommodation and adequate resources for learning. There is scope for the computer suite to be used more effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents believe that children are expected to work hard and that they make good progress. • Teaching is good. • Most parents believe that children become more mature and responsible. • Most parents feel comfortable when approaching the school with concerns or suggestions. • Children like school. 	<p>Of the parents and carers who responded to the questionnaires:</p> <ul style="list-style-type: none"> • 30 per cent disagree with the amount of homework; • 43 per cent feel that they are not well informed about their children's progress; • 46 per cent do not believe that the school works closely with parents; • 35 per cent question if the school is well led and managed; • 45 per cent do not believe that there are sufficient activities outside class.

The school distributed 216 questionnaires and 63 were returned (29.2 per cent). These views, therefore, represent less than one third of all parents and carers. Twenty-two parents attended the meeting held before the inspection.

Inspectors support the positive views held by parents. The use of homework to support learning is satisfactory overall, although its use is inconsistent. The quality of information provided for parents is unsatisfactory and the school accepts that it needs to improve links with parents. The headteacher is providing good leadership and management. Most parents spoken to during the inspection had confidence in her ability to do so if she was given the support of all staff and the inspection team supports this view. There are not sufficient activities outside class and the school has plans to address this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When compared with all schools nationally in the 2002 National Curriculum tests for Year 6, pupils from this school attained below average results in mathematics and well below average results in English and science. When compared with schools that draw their pupils from similar backgrounds, their attainment was well below expectations in all three subjects. However, it must be remembered that these pupils' education has been disrupted by the school's reorganisation and there had been a high level of staff absence when these pupils were in Year 5. Further, there was an above average proportion of pupils with special educational needs in this year group. The data below show the results achieved. National percentages are in brackets.

Year 6	% at Level 4 or above	% at Level 5
English	65 (75)	15 (29)
Mathematics	68 (73)	18 (28)
Science	65 (84)	21 (30)

2. The 2002 national test results for Year 2 pupils were well below expectations in all three tested areas: reading, writing and mathematics, both in comparison to all and to similar schools. Data are recorded below. Science is not tested at age seven but teachers assessed pupils' attainment to be well below expectations. Again, these pupils' education had been disrupted by the school's reorganisation and by considerable staff absence while they were in Year 1.

Year 2	% at Level 2 or above	% at Level 3
Reading	61 (84)	14 (30)
Writing	71 (86)	0 (9)
Mathematics	75 (90)	11 (31)

3. Evidence from this inspection is that the attainment and learning skills of children entering the Nursery are below those normally found. Children are currently making good progress in the Foundation Unit and are on course to be at the nationally expected level by the time they begin their work on the National Curriculum in Year 1.
4. Pupils with statements of special educational needs make good progress towards the targets set for them when they receive one-to-one support from teachers or support assistants. Other pupils with special educational needs make satisfactory progress in lessons when they are provided with work which is carefully planned to match their particular needs. In some lessons, where these needs are not specifically catered for, pupils with special educational needs make unsatisfactory progress. Most pupils with special educational needs have full access to the school's curriculum and are fully involved in the life of the school. However, when pupils are withdrawn from class for individual support in the same lesson each week, their full access to the National Curriculum is denied and their attainment in the subject concerned is adversely affected. However, pupils who are withdrawn for specific support make good progress in the subject area being supported because of the hard work of the dedicated support assistants. The school does not systematically identify pupils who have particular gifts or talents. No specific arrangements are made to promote the progress of such pupils who make satisfactory progress overall.

5. Pupils' attainment in English is unsatisfactory. Speaking skills, reading skills and the quality of writing are all below the level normally found. The school is aware of this and has introduced initiatives to address these problems. This will take time, but a good start has been made.
6. During the inspection, attainment in calculations involving numbers during mathematics lessons was above that normally found in Years 1 and 2, at the level normally found in Years 3 and 4 and above this level in Years 5 and 6. This was because intensive practice in most classes during the first half term meant that pupils had become confident in using numbers and were reaching good standards. Long term planning shows that the other aspects of the National Curriculum in mathematics will be covered during the year. The school is on course to improve attainment in the National Curriculum tests at the end of Years 2 and 6 in 2003 if pupils become equally competent in the other areas of mathematics, particularly in applying the mathematics that they know to solving real life problems expressed in words.
7. In science, attainment in the infant and junior classes is at the level normally found. The school is being particularly successful in developing pupils' investigative and experimental skills and this, coupled with a good level of competence in using correct scientific vocabulary, will equip pupils well in the National Curriculum test at the end of Year 6.
8. Standards of attainment in English, mathematics and science are improving well because teaching is now better planned and targeted overall. As a result, pupils' learning is now more secure so that their rate of progress is improving. In English, this progress is from a low base and it will take time for attainment to reach satisfactory levels. In mathematics and science, work done during this term has been thorough and effective and is having a positive effect on attainment and progress.
9. The school did not attain its agreed targets for the proportion of pupils in Year 6 attaining level 4 in the National Curriculum tests in English and mathematics in 2002. However, particularly in mathematics, it was only narrowly short of the target. The school's comparisons with national averages and the averages for similar schools were below the standard expected, largely because the proportion of pupils attaining the higher levels was below that in the country as a whole. The targets agreed for 2003 provide a good level of challenge. The school is on course to attain the target in mathematics but not in English because pupils' current standards are too low.
10. Pupils in Years 1 and 2 are on course to just reach the expected levels of attainment in information and communication technology by the end of Year 2. Pupils in Years 3 to 6 are not in a position to attain the expected standard by the end of Year 6, as the subject is currently being taught, because the elements of modelling and control are not fully covered. Their opportunities to use information and communication technology to support learning in other subjects are inconsistent, which means that skills are not being developed systematically. There is scope for the computer suite to be used more effectively and for information and communication technology to be used more systematically to support learning across the curriculum.
11. Overall, the National Literacy and Numeracy Strategies are being used satisfactorily to raise attainment. However, there is a difference between best practice and practice which is less effective and the school does not have a strategy for sharing good practices across the year groups. A weakness is that the amount of time made available for literacy lessons is longer than is found in many schools and good use is not always made of it.
12. Attainment is on course to be at the level normally found at the end of Years 2 and 6 in art and design and physical education. In history, attainment is at the level normally found in Year 2 and above the level normally found in Year 6. In music, attainment is above the level normally found in Years 2 and 6. There was insufficient evidence to make a judgement about attainment in design and technology or geography in Years 2 or 6. Attainment in religious education will be reported separately by the diocese.
13. Evidence from the inspection is that pupils are currently making good progress in the Foundation Unit and sound progress overall in Years 1 to 6. However, in the lessons observed during the inspection, the quality of learning was good overall. For progress to improve over time, the school

needs to identify best practice and ensure that it is put into effect across the year groups. This would mean that the good learning seen in most lessons during the inspection would have a positive effect on achievement. Higher attaining pupils do not consistently make good progress because they are not always given work that challenges them effectively.

14. The school has been through a difficult period and is aware that the standards of attainment achieved in 2002 are unacceptably low. During this term, a good start has been made on raising attainment. Once a stable staffing situation is restored, when permanent staff return from leave of absence, the school will be in a position to build on this good start and raise attainment further.

Pupils' attitudes, values and personal development

15. Most pupils have good attitudes to their learning. They like coming to school and parents confirm this. They settle quickly and they enjoy their lessons and try hard to produce their best work. For example, in an art and design lesson, pupils concentrated hard on designing a chair for a chosen character and produced some pleasing results. However, when pupils are sitting on the carpet for any length of time listening to their class teacher, in some classes, some pupils sometimes become bored and lose concentration. Nevertheless, they respond well to the class teachers' skilful methods of encouraging them to pay attention.
16. Behaviour is good overall and the majority of parents agree with this. When pupils are supervised by teachers, they move around the school in an orderly and sensible manner and they follow instructions without fuss. In lessons, even though they often struggle to concentrate fully, they sit quietly in most classes without causing a distraction. Outside in the playground pupils largely play happily together, although they do tend to engage in very physical activities but mostly with good humour and without malice. Most pupils are polite to each other and especially to adults. However, behaviour at lunchtime deteriorates for some pupils. In the absence of any activities or play equipment, pupils are left to create their own fun and this can result in unsuitable forms of play. During the previous school year, the school had cause to exclude one pupil for a short fixed period for violence to another pupil, but there were no permanent exclusions. There have been no exclusions so far during this school year.
17. Pupils with special educational needs generally have positive attitudes and respond well to the good support they receive from teachers and support staff. There are very good strategies in place to modify the behaviour of a small minority whose concentration and application is occasionally unacceptable. When applying themselves to tasks and activities, pupils make sound progress towards meeting their individual targets.
18. Relationships are good and pupils' personal development is satisfactory overall. Pupils like each other and their teachers and they value each other. They work together sensibly in pairs and in small groups and they support each other well. Pupils are tolerant and understanding of those who have difficulties either with their learning or with their behaviour. For example, when asked about the occurrence of bullying in school, a group of pupils pointed out that 'some pupils get angry but we try to help them'. Similarly, in a science lesson, a pupil boosted the confidence of a boy of lower ability by proudly telling the teacher and the class 'he's good at this, he knows a lot about animals'. Bullying is not a significant problem in the school and most parents acknowledge this. Pupils are sensible when they are asked to run an errand or to carry out a specific job, such as returning the register to the class or operating a piece of equipment. Children in the Foundation Stage are making satisfactory and often good progress in personal, social and emotional development.
19. Pupils' good attitudes are not reflected in the school's annual attendance figure for the last full school year, which is unsatisfactory. At 92 per cent, this was well below that of other schools across the country who achieve an average of around 95 per cent. Much of the school's absence figure is due to families taking holidays in term time. For pupils whose attendance is well below average, attainment and progress are adversely affected. Despite the fact that the school bell, which signifies the start of the school day, is often rung late, and therefore does not encourage pupils to be punctual, the majority do arrive on time and this is a credit to them.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching in the school is good overall and just over one quarter is very good or excellent. Teaching has valuable strengths and also some areas of weakness. During the inspection, there were two temporary teachers in the school teaching Years 3 and 4 and the Year 4 teacher was in her first week in the school.
21. In September 2002, a Foundation Unit was opened in the school in which Nursery and Reception children are combined into one large group. Their learning is flexible and they are combined into different groups for different purposes. The teacher in charge of the unit has a very clear understanding of how young children learn and the quality of her planning is very good. She is very skilled in using day-to-day assessments to plan future learning for children, which is accurately based on a secure understanding of their current knowledge, skills and understanding. The teacher is well supported overall by her nursery nurses and classroom assistants. The quality of teaching and learning in the Foundation Unit is good and children are making good progress. They are on course to attain the standards expected nationally at the end of the Reception Year and, in some cases, to exceed them. They are well prepared to begin their learning of the National Curriculum in Year 1.
22. In Years 1 to 6, teachers have a good knowledge and understanding of the National Curriculum. Lessons are well planned in Years 1 and 2 and lesson planning is satisfactory overall in Years 3 to 6. There are examples of lessons being very effectively planned to use pupils' knowledge in different subjects to support learning in the subject being taught. For example, in the excellent physical education lesson in Year 5, elements of literacy, art and design and music were used to support pupils' learning. As a result, their interpretation of a day at work for a child during the industrial revolution showed real empathy with children's conditions and produced impressive creative and physical effort. The quality of pupils' learning in this lesson was excellent. In satisfactory lessons, effective planning does not result in good learning. This often results from an unsatisfactory use of time, with pupils spending too much time in one phase of the lesson, for example, on a whole-class session on the carpet. There are occasions when insufficient care is taken to ensure that pupils of different levels of attainment have appropriate levels of challenge so that progress for some pupils is not as good as it might be.
23. The basic skills of literacy and numeracy are taught satisfactorily. Pupils come into the school with below average skills in English and the school recognises that raising standards to an acceptable level will take time. Opportunities to practise writing in subjects such as geography and religious education are not planned systematically and so do not support progress in literacy as effectively as they might. However, good opportunities are taken to practise writing in history. Pupils do not have sufficient opportunities for extended writing, although there are good opportunities for creative writing, for example, the writing of poetry in Years 4 and 5. In mathematics, most classes have concentrated on work on calculating numbers this term and, as a result of intensive practice, many pupils have a secure grasp of the areas they have covered in class. Many pupils are ahead of where they are expected to be at this time of the school year in this area of mathematics. There are opportunities to practise numeracy in subjects such as science and there was a very good example of information and communication technology being used to support learning in mathematics in Year 5 where a computer program was used very successfully to construct a graph.
24. Teachers manage pupils well in Years 1 and 2 and very well overall in Years 3 to 6. Excellent and very good lessons have interesting and imaginative learning activities, which engage pupils' attention so that they concentrate well and work with interest and enthusiasm over long periods of time. However, there are occasions, particularly in Years 4 and 6, where pupils have short concentration spans and do not respond quickly to instructions. In Year 4, there is a much larger number of boys than girls and their boisterous behaviour has an adverse effect. While teachers work very hard and to good effect to manage these situations, the pace of learning is inevitably slowed for all pupils.

