

INSPECTION REPORT

**WOMBWELL PARK STREET PRIMARY
SCHOOL**

Wombwell, South Yorkshire

LEA area: Barnsley

Unique reference number: 106594

Head teacher: Mr P Dudill

Reporting inspector: Mr A Margerison
21666

Dates of inspection: 24th – 27th June 2002

Inspection number: 249943

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Park Street Wombwell Barnsley South Yorkshire
Postcode:	S73 0HS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Lacy
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM.

Team members			Subject responsibilities	Aspect responsibilities
21666	Mr A Margerison	Registered inspector	English	What sort of school is it?
			Geography	The school's results and pupils achievements
			Special educational needs	How well are pupils taught?
			Areas of learning for children in the foundation stage	What should the school do to improve further?
13786	Mrs S Walsh	Lay inspector		Pupils' attitudes, values and personal development
				How well the school cares for its pupils?
				How well does the school work in partnership with parents?
30834	Mrs A Lowson	Team inspector	Design and technology	How well the school is led and managed?
			Information and communication technology	
			Physical education	
21020	Mrs T Galvin	Team inspector	Science	
			History	
			Religious education	
			Equal opportunities	
20568	Mr M Rothwell	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Music	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wombwell Park Street School is situated in the town of Wombwell, seven miles south of Barnsley in the county of South Yorkshire. Most pupils live close to the school, but a few parents from neighbouring areas choose to bring their children to the school. Two-thirds of the housing in the area is privately owned with the remaining third being local authority owned. With 237 pupils on roll aged three to 11 years it is an average sized school. The school's characteristics have changed little since the last inspection although more pupils live on the local authority housing estate than in the past. The school has a specialist local authority unit for hearing impaired pupils who learn together for much of their time with hearing pupils and one teacher is employed by the local education authority to manage it. The majority of pupils are of white heritage and no pupils speak English as an additional language. The proportion of pupils entitled to free school meals is 8.8 per cent and below the national average. Although the proportion of pupils with special educational needs varies considerably from class to class, 18.6 per cent of pupils are on the school's register which is slightly below the national average. There are 10 pupils with statements of special educational needs, including 5 with a hearing impairment. The other statements are for learning and emotional and behavioural development difficulties. Most of the children in the current reception classes went to the school nursery before transferring to the main school and although attainment on entry varies from child to child, overall it is broadly typical for their age.

HOW GOOD THE SCHOOL IS

Wombwell Park Street Primary School is a very welcoming school that fully values the contributions and achievements of pupils and provides them with a good education. The school is well led by the head teacher resulting in good improvement since the last inspection. All staff and adults associated with the school are committed to pupils' well being which gives a firm foundation for the good care and support pupils receive. The very good provision for pupils' moral and social education ensures they behave very well and develop very positive attitudes to school. Overall, pupils are taught well so they achieve good standards, but pupils with special educational needs, including those with hearing impairment, make very good progress due to the very good support they receive from teachers and support staff. Wombwell Park Street is an effective school that gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science by the age of 11.
- Teaching is good. Overall, teachers manage pupils very well so their behaviour is very good in lessons and around the school.
- Provision for pupils with special educational needs, including those with hearing impairment, is very good so they achieve very well.
- Provision for pupils' moral and social development is very good so they develop very positive attitudes to work and enjoy coming to school. Relationships between pupils and adults are very good and pupils are well cared for and supported in school.
- The very good range of visits and activities out of school enhances the experiences of pupils.
- The head teacher and senior staff lead the school well so it has improved since the last inspection. The school has identified appropriate priorities to develop the school further.
- Governors have a clear understanding of the strengths of the school and support the head teacher well.

What could be improved

- Standards achieved by pupils in music by the age of 11.
- Monitoring and development of the quality of teaching and learning.
- Teachers' use of assessment information to plan lessons to fully accommodate the learning needs of pupils of different ability.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in 1998. All of the key issues have been tackled systematically. The senior management team are fully involved in identifying the priorities for development and has recently been appropriately strengthened by including the member of staff responsible for infants. The school improvement plan now clearly identifies the current priorities for development, the costs involved and includes the ways in which the progress made towards achieving them will be evaluated. Overall, governors now have a clear understanding of the strengths of the school and the areas for development. The administrative staff and the finance committee effectively monitor spending. The school has put in a lot of work on developing the annual reports to parents about their children and has tried to use reading diaries more effectively to communicate with parents. In addition, developing the curriculum and providing training have effectively addressed the weaknesses in the teaching of physical education. The recent establishment of the foundation stage, which includes the nursery and reception classes, provides a more coherently planned education for children in the early years of schooling and is beginning to have a positive effect on their progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	B	D	D
mathematics	C	C	D	E
science	C	C	D	D

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

In the national tests for 11 year-olds in 2001, standards of attainment were below the national average in English, mathematics and science. When compared with similar schools, as measured by the proportion of pupils eligible for free school meals, standards in English and science were below average and well below average in mathematics. However, this group included a third of pupils with special educational needs and, overall, pupils made satisfactory progress from the age of seven. Taking the three years 1999-2001 together, pupils' performance has been below the national average with boys performing lower than girls. However, a significantly higher proportion of pupils on the register of special educational needs are boys. Currently, standards have improved significantly so the school has exceeded its targets for 2002 in English and mathematics. Children in the nursery and

reception classes achieve well, particularly in their communication skills and personal development, to attain the expected levels by the end of their year in reception. Pupils make good progress from the end of reception so standards of attainment by the age of 11 are better than national expectations in English, mathematics and science. Standards are in line with expectations in all other subjects except reading and writing in Year 2 and in music in Year 6. Pupils with special educational needs, including those with hearing impairment, make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They are very enthusiastic and well motivated so they work hard in lessons.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good. Pupils understand and follow the established routines and meet the high expectations of behaviour set for them.
Personal development and relationships	Relationships are very good and enable the school to function as a well-ordered community. Pupils with hearing impairment are fully involved by their friends in activities in school. Personal development is very good with pupils taking responsibility for aspects of their work.
Attendance	Very good. Pupils' attendance is well above the national average.

TEACHING AND LEARNING

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

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

Overall, teaching in the school is good which reflects the findings of the last inspection. Teaching in nursery and reception classes is good. Teachers' very good management skills and the emphasis they place on developing children's basic communication and personal skills mean they are well prepared to enter Year 1. Teachers throughout the school manage pupils very well, provide appropriate resources and use homework effectively to give pupils opportunities to reinforce work done in class. Teaching in Years 1 and 2 is sound and reflects these strengths, but evidence from looking at pupils' work and teachers' planning shows that activities do not consistently challenge all pupils or provide sufficient opportunities for pupils to use and practise their basic skills in writing and spelling. Teaching in Years 3 to 6 is good due to the greater emphasis placed on teaching pupils basic skills in literacy and mathematics lessons. However, not enough emphasis is placed in other subjects on using assessment information when planning lessons and marking in many classes is inconsistent. Consequently, in some subjects, for example science, pupils do not make consistent progress in all aspects of the curriculum and it is not made clear to pupils what they have to do to improve their work. Pupils with special educational needs, including those with hearing impairment, are very well catered for by teachers and support staff so they learn very well. Pupils with hearing impairment are taught very well by staff in the specialist unit when they withdrawn for lessons so they learn basic literacy and numeracy well alongside developing their signing skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All pupils, including those with hearing impairment, have equal access to a broad and balanced curriculum that meets their needs well. The range of visits and visitors to school is very good and enriches the curriculum very well.
Provision for pupils with special educational needs	Very good. Pupils who have special educational needs, including those with hearing impairment, are very well catered for. They all have individual education plans that ensure very good rates of learning. These are used very well by teachers and support staff to plan activities and support in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' social and moral development is very good. Teachers provide many opportunities in and out of lessons for pupils to work together. Provision for pupils' cultural development, particularly their appreciation of their local mining heritage is good. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	The school has good procedures for ensuring pupils' are well cared for and behave very well. Provision for pupils with statements of special educational needs is very good, but the use of assessment information to plan work and set most pupils' individual targets for learning is in need of improvement.

The quality and range of opportunities for pupils is good. The school puts a strong emphasis on making sure all pupils have good access to all the experiences offered to them in lessons and outside. Pupils with hearing impairment are very well supported and, by teaching all pupils and staff some signing skills, the school ensures they are fully included in what it has to offer. On balance, the curriculum is broad, balanced and relevant, although the range of activities offered in art and design and design and technology is narrow and some classes do not have enough opportunities to practise their investigation skills in science lessons. Pupils are generally supported well although the use of assessment information to set pupils' targets and to plan lessons is unsatisfactory. The school has sound links with parents who have a positive view of the school and make a good contribution to the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher leads the school well. He is well supported by the senior management team and subject leaders. Together they ensure that the school has a clear educational direction and achieves its aims effectively.
How well the governors fulfil their responsibilities	Good. Governors are committed to the school and have a secure understanding of its strengths and the areas it needs to work on further. They fulfil their statutory duties well.
The school's evaluation of its performance	Satisfactory. Appropriate targets are set for improvement, but the school's system of evaluating the quality of teaching and the progress made towards these targets is in need of improvement.
The strategic use of resources	Good. Resources are used well in lessons. Spending is linked appropriately to identified priorities and best value is sought routinely.

The leadership of the head teacher has ensured that the school has made good progress towards addressing the issues identified at the last inspection. There are sufficient staff to teach the curriculum, accommodation is good and in most subjects, except music, teachers have adequate resources and equipment. The administrative staff ensure the school runs very smoothly and the school secures best value from its spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and they are taught well so they make good progress. • Pupils' behaviour in school and that the school expects pupils to work hard. • The school helps their children become mature and responsible. • They are comfortable at approaching the school with problems or questions. 	<ul style="list-style-type: none"> • The information they get on their children's progress. • How the school works with parents.

The great majority of parents have positive views of the school. The inspection team partially supports parents' concerns regarding the quality of annual reports as they do not clearly explain what pupils need to do to improve their work, but feels that the school works well with parents and keeps them adequately informed about what is happening in school and how their child is getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the national tests for seven year olds in 2001, standards of attainment were well below the national average and those of similar schools in reading and mathematics and below average in writing. Taking the three years, 1999-2001 together, pupils' performance has been below the national average in reading, writing and mathematics with boys achieving significantly lower standards than girls, particularly in mathematics. In the 2001 National Curriculum tests for 11 year olds, standards of attainment were below the national average in English, mathematics and science. When compared to similar schools, as measured by the proportion of pupils eligible for free school meals, pupils attained below average standards in English and science and well below average in mathematics. Taking the three years 1999-2001 together, pupils' performance has been slightly below the national average primarily due to the significantly lower performance of boys in English, mathematics and science. Girls' performance exceeded the national average in all three subjects.