25. There was an example of very good learning in a Year 2 mathematics lesson where the learning objective was emphasised well. Effective use was made of resources such as number cards and the 100 square to reinforce learning about 'ten more' and 'ten less' in numbers up to 100. Pupils had an impressive understanding of the properties of three-dimensional shapes, being able to describe a cube as having 'six square faces'. The teacher's very high expectations and very good relationships resulted in highly effective learning and good levels of attainment. Similarly in a very good science lesson in Year 6, there was very good involvement of pupils in learning and highly effective use of a flip chart to organise pupils' ideas and reinforce their learning. Constant challenge ensured that all pupils were involved effectively and the very good teaching built up a real enthusiasm for learning about the care of teeth among the pupils. In contrast, in a satisfactory mathematics lesson in Year 4, the teacher's careful planning and enthusiasm failed to result in good learning because so many pupils had short concentration spans so that the behaviour of a minority was unsatisfactory. While the teacher managed this skilfully, a potentially good lesson only resulted in satisfactory learning.
26. Teaching and learning for pupils with special educational needs is good when they are taught in a one-to-one situation with either teacher or teaching assistant support. Pupils make good progress towards meeting the targets on their individual education plans. However, in some cases, targets are too broad and are not specific enough. The school has made plans for staff to be trained in writing individual education plans so as to ensure they are in small steps and achievable in a set period of time. In some instances, pupils with special educational needs are expected to do too much of the same work as the rest of the class, the work is too hard for them and it is not matched to their needs. Their progress in these lessons is unsatisfactory. There is a lack of consistency in the teaching of pupils with special educational needs. Gifted and talented pupils are not identified systematically and no specific schemes exist to promote their progress.
27. Support staff are used satisfactorily overall, although there are examples of them being very effective in supporting learning in information and communication technology. They work well with pupils with special educational needs who are withdrawn for support. However, on some occasions, particularly in whole-class sessions, assistants are not used effectively. Resources for learning are satisfactory overall and teachers and support assistants use them well. However, information and communication technology is not used effectively to support learning in subjects across the curriculum. There are occasions when time is not used well. The amount of time available for literacy and numeracy - often well over one hour - could be used more creatively to provide pupils with a wider range of learning opportunities.
28. Pupils' work is marked regularly and there are good examples of supportive comments, which indicate how future progress can be made. However, day-to-day assessments are not used consistently to plan future learning for pupils with different levels of attainment so as to enable them to make progress systematically. Work planned on such a basis would offer them the correct levels of challenge and so improve their rate of progress. There is no consistent practice across the school in requiring pupils to complete work or to correct unsatisfactory work.
29. While the quality of teaching and learning is good overall, there are inconsistencies. In particular, good practice in one area is not developed systematically throughout the school. For example, the subject leader in mathematics uses the Friday lesson to enable her pupils to practise the mathematics that they have learned during the week by using real life problems. This is good practice, but it is not used consistently across the school. The school now has useful policies in place to underpin teaching and learning. It understands that these now have to be thoroughly embedded and practised consistently by all teachers in all lessons.

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

30. The provision for pupils' spiritual, moral, social and cultural development is satisfactory and provides a sound back-cloth for the curriculum provided for pupils in the school. The environment

for learning is positive and supportive and the school has a good capacity to develop its curricular provision further.

31. The school's curriculum statement focuses on 'the provision of a broad and balanced curriculum, including religious education which meets the statutory National Curriculum and includes the key skills of personal, social and health education and citizenship'. With the exception of information and communication technology, which does not meet statutory requirements, the school provides its pupils in Years 1 and 2 with a good range of interesting and balanced learning opportunities. Pupils in Years 3 to 6 have satisfactory learning opportunities overall, with some good examples, particularly in Years 5 and 6.
32. The curricular provision for pupils in the Foundation Unit - those in the Nursery and Reception classes - is good. There is a well-balanced programme of activities in the six areas of learning established for these pupils; provision for physical development for these children has been identified as an area for further attention. For infant and junior pupils, the school places a good emphasis on knowledge and understanding and on the development of skills in English, mathematics and science, the core areas of the National Curriculum. Some areas and skills within the provision of English have been identified for further development, including oral expression, spellings, reading and pupils' writing; fuller details are contained under this subject heading within the inspection report. In planning for the non-core areas the school has adopted a two-year cycle of activities using a thematic approach. This has enabled the school to successfully develop a 'teamwork' approach to planning in order to develop pupils' skills knowledge and understanding systematically. Long-term plans give a good indication of how cross-curricular opportunities can be linked into each area of study by using different subjects to support learning in others, for example, by using English skills in history and geography and mathematics skills in science and design and technology.
33. To ensure that all pupils are fully included in learning, a review of curriculum subject planning is necessary. This is required to ensure that both higher and lower attaining pupils are consistently provided with work which both challenges them and matches their individual needs. The curriculum co-ordinator, who is giving a good lead to her colleagues, has already identified this area for attention and proposes immediate action to rectify this omission.
34. The provision for pupils with special educational needs is satisfactory overall. These pupils learn well and make sound progress in lessons when they have additional support, either from the teacher or classroom assistants. However, pupils in some lessons are asked to tackle the same work as the rest of their classmates. When this is the case these pupils struggle and their progress is unsatisfactory.
35. Pupils with statements of special educational needs make good progress towards meeting the targets identified in their individual education plans because a suitable curriculum is designed for them. They are given good support by the teaching assistants on a one-to-one basis, either in classrooms or during short withdrawal periods. The timings and days for the latter should be reviewed, to ensure that these pupils have full access to the National Curriculum and are fully included in all subject areas. Insufficient use is made of information and communication technology in helping pupils to meet the targets within their individual education plans. Statutory requirements in relation to pupils with special educational needs are met in full. No specific curriculum is planned for gifted and talented pupils.
36. Since the merger of the infant and junior schools a year ago, many new subject policies have been produced. There is a clear timetable for all policies to be either reviewed or new ones produced and it is planned that all will be in place within the next twelve months. This is a determined and positive step by the school to guide all staff in delivering the full National Curriculum.
37. The range of extra-curricular activities offered by the school is very limited at present. There are no residential courses for upper junior pupils and there are few sporting fixtures or competitions with local schools. The school has already identified this as an area for development and meetings have been held to organise additional activities. There is a homework policy and this is to set one

piece of homework each week for all pupils throughout the school and, although this is not applied consistently in every class, homework supports learning satisfactorily overall.

38. The provision for pupils' personal, health, social and citizenship education is satisfactory overall. The school provides health education appropriate to the ages of the pupils. They learn about personal care and safety and about the importance of healthy diets. A policy is in place and, together with a sex education policy and drugs policy, this ensures that the school's provision for health education and citizenship meets the needs of all its pupils. This also helps pupils to prepare for the next stage of their education and to develop them into good citizens within the community.
39. There are sound links with the community. There are good links with the local parish church and the vicar regularly visits the school to take assemblies and to give support to pupils. Visits from authors, theatre productions at the school, as well as visits by pupils to sing at Christmas and to provide harvest produce for senior citizens, are good examples of the sound links made with the community.
40. The school has good links with partner institutions and outside agencies. There are effective transfer arrangements with the local comprehensive school, whose staff visit the school and involve pupils in educational initiatives. For example, a mathematics marathon and technology days have been organised in the comprehensive school in the past and its staff have meetings with parents prior to the transfer of pupils at the end of Year 6. There are good links with a local 'beacon' primary school and arrangements are made for newly-qualified teachers to visit this school to see examples of good practice. These links are having a positive effect on pupils' attainment and progress. There are also good links with the Sheffield Hallam University Teacher Training Institution. The school provides for initial teacher training for the university's students.
41. The promotion of pupils' moral development is good and spiritual, social and cultural development are satisfactory. In lessons and whole-school assemblies, which meet statutory requirements, teachers make very clear the difference between right and wrong and the need to consider and to care for each other. Teachers and class assistants provide good examples for their pupils and there are generally high expectations for good behaviour, co-operation and helpfulness in nearly all lessons. The school gives prominence to its 'Golden Rules' and these are displayed in the assembly hall for all pupils to see. Pupils are aware of the sanctions that they will incur if they transgress the rules and the rewards that they can attain for achievement and good attitudes and behaviour. This system is very effective as no pupil wishes to miss being involved in 'Golden Time' held every Friday afternoon. During this time, pupils focus on an interest of their choosing and spend time on developing it.
42. There are sound opportunities for spiritual development in lessons and assemblies. In a Year 5 history lesson for example, pupils reflected well on what it would have been like being a child in Victorian times and how hard life was for children working in difficult and dangerous situations. In a whole-school assembly, pupils reflected on the need to be truthful at all times. A weekly 'special mentions' assembly helps to strengthen pupils' self-esteem and to enable all to share in the good qualities of all pupils in the school. However, there are missed opportunities for reflection and provision for pupils' interest in and curiosity about the world they live in is limited. For example, when music is played prior to and as pupils leave assemblies, they are not made aware of the titles or the composers and so they are not able to reflect accordingly.
43. The social development of pupils is sound. They accept classroom responsibilities and perform them well. In the Year 4 class, a 'Work Wheel' is used to good effect, ensuring that all pupils are included on a rota basis and given opportunities to take on classroom responsibilities; this is a good example of inclusion for all. Opportunities for building social skills are provided in the timetabled whole-class discussion lessons. As there are few sporting links outside the school or residential visits for pupils, additional opportunities for social development are missed.
44. Provision for pupils' cultural development is also sound. Different faith-beliefs are covered in collective acts of worship and, as part of religious education, pupils learn about the traditions and