2 Although the proportion of pupils with special educational needs currently in the school is slightly below the national average, it often has a significantly high number of pupils identified as having special educational needs. This can vary quite considerably within particular year groups but makes comparing this school's results to other schools nationally quite difficult. For example, the 32 Year 6 pupils that took the national tests in 2001 included a third who were on the special needs register. Closer examination of these results show they made steady progress from the age of seven and those pupils who are capable of attaining the expected level do so. As a result, the proportion of pupils who achieved the expected level was well above average when compared to similar schools in English and close to average in mathematics. In science, the proportion of pupils achieving the expected levels was slightly below average, but the difference is equivalent to one pupil not achieving to that standard. Throughout the school, two-thirds of pupils on the register of special educational needs are boys - a pattern that has been constant for a number of years, which accounts for the apparent difference in attainment between boys and girls.

3 The school has set itself appropriate targets securely based on assessing pupils' achievements using end of year tests developed by the National Curriculum and qualifications authority. Results in the 2002 national tests for 11 year olds indicate that the school has exceeded its targets for this year and inspection findings indicate pupils achieve well as they move through the school in English and aspects of mathematics and science. As a result, those who are not on the register of special educational needs attain national standards by the age of 11 in English, mathematics and science with a significant number attaining higher than expected levels. Inspection findings show that in English, standards of attainment in reading and writing are below national expectations for seven year olds. This is due to the proportion of pupils with special educational needs in the current Year 2 and the less emphasis teachers place on giving pupils opportunities to practise their basic skills in writing and spelling. However, overall, pupils with special educational needs, including those with hearing impairment, make very good progress so, taking into account their difficulties, they achieve good standards for their ability by the age of 11. This reflects the very good support they receive in lessons and when they are withdrawn for specialised support by main school support staff and the staff in the unit for hearing impaired pupils. Other than those pupils identified as having special educational needs, the achievement of boys and girls is similar.

4 The majority of children have pre-school experience in the school's nursery and enter reception with a broad range of prior attainment, but according to the school's baseline tests, are close

to what is typical for their age. Currently, by the end of their reception year, the majority of children attain at least the expected standards in the six areas of learning, but they achieve well in developing their basic skills of communication, language, literacy and personal development to attain above the expected standards in these areas. They listen well to each other and adults, take part in discussions enthusiastically and fully understand the routines of the school. However, the school's system of transferring children three times each year from the nursery means that one group only have one term in reception until they enter Year 1. These children are the youngest in the year group and, although most attain the early learning goals, they are not as well prepared for entering Year 1 having weaker personal skills, particularly in their behaviour and levels of language than the rest of their year group.

5 Taking into account all subjects, pupils' make sound progress to attain national expectations in most subjects by the age of 11. However, they achieve well in aspects of many subjects. This is due to teachers' very effective management skills, the emphasis they place on discussion and on developing pupils' knowledge and understanding of the subjects. For example, in English, pupils attain good standards in their speaking and listening skills by the ages of seven and in reading and speaking and listening by the age of 11. However, they are given insufficient opportunities to use their writing skills in subjects such as science, history and geography so their ability to express their own ideas is not well developed. In mathematics, pupils develop good number skills. In science, pupils' understanding and knowledge of different aspects of the subject develops well, but their standard of attainment overall is restricted by the few opportunities pupils have in the upper years of the school to practise their investigative skills.

6 In most other subjects, by the ages of seven and 11, pupils reach standards that are in line with national expectations. This broadly reflects the findings of the previous inspection except in physical education in which standards were judged to be below expectations. They are now in line with national expectations. Standards have improved due to the school improving the range of resources available for lessons and providing training for teachers. However, standards in music are below expectations by the age of 11. Pupils' knowledge of music is limited and they are unable to identify simple musical instruments such as two-tone blocks and a cabasa. Pupils have little understanding of how music is written, and are unfamiliar with famous composers.

7 In several subjects such as information and communication technology (ICT), art and design and design and technology, pupils develop a good understanding of parts of the National Curriculum programmes of study and learn certain skills well. For example, by the age of seven, in ICT, pupils have made good progress in developing their basic skills. They switch on computers and understand the function of all the different components as they open, use and close a range of programs. This means that they enter text into the computer, save, retrieve and print out their work from the computer. They understand how to create simple databases and how to control an on-screen turtle by typing in a string of commands. However, they have fewer opportunities to use these skills in lessons, other than in designated lessons in the computer suite. As a result, although pupils make sound progress and attain national expectations by the age of 11, their ability to work on their own and to decide which program to use is less well developed.

Pupils' attitudes, values and personal development

8 The very positive attitudes, behaviour and personal development of pupils is a strength of the school and reflects the emphasis the school places on this area of its work. Throughout the school, pupils have very good attitudes to school. Nursery children have very mature attitudes for their age, leave their parents willingly and immediately become involved in some activity. In the main school, pupils arrive promptly, happy and smiling and ready to start work. Their interest and enthusiasm for school continues to be evident in reception classes where most children join in with activities and work

together in small groups on activities such as pretending to run a shop. Throughout the school, pupils in the vast majority of lessons work very hard and try their best. They respond very well to their teachers and are very keen to answer questions and join in discussions. As pupils move through the school they become more responsible so the oldest pupils often demonstrate excellent attitudes and maturity. For example in a sex education lesson, Year 6 pupils displayed extremely mature attitudes when dealing with difficult subject matter. Pupils are also enthusiastic about joining in the wide variety of activities available outside lessons and after school. For example, girls and boys aged seven to 11, including some pupils whose hearing is impaired, were very involved in their music and drama class where they were learning to dance in Tudor style. Many pupils, some parents and members of the support staff are involved in the gardening club who do an excellent job looking after the many tubs, baskets and flower beds around school. The club makes a very important contribution to the school's attractive surroundings. Pupils work well together and learn about being responsible for their own environment.