practices of the Hindu and Jewish faiths. Some pupils learn of the work of the Aborigines in their art and design lessons and Year 2 pupils dance and perform to African music in their physical education lessons. Older pupils have a sound understanding of their local culture and relate how their parents or grandparents were employed in the local coal mining industry. There are occasional planned visits to museums or places of worship; such visits provide opportunities for pupils to develop their cultural awareness further and to help towards a better understanding of the multicultural nature of our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The care of pupils is inconsistent overall and, while there are some strengths, there are also too many weaknesses so that pupils are not well cared for at all times.
46. Child protection arrangements are unsatisfactory. Although the school has adopted the local education authority guidelines, some staff are unaware of these. Training for all staff has been inconsistent and some simply rely on their own common sense to identify signs of possible abuse in pupils. A minority of adults in the school are dismissive of their responsibility to be watchful and do not know to whom they should report any concerns.
47. There are occasions when pupils are not sufficiently well supervised in the playground. Staff are sometimes late in getting to the playground at break times and they do not always intervene when pupils are playing inappropriately. Staff themselves do not consistently observe safe practices, for example, with regard to hot drinks. There are no playground markings or play equipment of any sort and so pupils invent their own activities. These are sometimes inappropriate and put pupils at risk of injury. Supervisory staff do not always intervene or engage pupils in more suitable activities. Even when pupils sustain minor injuries or are upset and ask for help, lunchtime supervisors are sometimes dismissive of them. The headteacher and chair of governors are aware of these problems and plan to address them as a matter of urgency.
48. It is the school's policy that a proper risk assessment is carried out before pupils are taken on visits, but these are not always recorded and, when they are, they are not always sufficiently rigorous. The school building and grounds are regularly inspected by representatives of the governing body but these inspections have not been rigorous enough and so there are still dangers to pupils, parents and staff. For example, there is an overhanging roof at eye level, which protrudes over a flight of steps and there are uneven and broken flags. Of particular danger to pupils is the vegetation, including rose bushes and other sharp trees and bushes, which border and overhang the junior playground.
49. Procedures to promote good behaviour and eliminate oppressive behaviour are good in class but less effective at play. All classroom staff have high expectations for pupils' behaviour. They are consistent in the way that they apply the school rules and pupils feel that they are treated fairly. There is much emphasis on being positive rather than negative and so pupils are recognised and praised for good work and good effort. As a result, pupils are happy in the school, they are confident when 'having a go' at answering questions and they try hard with their work and with their behaviour.
50. Procedures to improve attendance are unsatisfactory. The school was slow to realise that attendance was unsatisfactory during the last school year. The headteacher has prepared a number of initiatives to improve attendance and the main ones are now in place. Even so, registers are still not being completed correctly. For example, more than the permitted ten days holiday in term time are being authorised. More significantly, the school is not promoting punctuality and parents are dissatisfied with this. The bell to signify the start of the day, lessons and break times is sometimes rung late. Teachers and support staff are also sometimes late in getting to the playground and in returning to classrooms after breaks.
51. In the new Foundation Unit there are very effective assessment procedures for monitoring pupils' progress through the 'stepping stones' towards the Early Learning Goals. All areas of learning are covered and these assessments are used very effectively to plan work for children of all abilities so as to enable them to make further progress.
52. In Years 1 to 6, the newly appointed assessment co-ordinator has a clear vision of what is required and has already taken steps to introduce a range of assessment procedures that are meaningful and resulting in work being planned more effectively. She has the support of the staff in developing this area. At present, assessment is not always used as a tool to plan the next steps for pupils' learning. The checking of progress and achievement which is needed to plan work effectively and to raise standards is not yet built into all areas of the curriculum. This has resulted in pupils of

widely differing abilities attempting the same activities in some lessons adversely affecting attainment and progress for some pupils.

53. A calendar of assessment has been introduced to be carried out during the year and the immediate priorities identified are reading, writing and spelling. There is to be a strong emphasis on using continuous assessment to guide younger pupils through small steps of success and to build on prior knowledge. Older pupils are to be more involved in the assessment and evaluation of their own work so that they gain a greater understanding of their learning. There is a good commitment to raising standards and the school is in a position to achieve this when these plans are put into effect.
54. Pupils with special educational needs are generally soundly provided for through good support and appropriate guidance. The good support is provided both within and out of the classroom. Not all provision is consistent and additional modification of provision in some lessons is required to ensure that pupils' needs are adequately catered for. The co-ordinator for special educational needs is aware of this and action is being taken. The school has made good provision for the regulations within the new special educational needs Code of Practice and a new policy has been written which embraces all the requirements and which will give a good lead for all those involved in supporting these pupils. There is no specific provision for gifted and talented pupils who are not identified.
55. The school recognises that further training is needed to help teachers to analyse pupils' work more precisely in order to identify strengths and weaknesses. Early initiatives, such as assessment sheets to check understanding and the use of reading strategies in guided reading are already in place and working well. Pupils are tackling more challenging texts and using a wider range of reading strategies as a result.
56. Marking is usually good and often acts effectively as feedback and guidance to the pupils. However, the lack of firmly embedded assessment procedures means that higher ability pupils are not always challenged effectively with work matched to their needs if they are to make good progress.
57. There are no formal procedures for monitoring personal development. Although opportunities for pupils to discuss and share ideas have been recently introduced within whole-class discussions, their impact has yet to have a positive effect on pupils' personal development. All pupils are well known to staff and this good knowledge ensures that their personal development is satisfactory although it is unsystematic.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. Many parents who responded to the questionnaire view aspects of the school as being unsatisfactory. Although they are pleased with some areas of the school's work, including the quality of teaching and the progress that their children make, they are dissatisfied with much of what the school does. For example, parents are unhappy with what the school does to keep them informed of their children's progress, with how the school works with parents and with the lack of activities provided outside lessons. Inspectors believe that there is justification for all of these views. Parents are also unhappy with the amount of homework set for pupils but inspectors believe that it is currently adequate, although it is not always set consistently. Parents also feel that the school is not well led and managed. However, since the establishment this term of a more supportive staff and a more effective senior management team, including the newly appointed deputy headteacher, inspectors judge that the school is led and managed well overall.
59. Despite their views, parents support the school as much as they can within the information and the opportunities they are given. For example, there is very good attendance at meetings and events. In addition, some parents and grandparents read with their children for a few minutes every morning in the infant classes and they take note of what the class teacher has written in their children's record card about what they need to practise. However, because class reading books and record cards do not go between home and school, this system is only of benefit to

parents who are able to come into the class. Those who cannot do so have little information on their child's progress or on strategies to use to improve their reading.

60. The quality of information provided for parents is inconsistent and, overall, it is unsatisfactory. The school has responded to parents' complaints at having only one parents' meeting at the end of the year and has scheduled three to take place during this current school year. Similarly, the school has responded to parents' concerns that they were not being informed in sufficient time of events and so were unable to be as supportive as they wished. Letters are now being sent to parents in good time. An end-of-year written report is provided for parents but the quality and value of these is poor in all classes except in Year 1 where they are good. They only inform parents of what their child can do and understand in English and mathematics and simply reproduce mostly what elements of the curriculum have been covered in the class for all other subjects. Even though parents are kept informed of the main events and procedures in school, only those of Year 6 pupils are given information on what is being taught in lessons and how they can help their children to learn. The school has plans to address this.
61. Parents of pupils with special educational needs are actively encouraged to be involved in discussions on the provision for the needs of their children. A parent of a child with a specific need has alerted the school to her concerns on provision. Through the combined efforts of the special educational needs co-ordinator, teaching staff and the involvement of the governor with oversight for special educational needs, positive action has been taken to match provision to the needs of the pupil. Parents of pupils with a statement of special needs attend annual reviews and have a positive input into these meetings. Again, all statutory requirements are met, although no separate arrangements are made for gifted and talented pupils.
62. It is the lack of communication and information provided by the school that has resulted in parents having such significant concerns about the school. The school has taken steps to address some of these weaknesses and there has been some improvement but, currently, many parents feel that the school's 'partnership in education' with parents is still unsatisfactory. With the support of all parents, the school has the capacity to improve these links.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The school was created in September 2001 as a result of re-organisation. A Church of England Infant School and Community Junior School joined together to form the new Church of England Primary School. The fact that two schools from different traditions were being combined created difficulties and some staff had concerns about different conditions of service. The building was unfinished at the time that the school opened which created further tensions.
64. The newly appointed headteacher was experienced in school leadership and management and had the difficult task of launching a new school in these unpromising circumstances. At the outset, she had no deputy headteacher in post and there was no senior management team to support her. She carried a heavy weight of responsibility during that year and her leadership ensured that the school made progress and began its second year in a much more settled and positive situation. A newly appointed deputy headteacher is in post and a strong senior management team of four has been created. In the few weeks since this team came into existence, good progress has been made. The deputy headteacher has introduced initiatives to improve teaching and learning in English. The Foundation Unit leader has created a comprehensive strategy for the teaching and learning of children in the Nursery and Reception classes. Further, the newly appointed co-ordinator for special educational needs has made impressive progress in rationalising this provision. These are all evidence of effective management. As a result, teachers are now more positive and forward looking.
65. The headteacher has a clear vision for the school. This is based on achieving high standards, providing pupils with a secure and stimulating learning environment rooted in its Church of England base and to develop all staff professionally so that they contribute confidently to the life of the school and enjoy their teaching. There are plans to review the school's mission statement to enable these aims to be more clearly embedded. The school has improved its systems for

identifying priorities for development and these are now appropriate. The school improvement plan for 2002-2003 is a good improvement on the school development plan for 2001-2002 and is seen as a continually evolving document. It consists of a number of individual action plans with a record to track progress towards its objectives. Its development is monitored and evaluated by a small committee of governors. It is mostly centred on raising standards and improving the efficiency of the school. It has not yet been in existence for a sufficient time to have a significant impact on the school.

66. The governing body, led by its experienced and enthusiastic chair, is giving the headteacher effective support. Governors share the headteacher's vision for the school and have a strong commitment to its success. The governing body fulfils most of its statutory requirements. However, the National Curriculum in information and communication technology is not covered fully and there are some concerns about health and safety. The governing body's sensible committee structure supports its work well. All governors have a curriculum link and these links help to develop a secure view of what is happening in the school. Governors spend time in the school when their other commitments allow. They are aware that standards of attainment need to rise but also appreciate that individual pupils did impressively well at the end of the school's difficult first year. Their appreciation of health and safety issues is less secure. Governors are aware of the principles of best value and, at this stage, they are applied satisfactorily. They understand that best value has financial implications but also concerns pupils making good progress in a school in which parents have confidence. Governors are optimistic and ambitious for the school's future and are anxious to address the areas where the school fails to meet requirements.
67. The headteacher and her colleagues see equality of access and opportunity as a key entitlement for all the school's pupils and the school is keen to include all pupils fully in the school's activities. The school largely succeeds in achieving this. However, where pupils are not given learning tasks which challenge them and enable them to make good progress in their learning, they are not being offered full equality of access to learning. The school has created a draft policy for able and talented pupils. However, this is not yet in place. The inclusion of all pupils in teaching and learning is currently satisfactory.
68. The provision for pupils with special educational needs is soundly managed by a co-ordinator who had had the role for five weeks at the time of the inspection. She is ensuring that the requirements of the new special educational needs Code of Practice are implemented fully and that the necessary documentation is in place. There is a detailed and informative whole-school policy for special educational needs. Teaching assistants who have responsibility for pupils with special educational needs are given effective help and guidance and there is a good monitoring and recording system in place to track pupils' progress and achievement. The school has provided the special educational needs co-ordinator with some time to enable her to manage the provision. A training programme is in place to develop the skills of the co-ordinator and her assistants in meeting the needs of pupils with special educational needs. This is focusing on improving the quality of individual education plans. At present, the targets in these plans are often too broad and insufficiently specific to meet the short term needs of pupils. The governor with oversight of special educational needs is very experienced. He is providing very good support to the school and to parents. This is an added strength of the school in the area of special educational needs provision.
69. All subjects are led by a teacher. However, at the time of the inspection, two members of the teaching staff were on leave of absence so that some temporary arrangements were in place. Subject leaders monitor standards of learning by analysing teachers' planning, samples of pupils' work and displays of work around the school. The quality of teaching is monitored by the headteacher and her deputy. This system is in the early stages of implementation and has yet to have a significant impact on attainment and progress. The headteacher appreciates that the more effective system is for subject leaders to monitor and evaluate the quality of teaching and learning in their subjects.
70. The curriculum is now effectively managed. The member of the senior management team with this responsibility has created a long-term plan for the curriculum which is comprehensive and

impressive. She has introduced a 'curriculum web' which has drawn together the different strands of the curriculum effectively and explored opportunities for work in one subject to support teaching and learning in other subjects. The curriculum co-ordinator's good analytical qualities have been effective in creating a secure overview of the curriculum. This has not been in place long enough to have a major impact on medium and short-term curriculum planning, but the basis is there for the school to have a very securely thought-through curriculum in place.

71. The school manages its finances effectively. An experienced chair of finance and the headteacher meet regularly to monitor the school's financial position and the finance committee of the governing body meets at least termly. There are effective links between the budget and the school's priorities for development. Day-to-day finances are managed efficiently by the school secretary and there are secure systems for ordering and paying for goods. The school's accounts were last audited in May 2002. The audit report was largely supportive of the school's systems and its few recommendations for different procedures have been put into effect.
72. The school runs smoothly on a day-to-day basis and its routines are straightforward and readily understood. Pupils move from one activity to the next without disruption or loss of time, but the school recognises that it needs to ensure that all sessions begin punctually. Information and communication technology is used well in administration but its use to support learning is unsatisfactory overall. Opportunities for pupils to use information and communication technology to support their learning in different subjects are inconsistent and there is scope for the computer suite to be used more effectively. Overall, the school uses its human and physical resources satisfactorily and resources for learning are satisfactory overall.
73. The school is well staffed to teach the National Curriculum and religious education. During the inspection, two members of staff were on leave of absence and this is one quarter of all teachers in the school. Temporary arrangements were working well, although one teacher was in her first week in the school. While teaching had strengths throughout the school, there are elements of inconsistency and the school has no systems to identify good practice and share it throughout the school. In most classes, teachers and support assistants work well together and this is an important element in the good quality learning that the school provides. However, there are occasions when highly skilled classroom assistants are not used effectively to support learning, for example, during whole-class teaching. New staff are introduced to the school effectively. The school is a valued provider of initial teacher training and also supports the training of other professionals such as nursery nurses.
74. The school has good quality accommodation, which is kept in good condition by the cleaning staff. The learning environment is enhanced by attractive displays of pupils' work. There are adequate hard play areas and a useful playing field. However, no play equipment for breaks and lunchtimes was in use during the inspection and there were no markings on the playgrounds to stimulate purposeful play. A member of the governing body is making good efforts to improve this.
75. The management of links with parents since the school opened has been unsatisfactory. Parents feel marginalised and insufficiently informed about their children's progress and about general activities within the school. The headteacher accepts that this is an area for improvement and has taken some steps to improve the situation.
76. The school has had a difficult first year. It is now in a more settled situation and, when staffing stability is restored when teachers on leave of absence return, it has a sound capacity to improve. For this to happen, the headteacher and governors will need the support of all teachers and other adults in the school and of parents. If all who have the interests of the school at heart work together, then there is the potential for rapid improvement. For this to be achieved, the very good practice, which exists in pockets across the school, will need to be developed as part of a thrust to share and build on good practice. Leadership and management are currently good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:

- raise standards of attainment in English for all groups of pupils;
(paragraphs 8, 23, 32, 59, 109, 112, 115, 116, 119, 120, 122, 148);
- raise standards of attainment in information and communication technology;
(paragraphs 10, 27, 31, 35, 72, 148, 151, 156, 159, 160, 162, 169)
- improve communication with parents in order to enable them to play a greater role in the life of the school as partners in their children's education;
(paragraphs 58, 59, 60, 62, 75)
- improve procedures for promoting good attendance and punctuality throughout the school day;
(paragraph 50)
- arrange for staff training on child protection, the care of pupils at lunchtimes and the implications for their health and safety.
(paragraphs 45, 46, 47, 48, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

52

Number of discussions with staff, governors, other adults and pupils

42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	13	22	16	0	0	0
Percentage	2	25	42	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	180
Number of full-time pupils known to be eligible for free school meals	0	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	20

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	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.9
National comparative data	5.1

School data	0.7
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	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	9	10	9
	Total	18	19	22
Percentage of pupils at NC level 2 or above	School	50	71	78
	National	84 (84)	86 (86)	68 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	13
	Girls	14	9	9
	Total	28	22	22
Percentage of pupils at NC level 2 or above	School	72	64	64
	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	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	10
	Girls	12	11	12
	Total	21	22	22
Percentage of pupils at NC level 4 or above	School	62	65	65
	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	8	10	12
	Total	16	19	22
Percentage of pupils at NC level 4 or above	School	35	44	62
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
184	1	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24.75
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	113

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	3
Total aggregate hours worked per week	75

Financial information

Financial year	2001-02
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	£
Total income	298,767 *
Total expenditure	274,420 *
Expenditure per pupil	1,055.46
Balance brought forward from previous year	9,581
Balance carried forward to next year	33,928

* September to April

Number of pupils per FTE adult	4.5
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	6	2	0
My child is making good progress in school.	36	52	5	2	5
Behaviour in the school is good.	22	48	11	2	17
My child gets the right amount of work to do at home.	18	47	16	14	5
The teaching is good.	38	41	6	2	13
I am kept well informed about how my child is getting on.	22	33	29	14	2
I would feel comfortable about approaching the school with questions or a problem.	41	41	10	5	3
The school expects my child to work hard and achieve his or her best.	38	40	11	0	11
The school works closely with parents.	18	30	33	13	6
The school is well led and managed.	8	44	22	13	13
The school is helping my child become mature and responsible.	27	46	13	3	11
The school provides an interesting range of activities outside lessons.	11	25	24	21	19

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

78. Standards of attainment on entry to the Foundation Stage are generally below those expected for children of this age in all six areas of learning. However, through the carefully organised curricular provision and generally good teaching, the children, including those with special educational needs and higher attaining children, are making good progress along the 'stepping stones' towards the early learning goals which have been designed for the management of learning of children of this age.
79. The quality of teaching is good in the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. It is satisfactory in personal, social and emotional development and physical development. Staff are very committed and have a good understanding of children's needs. Focused activities are effective but there is a need for professional development for staff in raising awareness of more incidental learning opportunities within the learning which is taking place nearby.
80. Throughout the Foundation Unit, relationships are usually good and this results in a happy and secure environment for the children. Learning is planned very well and good opportunities are taken for children to use information and communication technology, including computers and learning centres. Regular assessments of progress for each area of learning result in appropriate challenges for children of different levels of attainment being planned.

Personal, social and emotional development

81. In the Foundation Unit, children learn to work and play together in the 'home corner' or the 'Post Office'. They learn to share and to socialise on the milk table or to help each other with their model-making. All children are given the opportunities to be independent and to make their own decisions, for example, in selecting their own materials or mixing their own colours. Older children are aware of routines and know what to do with finished paintings and how to tidy their areas. Younger children, who have only been in school for a few weeks, are also beginning to learn to share resources and to use them productively in imaginative activities.
82. Teaching is satisfactory overall in this area, although there are many examples of good teaching. For example, children are shown how to care for musical instruments and they handle them carefully. There are, however, a few occasions when very young children are allowed to make disrespectful demands. They are not always quietly encouraged to ask politely or to try for themselves. Most children will make attempts or succeed in putting on their own coats whilst others will shout requests for staff to put them on. At times, children are allowed to shout during a quiet table game or to dominate play with little consideration for others. Generally relationships are good and children feel secure and confident. Overall, children are on course to achieve the standards expected nationally in this area of learning.

Communication, language and literacy

83. Some children find it difficult to communicate well but this well-planned area of learning offers a wide range of opportunities for children to use language in many different situations. As a result, they make good progress and are well prepared for their work on the National Curriculum when they leave the Foundation Unit.
84. There is a rich learning environment including many examples of print such as labels, books and writing opportunities which are provided in other areas. For example there are books to read to dolls in the home corner and books on building in the construction area. Children playing outside find chalked labels for their bike wash, writing area, sorting office or labels for petrol.

85. Teaching is good overall and as a result children make good progress. The National Literacy Strategy is used for Reception age children and is linked to the Foundation Stage curriculum. Higher attaining children from the Nursery are able to access the literacy lessons provided for the full-time children and any children who need extra support are given one-to-one help. Children learn to write their names and to read sounds. Higher attaining pupils read simple books with expression and recognise key words in the environment. They are beginning to predict from pictures and to talk about favourite books. The majority of children are beginning to talk about books and to behave as readers. They often choose to look at and discuss pictures and some pretend to be the teacher 'reading' to others.
86. There has been a clear improvement in pencil control and letter formation over the short period of time since the start of the year due to the many opportunities provided for children to practise writing skills. There is direct teaching of letter formation and children are encouraged to hold their pencils or pens correctly. There are writing tables or provision for writing in every area. While they drink their milk, children write or read. Often the activity is associated with the area in which they are working.
87. Listening skills are developed well overall. A good example of this occurred in a lesson for the Nursery children. A student hid in the kitchen to make sounds with familiar objects and the children listened to guess the sound. Later, the children took turns to make their own sounds for others to listen to. The children were motivated well by the effectively planned session and listened and concentrated for a much longer time than expected.
88. Children are encouraged to use the correct vocabulary in their play areas. Staff develop play by providing next step ideas and the vocabulary needed. Open questioning helps children to think carefully about their answers. However, a number of children find it difficult to express themselves clearly and, although staff remodel or help children to express what they want to say on most occasions, this is an area which needs to be developed to support learning in literacy from this very early age. However, most children are on course to attain the expected standards in this area of learning and a few higher attaining children have the potential to exceed them.