9 Behaviour in and around school is very good. This judgement supports the views held by parents. Although there are occasional fallings out between pupils, bullying is very rarely reported. No parent expressed any concern about bullying or other anti-social behaviour such as racism or name calling. In all areas of the school pupils understand how they are expected to behave and respond very well. For example, in lessons the vast majority of pupils listen attentively to teachers and each other and put up their hands to answer questions. A few younger pupils, mostly those whose behaviour is being dealt with as part of the school's response to their special educational needs, are easily distracted from their work, but they are a very small minority. Pupils also behave well on the playground, although during morning and afternoon break some boisterous football games disturbed the games of quieter pupils. Behaviour is very good on the corridors, in cloakroom areas and the dining hall so that lunchtime is a very pleasant, social occasion.

10 Pupils' personal development is very good. They respect their environment and are very keen to take on responsibilities. Children in the reception class frequently volunteer to tidy up and older pupils volunteer to become "yellow caps" and help the lunchtime assistants by assisting younger pupils. Pupils from both age groups benefit from this arrangement. There are many opportunities for pupils to work in groups or pairs and this encourages good co-operation, initiative and independence. For example, when Year 3 pupils were playing a number game in mathematics, some pupils used their own initiative to develop ways of extending the game and this improved their multiplication skills.

11 Pupils' attitudes and high standards of behaviour are based on very good relationships between adults and pupils. An atmosphere of mutual trust and respect is threaded throughout the school in lessons and other activities. These are established very effectively in the nursery and consequently, pupils quickly learn to listen to the views of others and share their own ideas. For example, in a Year 5 personal and social education lesson there was a very lively discussion and pupils made very relevant points, which were respected by teachers and pupils.

12 Attendance rates are well above the national average and unauthorised absence rates are broadly in line with the national average. Pupils rarely miss school, but during September, May and June there is some absenteeism due to parents arranging family holidays in term time.

HOW WELL ARE PUPILS TAUGHT?

13 The quality of teaching is good. The majority of lessons observed during the inspection were satisfactory or better with a significant proportion being good or very good. This is a similar picture to the last inspection. Teaching is good in nursery and reception and in Years 3 to 6. However, taking into account evidence from looking at pupils' work and teachers' planning, over time pupils make

steady progress in Years 1 and 2 in learning the skills, knowledge and understanding across all subjects, and teaching in these classes is satisfactory. Children in nursery and reception are taught well so they learn good communication and personal skills which prepares them well to start National Curriculum work in Year 1.

14 The foundation stage caters for children up to the end of reception. At Wombwell Park Street Primary School this includes children in the nursery and reception classes. On balance, teaching is good. It is very good in the nursery but less consistent in the two reception classes. This is mainly due to the staggered arrangements for transferring children from the nursery to reception classes so that at the time of the inspection, one class had only been in school a few weeks with a temporary teacher. They had not developed a clear understanding of the school rules so they needed firmer management which meant that some lessons lacked the pace and briskness of other lessons seen in that area of the school. Teachers have a secure understanding of how to use the most recent national guidance to plan a range of interesting activities for children so they steadily develop their skills, knowledge and understanding in all the six areas of learning. The emphasis throughout the classes is on developing children's communication and personal skills. This is particularly effective in the nursery so children move to the main school with well developed speaking and listening skills. They play and work with each other purposefully and most children are well prepared to start working in the larger environment. Activities and lessons are organised and managed effectively so that lessons have a purposeful air. As a result, children's behaviour and attitudes are very good. The majority of children have clearly learnt what is expected of them and respond very positively. They try hard and are very interested and enthusiastic in all the activities provided for them.

15 Throughout the school, teaching has considerable strengths. Teachers have secure subject knowledge so pupils learn at a steady pace and acquire basic skills in literacy and numeracy at a satisfactory rate. Many lessons have an appropriate mix of whole class and group activities with pupils expected to complete tasks within the time they are given. Throughout the school, teaching has considerable strengths. Teachers manage pupils very well so their behaviour is very good. Support staff are used effectively so pupils' concentration is very good and they try hard. Homework is used well to give pupils opportunities to practise and reinforce what they have learnt in lessons. Class discussions and introductions to lessons where all pupils are working together as a class are consistently good. Teachers use questions well to involve all pupils in discussions so they learn to contribute confidently and to listen well. This also effectively reinforces previous work. However, insufficient use is made of assessment information when teachers are planning written or independent activities. Consequently, in some subjects such as English and science, tasks given to pupils do not always take into account the needs of pupils of different abilities, particularly those capable of higher attainment and not all areas of subjects are given the same emphasis. As a result, pupils' make good progress in developing a secure understanding of some aspects of most subjects. For example, number skills in mathematics and their understanding of some aspects of science. However, pupils make less progress in other areas such as investigating and experimenting in science and their ability to understand people's lives in the past or in other countries around the world. In science and geography activities are similar for all pupils, which limits the opportunities higher attaining pupils have to demonstrate and extend their understanding. In the main school, there is one key difference between the quality of teaching in Years 1 and 2 and in Years 3 to 6. This relates to the effectiveness of the teaching of basic skills in writing and spelling which affects the standards pupils attain. In Years 1 and 2, teachers have secure subject knowledge so pupils learn at a steady pace and acquire basic knowledge of literacy and numeracy satisfactorily. The whole school approach to the teaching of reading is good, in particular the way pupils are taught library and research skills. However, teaching of reading and writing in Years 1 and 2 is not as effective. Pupils' progress in reading is not monitored closely enough and reading diaries are not used consistently to involve parents in their children's work. Marking does not always correct errors in handwriting or spelling and although pupils are expected to

write for different purposes, this is inconsistent so pupils do not have enough opportunities to practise their handwriting and spelling.