Mathematical development

89. Good teaching through a wide range of learning opportunities and focused activities results in good progress in this area. As with language, planning for other areas of learning includes opportunities for children to learn about number, space, position, measurements and shape. For example, one member of staff worked with a small group of children fitting boxes of differing sizes into each other. Mathematical language such as bigger, biggest, smaller and smallest was used as the children arranged the boxes and thought about how the lids would fit and how the boxes would fit into each other. Very good relationships helped the children to persevere and to focus on the task. As the task appeared too difficult for these particular children, the member of staff immediately adapted it and presented the same task in a simpler way. As a result the children were successful and began to make links with their story of The Three Bears. The teacher then added Russian dolls to the activity so bringing a cultural dimension to learning and sustaining the children's interest well.
90. In the post office, children use a calculator, recognise coins and use a till and scales successfully. Whilst making party hats, the children were encouraged to 'measure' to see if the hat fitted their own heads. The play-dough table allows children to make patterns and to use shape cutters. Staff talk to the children about the shapes and children show their understanding of both two and three-dimensional shapes whilst model making. Outside, the 'postal deliveries' arrive to deliver letters to 'houses' which are numbered one day and have shapes on their doors another day. Children learn to match and read the words as they deliver the letters. Incidental learning took place, for example, when a child showed his teacher a string of conkers and the group helped him to count them.
91. Numeracy lessons for full time children help to clarify and develop learning, which has taken place at other times of the day in other areas. Careful assessment and well-planned activities result in

good progress overall so that most children are on course to achieve the expected standards and a few to exceed them.

Knowledge and understanding of the world

92. As a result of the stimulating learning environment and good teaching, children make good progress in this area of learning. They are encouraged to make sense of what they experience. Provision for this area is still developing but staff have a good understanding of the need for investigation and exploration.
93. Children are excited and intrigued by the magnets and balls and count how many they can 'pick up'. They observe worms, insects and weeds, grow carrot tops and onions and record their findings in a variety of ways such as pictures and writing. One girl trickled rice through her fingers onto the tray outside and said, 'It sounds like rain'. In model making and construction children learn about tools and how to join or shape materials. Children examined a range of textiles and decide which would be the best for their purpose.
94. Good questioning techniques encourage children to ask their own questions. For example, playing alongside his teacher and other children on the road mat, one child asked how firemen cut people out of car accidents. Some were happy to talk about a photographic display from last term when they visited a narrow boat on the canal. An autumn display includes natural objects which children are able to touch and examine. The garden beyond the playground provides opportunities for groups to be taken to make collections of leaves or to examine the school's natural surroundings.
95. Opportunities are provided for children to use technology through the listening centre and computer and to organise equipment. Play mats and small world environments present familiar settings and the language of place; for example, bridge, church, road are introduced. Children are able to create their own play environments with a dolls house or small world playground. Books from other cultures are used from time to time to introduce children to the wider world and a quiet, reflective table helps children to understand respect for others who want to be quiet.
96. The Foundation Unit teacher appreciates that this area needs to be developed further but good teaching, as reflected in the questioning techniques and encouragement of investigation, has resulted in good progress in this area in these first weeks of the school year. Children are on course to reach or exceed the expected standards at the end of their time in the Foundation Unit.

Physical development

97. Teaching in this area of learning is satisfactory overall and there are some good examples of teaching such as helping a group of children to develop their thinking and skills to construct models or helping them to fit lids to boxes. Children are making satisfactory progress and skills in small-scale activities are developing well.
98. Children have satisfactory control of their bodies in most cases but some lack an awareness of space and tend to barge through or across confined areas. Activities outside are usually well controlled and purposeful. Children are asked to use their wheeled toys to enhance specific play activities and, on most occasions, safety is emphasised with zoned areas for activities. The school is fortunate to have a covered area, which allows access to the outside in all weathers. Here, children can use a large climbing frame on a soft surface and engage in activities such as sand play, dressing up or writing. There is a good range of equipment and children learn to run, climb, ride, balance or crawl using larger equipment and they use small equipment to practise skills such as throwing and catching.
99. As it is very early in the term, the children go into the hall once a week and are learning to remove socks and shoes independently.
100. Manipulation skills are developed through dressing up in the home corner, using tools and malleable materials, construction kits, jigsaws and games or small world activities. Children use

writing and painting implements satisfactorily and learn to handle musical instruments such as glockenspiels.

101. Manipulative skills are improving mainly through the range of opportunities to practise and refine these skills. More specific skills that are required for large movements, such as jumping, landing or spatial awareness, should be more specifically taught. Most children are on course to reach the expected levels in this area by the time they leave the Foundation Unit.

Creative development

102. Good teaching in this area of learning and a wide-ranging provision for development result in good progress for all children. A particularly effective spontaneous music session resulted in Reception children beginning to compose their own music, for example. The children were asked how the tune might be written down to play again. The teacher scribed the suggestion of recording by the colour of the notes.
103. Children learn, within groups, to identify long and short sounds made by instruments and to decide how best to produce the sound. Mistakes are seen as positive steps towards learning and are used to develop and challenge thinking. For example, when one child held an instrument incorrectly the teacher said that the sound had 'run away' and asked for other children to tell her how they could get it back. This led to teaching about vibration. As a result of this approach to learning, children feel confident and are willing to experiment.
104. Colour mixing, printing, collage and model making are freely available and children make or paint when they wish. Intervention ensures that skills are taught and children are able to be successful as well as to learn from their mistakes. They are able to feel the paint in the large tray and make patterns or print. Children make decisions about which colours, papers or textures are suitable for their hats and all resources are readily available and clearly labelled. The music corner is freely available and children are welcome to play on the piano and to listen to music on a tape. When children wanted to sing a birthday song, the teacher played 'Happy Birthday' for them.
105. Staff join in play activities and model role-play for the children. They respond to the children's characters when they dress up so that imaginative play is extended for very young children. The children begin to evaluate what they have produced and say what they like or dislike about things. Children are on course to attain at least the expected standards in this area of learning.
106. Leadership of the newly created Foundation Unit is good and a caring staff have worked hard to ensure that all the six areas of learning are developed to provide a wide range of learning opportunities. Communication, language and literacy and numeracy are given extra time by the provision of literacy and numeracy lessons. Very good assessment procedures are in place and these are used very effectively to plan the next steps in learning for the children.
107. The layout of the building has given space and value to all the areas of learning but there is also scope for the teacher to have a greater awareness of what is happening in each area. Parents are welcomed into the unit and there is a friendly atmosphere. There is detailed information, including information about the curriculum, in the entrance area. The Foundation Unit has had a good beginning this term. The teacher in charge has the analytical skills to assess how it can be developed further for the benefit of all the children in the Foundation Stage.

ENGLISH

108. Standards of attainment in English are below national expectations both at the end of Year 2 and at the end of Year 6. Achievement in the National Curriculum tests in 2002 had a lower percentage than the national average attaining the higher level 3 at Year 2 or level 5 at Year 6 and larger percentages attaining the lower levels of attainment. A significant factor in the low achievement has been major disruption caused by the closure of two schools and the opening of the new school. This was a very unsettled period for both staff and pupils. These particular classes experienced much staff absence during the previous year. Standards of attainment in English are

highlighted as a Key Issue for action and the school has already taken steps to address the matter.

109. Although standards at present remain below expectations, there is good teaching in Years 1 and 2 and at least satisfactory teaching in Years 3 to 6, which is beginning to raise standards. Year 1 pupils, for example, have reached standards that are in line with expectations. A cause for concern in some classes in Years 3 to 6 is the provision of work, which is not always suitable for pupils of differing abilities including higher attaining pupils or linked to individual education plans for pupils with special educational needs. There is a need to be sure that arrangements to check how well pupils are learning are used to guide future learning.
110. The quality of teaching in Years 1 and 2 is good overall and is never less than satisfactory. In a very good lesson in Year 1, very good relationships and good humour resulted in well-motivated pupils who want to learn and do their best. A very good knowledge of the subject and awareness of pupils' needs ensured that all pupils in this class were challenged according to their abilities. Whilst reading the class text 'This is the Bear', higher attaining pupils were asked to read a line alone and pupils who are just beginning to read were asked to read initial letters. All pupils were given a chance to learn and to succeed. Expectations were high and the lesson had a good pace.
111. The quality of teaching in Years 3 to 6 is satisfactory overall. In Year 6, it is good. For example, pupils were challenged in their guided reading groups to read beyond the words and to deepen their understanding. The next steps to be taken and any support needed are recorded. In another lesson linked to the history unit on Mary Seacole, the teacher showed good subject knowledge and helped pupils to express themselves clearly by the interest that she created in the story. There were good relationships and the teaching was paced well. These lessons challenged all pupils and motivated them to listen and to learn. They made good gains in knowledge and built on what they knew.
112. There are occasions when the timing of different parts of some lessons results in pupils sitting on the carpet for too long so that they lose interest and concentration. Sometimes this leads to minor disruption and pupils are not asked to re-focus quickly enough. At times, the pace is too slow and expectations for effort and behaviour are not high enough. An analysis of pupils' work suggested that some activities offered prior to the inspection were the same for pupils of all abilities. Lessons, which were not always matched to what pupils can do, have resulted in lower standards and unsatisfactory progress for some pupils.
113. Lessons are now planned for the different ability groups, including pupils with special educational needs, and pupils are usually aware of what they are learning. The marking of pupils' books is positive and is often used to help pupils to improve their work.
114. In lessons, pupils' attitudes and behaviour are satisfactory overall and sometimes good. They usually listen to their teacher and to each other and behave well in their group work. They share resources and work together co-operatively. Sometimes, pupils are not motivated and appear to be too passive in their learning. Where teachers involve pupils in active learning and allow them greater responsibilities for their own organisation and learning there is a more active response and interest.
115. Pupils' speaking skills are mainly below expectations for all year groups. They are not able to express themselves clearly and this results in pupils having difficulty in writing precisely or imaginatively. This is particularly noticeable in Year 3 where pupils' difficulties in articulating their ideas slowed the pace of the lesson as they were given time to try to say what they meant. Pupils are not encouraged significantly to clarify their thoughts or to articulate precisely what they want to say. This must be encouraged from the earliest age and developed throughout school. Challenging vocabulary should be presented to pupils and there should be higher expectations for clarity of thought and expression. A greater use of drama within English and other subjects would assist in this development and to the use of precise language in all subjects.