16 In the best lessons seen during the inspection, group tasks were varied for pupils of different abilities. For example, in a Year 6 English lesson the teacher had planned a range of activities which included the effective use of the support assistant. Opportunities for assessment were planned into the lesson and the teacher effectively used questions to target individual pupils at their level of learning. The lively discussion also helped pupils' speaking and listening skills to develop well. Throughout the lesson pupils were managed very well with clear instructions and explanations of what pupils had to do so their behaviour and attitude to the lesson was very good. They responded eagerly to the questions and focused on the activities planned for them. Very similar strengths were evident in a Year 2 science lesson looking at the properties of different materials. The very good management of pupils resulted in them being interested and responding enthusiastically. Good provision of resources enabled the pupils to fully achieve the purpose of the lesson through investigation and pupils of different abilities were expected to record what they found out in an appropriate way. Consequently, pupils made very good gains in their understanding of how different materials vary and their skills in investigating in a scientific way improved very well too. In addition, this lesson had strengths that helped promote pupils learning of basic skills. Pupils were expected to write for themselves whereas in other lessons insufficient opportunities are given for pupils to write or practise their writing skills. Also ICT was an integral part of this lesson, which gave a few pupils an opportunity to practise using their computing skills in a specific context. Generally, throughout the school, pupils are taught these skills well in the computer suite but do not have enough opportunities to use them in other lessons. Computers are used well for pupils to research topics, but not enough use is made of them for pupils to present work or to produce graphs and charts.

17 Pupils with special educational needs are taught very well so they make very good progress. This is founded on deploying support staff very effectively and using withdrawal sessions to work on targets identified in pupils' individual education plans to develop pupils' literacy skills. Pupils with hearing impairment receive very good support by signing adults so they are fully included in all the main school lessons. When these pupils are withdrawn from lessons in the specialist unit, they are taught very well. Within the context of literacy and numeracy lessons, pupils are encouraged to refine and practise their signing skills, whilst working on their basic skills of the main subject. This approach very effectively prepares them for operating in a hearing context, but also ensures they develop the skills and confidence to play a full part in the deaf community and to communicate effectively with both their deaf and hearing peers.

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

18 The quality and range of the opportunities and experiences provided for pupils is good. The school provides a broad and well balanced curriculum, which includes religious education, physical and creative opportunities and meets all statutory requirements. Day to day planning for numeracy and literacy is soundly based on the respective national strategies and there are schemes of work in place for all subjects, mainly based on the nationally recommended guidance. Religious education is taught using the Locally Agreed Syllabus. This is an improvement since the last inspection. However, there are inconsistencies that have an effect on the learning of some pupils. For example, the inconsistent use of planning cycles across the school in some subjects such as history, which contrary to most other subjects is based on a two-year cycle, and music sometimes results in unchallenging work, especially for higher attaining pupils.

19 The provision for special educational needs is very good. The Code of Practice for pupils with special educational needs is fully implemented, although the arrangements do not yet fully reflect the requirements of the 2001 Code of Practice. However, the school is aware of this and is working towards bringing its procedures and practises into line for the start of the next academic year. There are individual education plans in place for all pupils written by class teachers with the support of the special needs co-ordinator. Although some targets in these plans are too broad, overall they are good and reflect teachers' good understanding of the needs of their pupils. Those for pupils with hearing impairment are consistently of a high standard and clearly outline what pupils should learn next and how it will be taught. In the main school, targets are closely linked to the arrangements made to support the pupil.

20 There are appropriate procedures in place for pupils' sex, drugs and health education. The school plays particular attention to promoting pupils' health education. There is a monthly competition where pupils design a healthy meal and the winner not only receives a prize but also has the pleasure of seeing their meal cooked and served to the whole school. A programme of visitors, such as the school nurse who delivers a very high quality sex education programme to pupils in Years 5 and 6, enhances pupils' personal and social education. Citizenship and inclusion features in all policies and effectively support the personal development of pupils. Equality of access and opportunity is good for most pupils. However, there are some shortcomings in the provision. Teachers do not always match work in lessons to pupils' abilities and prior attainment so some pupils make unsatisfactory progress on these occasions. However, pupils with special educational needs, including those with hearing impairment, have full access to the curriculum and the provision for them is very good. They are fully included in all aspects of school life and this has a very positive effect on their progress and in developing their self-esteem.

21 A very good range of educational visits enhances the curriculum. These include visits to museums in Manchester, St. Mary's Parish Church, Barnsley Football Club and the National Mining Museum at Caphouse Colliery. Pupils in Year 5 and Year 6 spend residential weeks in the North Yorkshire Dales and the Peak District. These visits give pupils experience of contrasting environments, and involvement in adventurous activities such as orienteering. Visitors to school, including the local performing arts development service, storytellers and theatre groups, enrich and expand this provision.

22 The school has established good relationships with other local primary and secondary schools in the area, and there have been some occasions when secondary school teachers have worked with pupils in school. The school has good links with community organisations and many of these provide opportunities to broaden pupils' experience and enhance the curriculum. The arrangements for pupils transferring to the secondary school are satisfactory, but the arrangements for transferring children from the nursery to the main school, particularly in the summer term, means that the youngest children have only a very short time in reception so they are not as well prepared for starting Year 1 as other children.