116. Reading skills are below expectations and pupils require a greater challenge. The school has begun to categorise its range of reading books into different levels of ability and a reorganisation of the library is to include a purchase of more books to raise pupils' interest in reading for pleasure. Many pupils view reading scheme books and other books as separate and see school and home reading as different. It is clear that some pupils read far more interesting and meaningful books at home than the scheme books that they are reading at school. Many pupils are anxious about the levels they are on instead of enjoying the book that they are reading. Communication with the parents of younger pupils regarding their child's reading is unsatisfactory and a notebook for parents' comments or questions would serve a better purpose than pieces of card. Some older pupils are keeping their own records and writing reviews of the books read.
117. Although some pupils have a great interest in books and will talk at length about what they read, others show only a little interest and are not excited by books. The teaching of reading through the use of the guided reading session is already showing success as pupils' confidence is growing. The supportive atmosphere allows more challenging texts to be used and standards in reading to be raised by teaching a range of strategies.
118. The use of the National Literacy Strategy whole-class text work is also supportive to pupils and reading is improving through the sharing of the books. Teachers are insufficiently aware of the pupils who cannot read the texts well and do not check systematically for their understanding.
119. Standards of spelling and the presentation of pupils' work including handwriting are unsatisfactory. Although some work is well presented, there is need for improvement in this area. Pupils often do not form letters correctly and do not know how to join letters properly. They sometimes hold pencils incorrectly and use blunt pencils to write. Spelling should link to pupils' growing awareness of phonics and spelling patterns.
120. The quality of pupils' writing is unsatisfactory and standards of attainment are below expectations. There is little written work available for analysis as the inspection has taken place near to the start of the school year. There is little re-drafting and no longer pieces of writing. The school does not allow time for pupils to write a sustained piece such as a book with chapters written by groups or longer stories written in the style of a favourite author. There is a good range of writing taught and this includes poetry, instructional texts and points of view, summaries or play scripts. Opportunities to use writing skills within other subjects are not planned systematically. For example, there is little evidence of writing diaries for history or instructional texts for geography, which could be included within the literacy lessons to shorten the over long sessions. There is scope for greater links to be made with other subjects so that literacy and speaking and listening skills are incorporated within the subject's planning and for greater use to be made of information and communication technology to support learning in English.
121. The strong, newly appointed co-ordinator who is also assessment co-ordinator has had the role for six weeks. She has worked very hard to develop a very clear view of the strengths and weaknesses of the subject and has already put several initiatives in place. She has monitored guided reading and supported practice through the use of the assessment sheets. The co-ordinator has recognised the real need to check precisely how well pupils are learning and how much progress they are making and to identify weaknesses so they can be addressed and acted on to raise standards. She is aware that there is insufficient use of information and communication technology to support learning in English.
122. The co-ordinator has plans to involve parents in the development of the library so that it becomes the heart of the school. She has begun to build up resources and to direct the school towards higher standards of attainment in this subject. English makes a satisfactory contribution to pupils' cultural development by, for example, using stories from other countries and making links with history. However, resources for this purpose are limited and the school recognises that staff need to develop a greater awareness of the need to broaden pupils' understanding in this area.
123. There is an awareness in the school of the need to raise attainment in English. Encouraging progress is being made in the Foundation Unit and Years 1 and 2, but this is from a low base. In

Years 3 to 6, pupils' skills are below those normally found and improvement will take time and effort. The school recognises that improvement is needed in all areas of English.

MATHEMATICS

124. In the National Curriculum tests in 2002 at the end of Year 6, the attainment of the school's pupils was below the national average and well below the average attained in schools which draw their pupils from similar backgrounds. At the end of Year 2 in the National Curriculum tests in 2002, this school's attainment was well below the national average and the average attained in similar schools. In 2002, the school narrowly missed its agreed target for the proportion of pupils attaining the national expectation of level 4 in the National Curriculum tests at the end of Year 6.
125. A disturbing feature of the National Curriculum tests at the end of both Years 2 and 6 was that the proportion of pupils attaining the higher levels of 3 and 5 was below the national average. On the other hand, the proportion failing to attain the expected levels of 2 and 4 was above the national average. The school has recognised that this is unacceptable and has begun to develop a strategy for able and talented pupils. This is not yet in place and so is not yet having an impact on attainment. However, evidence from the inspection is that attainment throughout Years 1 to 6 is now higher than the 2002 results would suggest. This is because of the concentrated and focused work that has been undertaken since the start of term.
126. At this stage of the school year, pupils in Year 2 are already at the level that is expected nationally by the end of Year 2 with regard to both the use of numbers and shape and space. In Year 2, most pupils understand the principle of ten more and ten less than a given number and successfully use the 100 number square to check their answers. A few lower-attaining pupils were confused during the lesson but made good progress as the lesson proceeded. Pupils were impressively competent in recognising three-dimensional shapes and using correct mathematical language to describe their properties. For example, they know that a cube has six square faces while a sphere has one curved face. They understand that a cylinder has three faces and that one of them is curved while the other two are flat. Pupils in Year 1 understand the principle of estimating and successfully measure different objects in non-standards units. Higher attaining pupils measured each other while lying on the floor by using straws. They quickly identified when only half a straw was needed to complete the measurement. With support, they successfully recorded their findings on a block graph. Average pupils supported by the teacher accurately measured a range of domestic articles using cubes of multi-link while lower attaining pupils supported by a trainee nursery nurse used multi-link cubes to measure flowers drawn on a card. All pupils had a secure understanding of the principles of measuring and understood shorter/longer and shorter/taller. These pupils are attaining at a higher level than is expected at this stage of the school year. This impressive improvement in standards is the result of effective teaching and focused learning.
127. Pupils in Year 6 have a very secure understanding of multiplication and many use a range of methods when multiplying three digit numbers. They have a very secure understanding of fractions and readily convert vulgar fractions to whole numbers with simple fractions. They also have a very clear understanding of equivalent fractions. Their attainment in these areas of mathematics is ahead of what would be expected at this stage of the school year. They are on course to attain average standards by the end of this year because of the high expectations of the newly appointed deputy headteacher. Pupils in Years 3, 4 and 5 are attaining at the level expected. Pupils in Year 5 understand square numbers and have good strategies for multiplication. They have a good understanding of how to represent data on graphs and appreciate the importance of labelling graphs accurately. A group of higher attaining pupils successfully used a computer program to construct a graph. The teacher was particularly successful in including all pupils in learning by asking lower attaining pupils easier questions so that, by getting them right, their confidence and self-esteem would be boosted.

128. Pupils in Year 4 successfully order numbers to four figures and follow clues to identify different numbers, for example, an odd number more than 30 but less than 70. They have a secure understanding of the basic two-dimensional shapes but are confused about hexagons, pentagons and heptagons. They recognise right angles and learned the differences between right-angled, isosceles and equilateral triangles. Pupils in Year 3 also know the basic two-dimensional shapes and are secure in creating different ways to make 20.
129. Attitudes to mathematics vary. In Years 1 and 2, pupils have good attitudes and these contribute to effective learning. In Year 3, pupils have good attitudes and, in Year 5, attitudes were very good. As a result, the quality of learning was very good and pupils were making rapid progress. In Year 4, a significant minority of pupils have very short concentration spans, and the teacher had to recall them to order frequently. This slowed the pace of learning. This class has considerably more boys than girls and some of them tend to be disruptive. While progress was satisfactory because of the teacher's hard work, attitudes and behaviour were unsatisfactory during the lesson observed. In Year 6, some pupils do not believe that instructions apply to them. Again, the pace of learning slowed because the teacher had to take time to ensure that these pupils complied with instructions. In this lesson, the quality of learning had the potential to be very good, but this was not achieved because of the uncooperative attitudes of a few pupils.
130. The quality of teaching is good overall throughout the school. In the lessons observed, the quality of teaching was very good in Years 2 and 5. In these lessons, very high expectations for behaviour and effort resulted in very good levels of sustained interest and concentration. A very clear understanding of the National Numeracy Strategy resulted in very well organised learning with a sequence of learning activities to build up pupils' knowledge, skills and understanding systematically. Very effective questioning tested and reinforced pupils' understanding and ensured that all pupils, including those with special educational needs, were successfully included in learning. Carefully graded learning tasks for different groups of pupils ensured that all were challenged appropriately. On the other hand, an analysis of pupils' work over this term indicated that there are examples of whole year groups being given the same work. This does not result in appropriately challenging work to enable pupils of different levels of attainment all to make progress. Throughout the school, work is marked regularly and effectively.
131. The subject is managed well. The subject leader acknowledges that the National Curriculum tests for 2002 show clearly that higher attaining pupils need greater levels of challenge. As subject leader she monitors planning, audits resources and analyses data from the National Curriculum tests for Years 2 and 6, but has yet to fully analyse the optional tests for Years 3, 4 and 5. She participates in training and feeds back the information she is given to her colleagues. As a leading mathematics teacher, she is in a good position to support her colleagues and has taught some demonstration lessons. She has developed an evaluation grid as a basis for subject development which starts from the school's current situation. However, she has not yet had an opportunity to monitor and evaluate the quality of teaching and learning in class.
132. The subject leader is ambitious to raise standards in mathematics throughout the school. She understands that there is a need for pupils to be given work which will enable them to grow in confidence and make good progress. She also realises that, if the school is to improve, there needs to be consistency of practice, for example, in the use of information and communication technology to support learning, and good practice seen in some classes needs to be developed throughout the school. The school has the capacity to achieve this.

SCIENCE

133. Standards of attainment in science at the end of Year 6 for 2002 were judged to be well below the national average. The number of pupils with special educational needs in this year group was approximately 25 per cent. This has had a marked effect, contributing to the low standards of attainment of these pupils overall. Attainment by the end of Year 2 for 2002 was judged to be well below the national average. No comparisons can be made with previous standards as this was a newly formed school in 2001. Standards of attainment, as judged by this inspection, are now broadly average by Year 2 and Year 6. This is the result of effective teaching which has high

expectations for pupils' effort and is focused on developing good investigative skills and accurate use of the subject's specialist vocabulary.

134. The majority of pupils in the infant and junior classes are making good progress. There is no significant difference in the performance of boys and girls throughout the school, although in one class there are significantly more boys than girls and this is adversely affecting behaviour and progress. Pupils, who have special educational needs are supported effectively by their class teachers and learning support staff and make sound progress. Higher attaining pupils across the school are presently not being challenged enough in science lessons in some classes. If these pupils are to reach their full potential and attain higher levels and standards by the end of Years 2 and 6, they will require work that is consistently of a more challenging nature.
135. Pupils in Year 6 learn about the human body and pupils of all abilities show they have a sound understanding of the functions of the heart. Higher attaining pupils use the correct scientific language of atrium and ventricle, identifying correctly the four chambers of the heart. Average and lower attaining pupils have a secure understanding of how the heart works but, in writing on this subject, do not show a clear knowledge and understanding of the scientific terms used. Younger pupils in Year 3 developed their investigative skills very well when they tested various paper materials for their absorbency properties. Good progress was made in predicting, making a hypothesis, investigating, measuring and recording their findings. Higher and average attaining pupils showed that they had developed a good understanding of what constitutes a 'fair test'. Lower attaining pupils did not grasp the concept of a 'fair test' but with assistance, were able to record their investigative findings and so made good progress. In this lesson, higher attaining pupils were not challenged sufficiently. Many were eager to get on with recording their findings alone but were held back to wait for everyone to work to the same point.
136. Younger pupils in Years 1 and 2 have learned about shiny and non-shiny materials as well as building on their knowledge and understanding of light sources. Pupils in Year 1 made rapid progress in an observed lesson on an investigation to see the effect of a light source on an object in a darkened box. They began to develop their investigative skills well, making careful observations and recording their findings in a simple table format. All pupils explained that the light had helped them to see a key or spoon in the box and so achieved the objective of the lesson. Average attaining pupils, when questioned, explained that they needed the light to see, for when it is turned off everything is dark. A higher attaining pupil put forward the correct hypothesis that, "When the light is on, it hits the shiny object in the box and then it comes back into your eye and so you can see it". This is a good example of a higher attaining pupil who consistently requires challenge in order to reach her full potential. Pupils in Year 2, in carrying out the same investigation, made very good progress overall during the lesson. In this lesson, one higher attaining pupil, on being questioned, put forward the hypothesis that we see the object in the box as light is reflected straight into our eyes. Again, there was not enough challenge for the higher attaining pupils as they carried out the same work and the expectations for their learning were the same.
137. One prominent feature of science lessons is the very good provision made by all the teachers, throughout both the infant and the junior classes, to develop pupils' investigative skills through scientific enquiry. This is a strength of all science lessons and is contributing well in helping to develop pupils as young scientists. This also contributes well towards a target in the action plan for the school 'to develop pupils' interpretative skills in science'.
138. Teaching and learning in the lessons observed during the inspection were good overall. During the inspection teaching was never less than satisfactory and the vast majority was good or very good. This is having a positive impact on pupils' learning, the good progress that they are making and the sound level of achievement being attained.
139. Effective teaching is characterised by a very good knowledge and understanding of science within the study of the human body coupled with accurate use of scientific terms to develop pupils' scientific vocabulary. Teachers are developing pupils' investigative skills and, in Years 5 and 6, good levels of challenge are set for most pupils. Classroom activities are well organised with very

good use of resources and deployment of class assistants to support pupils' learning. There are good examples of reviews at the end of lessons to revise and consolidate learning. Areas for development include the consistent use of assessment to track the progress of individual pupils with a view to planning for their further progress. Higher attaining pupils need consistent challenge to develop their potential. Too little use is made of information and communication technology to support learning in science. There are examples of good practice in marking, for example in Year 3, but this is inconsistent across the year groups.

140. Pupils' responses in lessons are generally good. They listen attentively, a good example being observed in a Year 4 lesson when the teacher described and demonstrated how to carry out a fair scientific test in a study of forces using a ramp, various surfaces and a toy car. A high level of enthusiasm and interest was shown, particularly in investigations. Pupils work well in groups and, in these, teachers provide good opportunities for the development of social skills. In a Year 5 science lesson, pupils worked hard, supporting each other well and celebrated individual successes. A lower attaining pupil's self-esteem was raised as a classmate commented, sharing with everyone, 'He knows a lot about animals'. The presentation of some written work and recording of findings is not consistent and, in some instances, it is poor. This is an area for improvement. The smooth running of some lessons is spoiled by a minority of immature pupils, for example, where the number of boys is greater than the number of girls, and some of these boys have short concentration spans. As a result of lack of application and distraction, noise levels tend to rise above acceptable levels and teachers are taken away from supporting groups with new learning, to refocusing the minds of this small minority of pupils.
141. Leadership and management of the subject are good and the recently appointed co-ordinator gives a good lead to her colleagues. An audit of teachers' knowledge and understanding and confidence in teaching science identified physical processes, particularly forces, as an area of concern. Prompt action was taken by the co-ordinator and support was organised through the local science adviser. The adviser gave demonstration lessons and teachers' understanding and confidence was raised. This is having a positive effect on attainment and progress. Resources for science are good but there is a need to acquire more probes and sensors so as to make more use of information and communication technology in lessons. At present there is no monitoring of teaching and learning for science and there is no consistent assessment system to track pupils' progress and achievement. The school has recently purchased an assessment package and plans to use this to record achievement.
142. There are encouraging signs of progress in the teaching and learning of science. The school has the capacity to raise attainment to nationally expected levels if work is planned to develop the knowledge, skills and understanding of pupils of different levels of attainment. Improved assessment procedures will then enable the school to track pupils' progress and plan for further progress.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

143. There was limited evidence of these subjects as this is the start of a new school year and no work was available from the previous year. There was insufficient evidence in art and design and design and technology to make judgement about standards. However, these subjects make a satisfactory contribution to pupils' cultural development overall. There are a number of paintings in the school which can be used to develop pupils' appreciation and understanding of this area, but they are kept individually by teachers and are not centrally stored. The subject leader has plans to develop this area and to build up collections of artefacts. Visits to art galleries or from practising artists are infrequent and the school is aware of the need to develop this provision.
144. In Years 1 and 2, in the lesson observed, pupils were attaining standards in art and design that are in line with national expectations. This is evident from the lesson observed and the work produced in a second lesson. Some pupils working in Year 1 are reaching standards of attainment that are above national expectations. The evidence from this lesson and the work produced in a second lesson suggests that the quality of teaching is good.

145. Lessons were carefully planned and build onto previous work. The differing abilities of pupils, including those with special educational needs, had been considered and they were given work which was appropriate to their abilities. In the Year 2 lesson, pupils were asked to complete a piece of a magazine picture using their own knowledge of bodies, careful observation of the picture and their imagination to complete the background. The pictures, previously stuck in their sketchbooks, were selected to be challenging but to allow all groups to be successful. Relationships were good and pupils were encouraged to improve by adding detail or looking carefully at colour and line. The end of the lesson was used well and pupils evaluated their work and gave titles to the pictures with their reasons for choosing them.
146. From an evaluation of the samples of work around the school and the observation of one lesson in Years 3 to 6, it is possible that standards are in line with national expectations. Pupils use a variety of media including clay to make three-dimensional models, charcoal, watercolour paint, pencil and natural materials. Pupils in Year 6 have sketched fruit using charcoal while those in Year 5 have painted the fruit using watercolour. They mix paint well, observing light, shade and tone. Year 3 pupils have produced large-scale drawn portraits linking with their Tudor theme in history. They have worked well for this age and included good detail in their portraits.
147. It was not possible to judge teaching in Years 3 to 6 overall but the quality of teaching in the one lesson observed in Year 3 was good. Similarly, it was not possible to judge standards or the quality of teaching in design and technology as only one lesson was observed. There is very little evidence of past work and there were no products on display from the previous year. The one lesson observed in Year 6 built on good learning from previous lessons. A well-planned lesson led to good progress in creating a design specification for a slipper. Discussion with the pupils revealed that they had a good understanding of the design process and had been practising skills such as appliqué to apply to their own slippers if required. The school has made a link with a local 'beacon school' for design and technology and a newly qualified member of staff has watched a lesson in this school to gain knowledge and expertise.
148. Both these subjects have recently been a low priority in terms of resourcing but a two-year cycle of curricular planning and the school's link to the nationally recommended schemes of work have focused the co-ordinators' priorities for new resources. There is no art and design policy and the subject leader knows that this will need to be written to focus the school's priorities for the scheme of work and for teaching and learning. The co-ordinator for art and design is very keen to develop 'cross-curricular' links and in her own class used a painting by Lowry to stimulate a dance lesson, which was highly successful. Good practice such as this should be shared within school to further raise the standards of art and design, design and technology and the performing arts. There is scope for planning for these subjects to consider the implications of using information and communication technology, developing literacy and numeracy skills within the subject and highlighting the vocabulary to be taught. The development of speaking and listening skills could be improved further as pupils learn to explain or evaluate their work.

GEOGRAPHY AND HISTORY

149. Standards in history are satisfactory for pupils in Years 1 and 2 and are in line to meet national expectations by the end of Year 2. Standards in history are consistently good throughout Years 3 to 6 and they are well in line to be above national expectations by the end of Year 6. No judgement could be made on the standards achieved in geography, as there was insufficient evidence. Discussions with pupils in Year 6 indicate that they have some experience of maps and plans and an understanding of their local area.
150. During the inspection, the overall quality of teaching and learning in history was good with half of the lessons being very good. There was no teaching of geography during the period of the inspection and there is insufficient evidence to judge the quality of teaching and learning and pupils' responses in geography. Analysis of the school's long-term planning indicates that history is normally taught during one term and geography during the next. In planning for this academic year, some pupils will not cover geography until the summer term of 2003. This means that these

pupils do not have opportunities to develop or practise their geographical skills with any continuity and this is a significant weakness in curricular provision.

151. The best teaching and learning, some of it to a very good level, was observed in Years 1, 2 and 5. In the junior lessons, both focusing on the history of Britain in Victorian times, teachers planned well, had a very good knowledge of the history topic and used a wide variety of good teaching strategies. Good quality resources and artefacts were used well to support teaching and pupils' learning and constantly challenged pupils throughout lessons and involved them in open discussions on the topic. As a result, pupils of all abilities, including those with special educational needs, made good progress in learning about life in Victorian times and the standards achieved were high. An analysis of pupils' work indicates that they are using their literacy skills to good effect in their learning in history. One higher attaining pupil captured the atmosphere of the time well when writing with feeling and in the language of the time about conditions in the workhouse. For example, she wrote, 'We have suet pudding thrice a week'. Information and communication technology is used to support learning in the juniors but not consistently so. Higher attaining pupils were seen to use the Internet and the BBC web-site to find additional information about the Victorians. They subsequently shared this information with their classmates.
152. In Years 1 and 2, where the current focus is the life of Florence Nightingale, again as a result of very good teaching, pupils' learning was very good and they made good progress during the lesson. The teacher used an appropriate time line for pupils to learn from and teaching assistants were used to very good effect to support pupils with special educational needs. Higher attaining pupils, using the time line, could point out that Florence Nightingale was born in 1820 and died in 1910; they could also work out that she was 90 when she died. A lower attaining pupil related that Florence Nightingale was a nurse who helped soldiers who were hurt fighting in a war. This is a clear indication that pupils of all ability levels, including those with special educational needs, had made good progress in new learning. In history lessons, when pupils were given tasks that did not match individual needs or abilities, they made less progress in achieving the objectives of the lesson.
153. Pupils' responses in the lessons observed were always good or better. They are all keen to learn. Older pupils show a high level of enthusiasm and apply themselves extremely well. Pupils across the full age range are keen to express their feelings and to articulate their knowledge of their new learning in introductions and review sessions.
154. The co-ordinator with joint responsibility for history and geography was on leave of absence during the inspection. Discussions with a member of the senior management team with oversight of these subjects indicates that both subjects are being managed well. Evidence from the inspection suggests that history is being particularly well managed. There is a good and informative geography policy in place and a policy for whole-school history is planned to replace the infant one adopted at the time of the merger of the two schools.
155. Resources for both history and geography are adequate but additional resources are required to support the work planned for the infants. Information and communication technology is underused to support learning in these subjects. The school has adopted nationally agreed schemes of work for teaching these subjects. At present there is no monitoring of teaching and learning for either history or geography. A start has been made with building up a profile of pupils' work. There are also times when tasks and activities given to pupils do not match their needs or abilities effectively. These are two areas, coupled with additional resources, to address if the teaching and learning of these subjects are to be developed further.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Pupils' attainment in Year 2 is satisfactory, as is the progress that pupils make in Years 1 and 2. Standards are broadly in line with those expected nationally. For pupils in Year 6, standards are below those expected nationally. Pupils have not covered all the areas of learning required within information and communication technology. The present provision for this subject does not meet the requirements of the National Curriculum.