23 The provision for pupils' moral and social development is very good and a strength of the school. It is good for cultural development and satisfactory for their spiritual development. Provision for cultural and moral development has improved since the last inspection.

24 The spiritual development of pupils is enhanced in assemblies, and in religious education, when opportunities are provided to think about values and social issues. For instance, in one assembly seen, the story of "The Prodigal Son" allowed pupils to reflect on their own experiences and understand the concept of forgiveness. However, opportunities for reflection in other aspects of the

curriculum, for example in science, art and history, are limited, and this holds back pupils' spiritual development.

25 The school's provision for pupils' moral development is very good. In all classes, teachers have high expectations of pupils' behaviour. The school's 'golden rules' and class rules, agreed by the pupils, are consistently used to reinforce good behaviour. Teachers themselves provide very good role models, and this has a positive impact on the ethos in the school. Pupils' achievements are celebrated in assemblies, and by the good standard of display throughout the school. Pupils learn to take responsibility for the environment in activities such as an after school gardening club and by designing improvements for the playground. As a result, pupils develop a pride in and a value for their own environment. Pupils' moral development is supported by good policies for drug education and citizenship, which emphasise the value of personal choice.

26 Pupils' social development is a strength in the school. Co-operation between pupils is very good and they work together well. For instance, Year 2 pupils share resources such as crayons, painting pencils and other equipment in a mature, sensible manner when working together in art. The inclusion of hearing impaired pupils is exemplary. They are extremely well integrated and are well supported by other pupils and all staff. This support enables these pupils to make very good progress and to be fully included in the life of the school. Pupils' social development is strengthened by the varied range of activities and visits, many of which encourage teamwork and co-operation. Year 5 and Year 6 take part in residential visits to Ingleton and Castleton, and work together in musical performances such as 'Twelfth Night'.

27 The cultural development of pupils is good and is an improvement since the last inspection. The school provides opportunities for pupils to learn about other cultures, including Islam, Judaism and the Hindu tradition, through lessons in religious education. Pupils handle artefacts and read stories from different cultures which develops their understanding of other peoples' lives. They have fewer opportunities to explore the contributions of different traditions in art. The pupils' own cultural heritage is celebrated by a good range of trips to historical sites such as Caphouse Colliery, the Manchester Museum of Science and Technology and contrasting localities in Yorkshire and Derbyshire.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28 The school continues to provide good support and guidance together with effective day-to-day care. Relationships between staff and pupils are very good and there is an atmosphere of mutual respect. Staff know the pupils well and want the best for them.

29 The school has developed its own child protection policy since the previous inspection. The policy is very good at informing staff about signs of abuse, but it does not inform them about who they should report their concerns to, although there is a common understanding among staff who is the responsible person. The person responsible for child protection has had appropriate training but there has still not been any whole school training. The school pays good attention to the health and safety of its pupils and staff. Regular risk assessments have been documented and any minor issues identified during the last inspection were quickly attended to. Arrangements for first aid are good and poorly pupils are treated with care and concern.

30 The school's arrangements for monitoring and promoting attendance are satisfactory. Very good attendance rates are due to conscientious parents rather than any systems put in place by the school. The school does not contact parents on the first day of absence and reasons for absence are only requested from parents after the pupils has returned from school. The school transfers attendance information from manual registers to electronic registers, but makes limited use of this

system to monitor attendance. The main reason for absenteeism is holidays in term time but the school has made limited formal efforts to address this issue.

31 The school has very good procedures to promote and develop pupils' behaviour. The majority of teachers are very experienced and extremely skilled at managing pupils' behaviour. This is usually through high expectations, very good relationships, providing very good role models and promoting mutual respect. This results in very high standards of behaviour. The school does not have an anti-bullying policy but prefers to discourage all types of hurtful or anti-social behaviour through a written positive behaviour policy which stresses the expectations of good, social and responsible behaviour. Pupils' very good behaviour during the inspection bears testament to the effectiveness of this approach. Arrangements for pupils' care at lunchtime are very good. Lunchtime supervisors are extremely dedicated and conscientious and they have very good relationships with pupils. There are very good routines at lunchtimes and a good variety of games are organised in the playground that help to promote good behaviour and attitudes among pupils.

32 Procedures for assessing pupils' attainment and progress are good in English, mathematics and science. From Years 1 to 6, the school has formal systems for testing pupils' learning each year in English, mathematics and science and teachers check regularly pupils' work against the key facts that they should be learning in these subjects. This year the school introduced a system for assessing and tracking regularly pupils' progress in writing in English. The writing is assessed against the levels that pupils should be achieving in the National Curriculum. This good system now needs to be extended to mathematics and science. The school has very good procedures for assessing and tracking the progress of pupils with special educational needs. Teachers also make very good use of this information to plan work for these pupils. The school does not have formal systems for assessing pupils' learning in other subjects. Most teachers assess pupils' learning informally and use this information to inform their comments on pupils' progress in the annual reports that they make to parents. However, the lack of a whole school approach in all subjects does, in some cases, such as music lead to pupils making uneven progress in aspects of these subjects which affects the standards they achieve overall.

33 The use that teachers make of the assessment information they gain about pupils is unsatisfactory. Teachers use the information appropriately to group pupils by ability, but when planning some lessons, for example science, teachers do not use it consistently to match work to pupils' differing learning needs so the work given to pupils of different abilities is not varied enough. Staff support well the lower attaining pupils so that they complete the work, but pupils are not working with as much independence as they could as they grow older. Also higher attaining pupils are not always sufficiently challenged in the work, for example in mathematics and science. Recently teachers have started to use assessments of pupils' writing to set targets for pupils to achieve in future work. These are shared with the pupils, but are not yet shared with parents and are not used consistently across the school in other subjects.

34 Procedures for monitoring and supporting pupils' personal development and academic progress are satisfactory. These systems are mainly informal. Teachers know their pupils very well and celebrate their achievements regularly in lessons and in an assembly each week. Teachers sometimes discuss what pupils do well and what they would like to improve in personal and social education lessons. In the foundation stage, the school has good systems for assessing children's learning. Staff carry out an initial assessment of children's achievements when they start school in the reception class and they make regular assessments of children's work in lessons. The information is passed to teachers in reception, but this information is not linked to the 'Stepping stones' in the national guidance to clearly show which pupils have attained above the expectations for their age. This limits its value as the basis for planning future work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35 Parents have positive views of the school and are generally pleased with the standards of education offered for their children. Parents report that their children like school. They feel that teaching is good, that their children are expected to work hard and do their best and they recognise that the school is helping their children to become mature and responsible. This reflects the comments in the parents' questionnaire in which parents report that they find the school easy to approach if they have problems or questions to ask. Although, some parents thought that the school did not work closely enough with them, analysis of the parents' questionnaire indicates that a third of these concerns emanated from one class.

36 Overall, the quality of information for parents is satisfactory. There is good quality written information for parents of nursery children, which includes an introductory booklet and extensive information about how parents can help their children to learn. There is a good school prospectus, but the governors' annual report to parents is brief and does not include a full financial statement or information about the admission of disabled pupils. There are regular newsletters that inform parents about events, but their tone is functional rather than chatty and they give little information about the work of the school. Parents receive very good information regarding residential trips.

37 Some parents were dissatisfied with the information they receive about their children's progress. Parents who drop off and collect their children from school find communication with the nursery very easy and there are ample opportunities for parents to come into school to formally discuss their children's progress. Teachers are very easily accessible for more informal discussions at the start and end of the day. The school has worked hard to improve annual reports to parents after they were found to be unsatisfactory during the previous inspection. However, these are still generated by computer and although they meet legal requirements they are still not written in parent-friendly language. Subject comments continue to contain educational jargon and those on personal development are sometimes very brief. Targets are included for English, mathematics and science, but these are often very general and do not inform parents exactly what their children need to work on to improve academic performance.

38 Parents make a sound contribution to their children's schooling. Homework is used well by teachers and is well supported by parents. Many children are heard to read at home and parents support other school activities well. There is no parent-teachers or friends organisation but fund raising events organised by the school are well supported. The nursery works hard to involve parents in their children's learning by sending work books home several times a week with written comments about what children have achieved. Activities for parents to complete with their children are sent home on a regular basis. The local education authority Community Education team has provided classes based in the school where parents can learn about the foundation stage. They have also provided family learning courses where parents can learn more about literacy and numeracy and there is an information technology course. These courses have had mixed support. Parents of pupils with special educational needs are fully involved in their children's learning. They are invited to review meetings and are given copies of individual education plans. In some cases, they have specific roles to support their children. The hearing impaired unit continues to work very closely with parents. Parents can attend signing lessons that are carefully planned to meet their individual needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39 The leadership and management of the school are good. The head teacher provides a clear steer to the work of the school and senior staff have a clear understanding of the strengths and

weaknesses of the school, of what needs to be done to continue to improve the quality of education offered and to raise standards further. They are committed to the school continuing to improve, as it has done since the last inspection, and there is an energy and capacity to see that it does so. The deputy head teacher is an asset to the senior management team, supporting the head teacher strongly in school improvement and ensuring that all staff feel valued and supported.

40 Improvements have been made, since the last inspection, in the way the senior management team work to support the school. They meet each week formally to discuss areas for development, with relevant staff included in the meeting. Foundation stage staff are included on a frequent basis so that whole school initiatives are started from the earliest stages of education. Clear procedures to monitor the progress of initiatives and to evaluate the impact of actions taken to raise standards are now good. For example, the appointment of a new member of staff to raise the attainment of higher attaining pupils throughout the school will be monitored for the effect this has on improving the school's results at the higher levels in national tests.

41 Since the previous inspection, good improvements have been made to the school's improvement plan and it is now a sound document, which supports the aims of the school and focuses clearly on future initiatives. All staff with management responsibility for a subject write a clear action plan for future developments aimed at improving standards. The school improvement plan now covers a longer period of time and contains specific dates for the completion and review of targets. Planned developments are linked to costs and contain success criteria. The plan does not however clearly identify who will evaluate the initiatives against the stated criteria.

42 The role of subject co-ordinators is satisfactory overall. It is better developed in some subjects such as English and mathematics than in others. Procedures for monitoring teaching throughout the school are not fully in place, although in English and mathematics, the monitoring of teaching has only taken place so far in the juniors. All subject co-ordinators are committed and energetic, with a clear understanding of priorities for the development of their subject. Their action plans are clear and they manage their own budgets to ensure a good balance is achieved between the provision of resources and the further training of staff. A weakness in their role is that they do not have clear, well-structured procedures in place to monitor the quality of teaching throughout the school and they do not all sample pupils' work from each year group. As a result, co-ordinators do not have a sufficiently clear view of the quality of teaching or how well pupils are achieving and consequently, have a limited capacity to improve standards in either teaching or learning. Their checks on teachers' planning are not always effective in ensuring that activities are matched appropriately to the learning needs of different groups of pupils.