157. Teaching and learning of new and basic skills are good. Teachers use good introductions to their lessons explaining their expectations for each lesson clearly. As a result pupils have a good understanding of the work they need to do and feel confident. Most teachers have at least a sound knowledge and understanding of information and communication technology and its use and have a good command of the technical language associated with this subject. Some teachers, however, still need to receive training in skills in order to teach with more confidence and assurance. Teaching is well supported by knowledgeable and competent teaching assistants, who use their skills to good effect in small group situations. The majority of lessons are managed and organised very well. However, the ventilation system is not being used in the computer suite and it becomes unbearably hot at times. This is an area of weakness in the care of pupils and should be rectified.
158. Pupils, including those with special educational needs, make good progress in most of the lessons held in the computer suite and their attainment is satisfactory. Pupils of all ability levels in Year 1 used a mouse effectively when moving pictures to build up room scenes associated with the story of Goldilocks. Higher attaining pupils show a good level of understanding of the use of a mouse in moving both words and pictures on the screen. Pupils in Year 2 made satisfactory progress as they used their word processing skills to build up a list of light sources to support the work that they were doing in science.
159. Pupils in Year 3 to Year 6 are able to log on to computers successfully and are developing their skills appropriately. It is evident that their previous learning in the use and application of computers has been limited so that their levels of attainment are unsatisfactory overall. The school is making strenuous efforts to 'fast-track' its pupils to cover all the necessary requirements within this area of the National Curriculum. Pupils in Year 6 are making good progress as they are introduced to e-mailing as a method of sharing and exchanging information. By the end of an observed lesson, pupils in Year 6 of all levels of ability sent and received e-mails from each other successfully.
160. Discussion with Year 6 pupils showed that there are significant gaps in their knowledge and understanding of the uses of information and communication technology. They have not been taught enough within the element of control and modelling and they have not had enough experience in practising their acquired skills in other subjects of the curriculum. This is borne out by the inconsistent use of classroom computers in other lessons seen during the inspection. Information and communication technology is not being used effectively and consistently to support teaching and learning in other subjects of the curriculum.
161. The school has invested a lot of money in providing a computer suite with 15 computers as well as having at least one computer in each classroom. On-going staff training is developing teachers' knowledge and understanding of information and communication technology and building up their skills to effect good teaching and learning for this subject area. There is a good policy in place that ensures the protection and safety of all pupils against undesirable information being sent to them as well as preventing access to inappropriate web sites. There is a detailed list of 'Pupil rules for Internet use' with a clear statement on 'sanctions' for breaking these rules. Written communication has been made with parents and permission has to be given by them for their children to become users of the local Barnsley Learning Network.
162. The subject manager was on leave of absence during the inspection and discussions were held with the headteacher. Long term planning indicates that the school is making a determined effort to cover all the requirements of the National Curriculum in the future, with areas of focus appropriate for different age groups. Resources for the subject are adequate as is the ratio of computers to pupils. Time allocations and the numbers of pupils using the computer suite should be reviewed in order to ensure that enough time is available to develop pupils' information and communication technology skills. Years 1 and 2 sessions are too short and Years 3 and 4 pupils are disadvantaged by having to wait over a two-week period for their turn for group work in the suite. At present there is no monitoring of teaching and learning and there is no system in place for the on-going assessment of pupils' progress. These, together with increasing the use of computers in classrooms, are areas for the school to develop.

163. There is evidence of progress being made in teaching and learning in information and communication technology. However, this is from a low base and much remains to be done. The school has the capacity to continue to improve teaching and learning in this increasingly important subject.

MUSIC

164. During the inspection, most music teaching and learning was concentrated on singing. In Years 1 and 2, pupils sing enthusiastically and mostly in tune. They have a secure understanding of rhythm. They were very successful in omitting increasing elements and having increasing periods of silence while singing 'Heads and shoulders'. They were also successful in sequencing the different elements in 'If you're happy and you know it, clap your hands'. By the end of Year 2, their singing is on course to be better than is normally found but there is insufficient evidence to make a judgement about other aspects of music.
165. Years 3 and 4 joined together for singing and Year 5 had a separate session. Attainment was satisfactory in the lesson for Years 3 and 4 and good in the lesson for Year 5. Pupils in Years 3 and 4 sing in tune successfully but found it difficult to sing a song as a round. They found it difficult to sustain the second part on the correct note. Four pupils volunteered to sing a solo verse in 'I am the Music Man', but, in the event, only one went on to sing out effectively. The quality of singing in Years 3 and 4 is at the level normally found, but, in Year 5, the quality of singing is better. Pupils sing confidently and are well able to maintain two parts in a round and successfully sing 'Three Blind Mice' and 'Frere Jacques' against each other. Different pupils accompany songs on percussion instruments and maintain the pulse accurately. Pupils know and understand a range of musical terms including discord, concord, ostinato, harmony, octave and scale.
166. The only lesson which was not devoted entirely to singing was the Year 6 lesson. In this lesson, pupils showed above average knowledge, understanding and skills over a wide range of musical activities. Pupils understand the difference between staccato and legato and one pupil demonstrated staccato very effectively. Another pupil identified which part of a song it would be very difficult to perform staccato. Pupils had very good listening skills in repeating improvised singing led first by the teacher and then by different pupils. Pupils clap different rhythms successfully and hold two parts in a round with impressive skill. They play different tuned percussion instruments competently and many were able to work out a tune on these instruments, some intelligently removing unwanted chime bars so as to make the playing of the tune easier. A mature degree of reasoning was brought to this work. These pupils are on course to achieve above average standards in the different areas of study in music by the time they leave the school.
167. Mostly, pupils respond well in music lessons and work well and with interest and enthusiasm. Pupils in Years 3 and 4 concentrated less well and outbursts of chatter between songs slowed the pace of learning so that it was only satisfactory. This was largely because of the higher number of boys, a number of whom had short concentration spans. Progress in learning was good for all pupils, including those with special educational needs, in Years 1 and 2 and very good in Years 5 and 6.
168. The quality of teaching was good in Years 1 and 2. Secure subject knowledge and understanding resulted in a well-planned lesson with an interesting range of learning activities. High expectations for pupils' efforts and behaviour and good lesson organisation resulted in very secure management of pupils so that learning proceeded at a good pace. The management of pupils was less secure in the combined Years 3 and 4 lesson. The large group of over 50 pupils lacked sustained concentration and this slowed the pace of learning in spite of the good efforts of the two teachers. Problems were created when pupils had to be given the words to one song. Had they been available on the overhead projector, this would have been avoided. The quality of teaching in the Years 5 and 6 lessons was very good. Very interesting learning activities engaged the interest of both classes so that they worked with sustained interest and concentration. Very effective questions tested and reinforced pupils' understanding. In the singing sessions for Years 1 and 2, 3 and 4 and 5, teaching and learning were supported very effectively by a visiting pianist.

169. The subject manager was on leave of absence during the inspection and the subject was being led by the deputy headteacher. There is a music policy in place and national guidelines are used to underpin teaching and learning. Music has not had a very high profile in the school and pupils' opportunities to experience music outside lessons are very limited. The use of information and communication technology to support teaching in music is inconsistent and the subject leader acknowledges that more resources are needed for this. Resources for learning are good in terms of instruments, but there are fewer resources for listening and developing appraising skills. Resources to help pupils to appreciate the music of other cultures are very limited.
170. If music is to have a higher profile in the school so that it makes a major contribution to pupils' cultural and social development, then the deputy headteacher acknowledges that more thought will need to be put into how to promote it. For example, no reference is made to the music being played as pupils enter and leave assembly and singing is at its least successful in whole-school assemblies. There is scope for music to play a significantly greater role in the life of the school by means, for example, of instrumental groups and a choir. Only five pupils are currently learning an instrument in school.

PHYSICAL EDUCATION

171. Attainment in physical education is at the level normally found for pupils aged seven and eleven. Pupils throughout the school, including those with special educational needs, make sound progress. Arrangements for swimming were changed at the beginning of this school year and all pupils from Years 3 to 6 now have the opportunity of swimming for one term in each of their junior years. This is a good level of provision and attainment in swimming is better than is normally found.
172. Throughout the school, pupils have a good understanding of the need to warm up before physical exercise and to relax the body afterwards. Overall, pupils have an understanding of the need for safety in physical activities and that other pupils require space. In Years 1 and 2, dance lessons were observed during the inspection and in Years 3 to 6, dance and gymnastics lessons were observed. Medium term planning indicates that all the required areas of the National Curriculum are covered during the course of the year.
173. Years 1 and 2 were exploring dance to different scenarios to develop body movements in response to the requirements of the story. In two lessons observed, this involved an African greeting song 'Dipidu'. In one very good lesson, pupils included handshakes, bows and curtseys. Pupils showed good initiative in creating sad looks and movements with slumped shoulders and bowed heads. One group of girls managed to look wistful. When asked to contrast this with joy, one boy performed a skilful cartwheel to illustrate his pleasure. Pupils were able to articulate what they enjoyed most about the lesson. In another lesson, pupils did not reach the same good standards because a few pupils had short concentration spans and the management of their behaviour interrupted the flow of the lesson and slowed the pace of learning.
174. In Years 3 and 4, pupils slide, hop, walk and jump along benches. A few perform forward rolls and cartwheels successfully. Some create imaginative sequences of movements, for example, with crouched, twisting or sideways elements, but most have straightforward ideas. While movements can be strong and well co-ordinated, they tend to lack sophistication. In contrast, in an excellent dance lesson in Year 5, pupils' attainment was enhanced by considering a Lowry painting to set the mood for creating a dance-drama about child labour during the industrial revolution. Pupils' empathy with this situation was further developed when the whole-class recited a poem that they had written about child labour. The dance sequence then involved three sections - getting up and walking to work, working with machinery in a factory and returning home after a long day. Pupils showed impressive initiative in creating movements to illustrate these different elements including some complex group work during the machinery section. Pupils had a very good ability to create an atmosphere and their attainment was well above the level normally found.
175. Pupils' attitudes to physical education vary and their attitudes affect their attainment and progress. In very good and excellent lessons, pupils work with very good sustained interest and

concentration and so attain well. In satisfactory lessons, a few pupils have short concentration spans and this adversely affects attainment and progress. Most pupils are courteous and co-operative and respect each other's efforts.

176. The quality of teaching in the lessons observed was good overall but ranged from satisfactory to excellent. In the excellent lesson, the teacher's excellent planning resulted in very high quality learning and participation. The very interesting learning activities totally engaged the pupils' interest and enthusiasm and teacher and pupils were totally united in the pleasure of artistic creativity. The use of elements of literacy, art and design and music to support attainment and progress in physical education was an example of excellent practice. In satisfactory lessons, teachers' knowledge and understanding of the subject are secure and lessons are planned to build up pupils' knowledge, skills and understanding systematically. However, progress in learning is adversely affected by the unsatisfactory concentration of a few pupils. This is particularly true in classes where boys outnumber girls. Whilst teachers manage this very well, the pace of the lesson is slowed and progress for all pupils is not as good as it might be.

177. The subject is managed satisfactorily. Physical education has not had a high priority in the school and pupils have fewer opportunities for physical activities than are found in most schools. Resources for learning are satisfactory and the accommodation is good. Pupils experience little competitive sport and there is relatively little external coaching. There are few after-school clubs. Pupils have a satisfactory introduction to physical education. If their experience is to improve, the subject will need to be given a higher profile throughout the school.

RELIGIOUS EDUCATION

178. Religious education will be reported separately by the diocese.