43 The governing body is effective in exercising its role and fulfilling its statutory duties. There has been good improvement since the previous inspection in the way the governors are involved in the work of the school. Governors are now well informed about the school and have a clear understanding of its strengths and weaknesses. They are aware, for example, that the school provides very well for pupils with special educational needs and that new initiatives now need to take shape to ensure that higher attaining pupils are consistently challenged. They have taken a close interest in this and are looking at ways to monitor and evaluate the work of a new teacher whose remit is to work with higher attaining pupils throughout the school. A recent focus of their work led to an improvement in the way the foundation stage was organised and governors feel that the resulting improved liaison between the nursery and reception staff is showing an improvement in the standards being achieved. Governors take care to keep in close touch with the school, many visiting on a regular basis or helping directly in classrooms. They keep a close eye on the progress of school improvement targets. Governors are responsive to the views of parents and feel that the school has a good reputation with parents in the local community.

44 Educational priorities are well supported by the school's careful financial planning. The head teacher and governors manage the school budget well, capably supported by the school administrative staff. They have created a surplus budget, to maintain the present staffing and to finance specific initiatives, for example to fund the extra teacher to work with higher attaining pupils. Specific grants are used for the specified purpose. The day-to-day financial control and administration are efficient and the office is a welcoming point of contact for visitors to the school. The principles of best value are applied satisfactorily. Priorities for development are well represented in the school budget. The most recent audit of school financial procedures identified four very minor areas for improvement all of which have been addressed.

45 The school is adequately staffed with a good spread of qualifications. Support staff make a very valuable contribution to learning and school life generally. Staff development is driven primarily by the school improvement plan, with secondary input from individuals' development needs as perceived through performance management. Procedures for performance management are very good. It is a well-structured and very focused system, that all staff have approached in a positive way. There are good arrangements for the induction of staff new to the school, who receive all their entitlements and a very friendly welcome. Staff are committed and there is good collaboration between teachers and learning support assistants, which particularly benefits those pupils with special educational needs.

46 Accommodation is good, particularly the outside play areas with attractive garden areas, flower tubs and pots well maintained by the pupils. There is a secure play area for children in reception classes. However, the nursery is located some five minutes walk away from the main school, which limits the contact the children and staff have with the rest of the school. The building is spacious and well kept and the nursery is an attractive and good environment for young children to start their education. The school makes good use of the large, secure field for physical education lessons. This compensates in part for the cramped hall accommodation, which is only barely adequate. The library has recently been re-organised and provides very good accommodation for a variety of purposes. Resources in most subjects are at least satisfactory. Resources for ICT are good and there are plans to develop them further. Resources to teach the broader cultural aspects of music are limited and affect the standards pupils achieve.

47 Taking into account the progress pupils make, the quality of teaching which has significant strengths in the management of pupils, the high standards of pupils' personal development and the good leadership given to the school by the head teacher, Wombwell Park Street School is an effective school that has made good progress since the last inspection, is well set to improve further and gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48 In order to raise standards and improve the quality of education provided, the governors, head teacher and staff should:

(1) *Raise standards of attainment in music by:*

- ensuring that the scheme of work is used consistently by teachers as the basis for planning lessons so that pupils learn all the aspects of the curriculum;
- providing opportunities for the subject co-ordinator to work with colleagues and to monitor their planning and teaching;
- developing a systematic approach to record the progress pupils make and using the information to match teaching methods to the needs of each pupil.

(Para's: 6, 18, 32, 42, 106)

(2) *Develop the quality of teaching and accommodate the learning needs of pupils of different ability by:*

- ensuring that teachers use assessment information in English, mathematics and science to set individual learning targets for pupils and to plan lessons so teaching methods and activities consistently match the learning needs of pupils of different abilities;
- developing an approach to monitor the progress that pupils make in art and design, design and technology, geography, history, physical education and religious education and use this information to plan future curriculum and lesson planning;
- providing regular opportunities for subject co-ordinators to monitor and evaluate the quality of teaching and learning in lessons so they can support and advise colleagues.

(Para's: 15, 32, 33, 42, 65, 71, 79, 81, 82, 88, 92, 100, 106, 113, 122)

OTHER ISSUES THAT COULD BE CONSIDERED BY THE SCHOOL

49 Revising the current arrangement for transferring children from the nursery to reception at the start of the summer term.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	21	20	1	0	0
Percentage	0	22	38	36	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	237
Number of full-time pupils 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	1	9
Number of pupils on the school's special educational needs register	2	44

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	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence.

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	12
	Girls	11	13	12
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	80% (70%)	83% (73%)	80% (80%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	13	13	13
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	87% (77%)	90% (80%)	93% (77%)
	National	85% (84%)	89% (88%)	89% (88%)

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

Attainment at the end of Key Stage 2

Year

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	10	13
	Girls	13	10	13
	Total	26	20	26
Percentage of pupils at NC level 4 or above	School	81% (90%)	63% (87%)	81% (93%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	15	13	15
	Total	28	25	28
Percentage of pupils at NC level 4 or above	School	88% (77%)	78% (80%)	88% (90%)
	National	72% (70%)	74% (72%)	82% (79%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	4
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	233
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	28.9
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	257

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13 per session

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	523,383
Total expenditure	519,535
Expenditure per pupil	2,112
Balance brought forward from previous year	48,248
Balance carried forward to next year	52,096

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	7	0	0
My child is making good progress in school.	52	42	5	0	2
Behaviour in the school is good.	41	53	1	1	4
My child gets the right amount of work to do at home.	30	53	11	1	7
The teaching is good.	58	35	3	0	3
I am kept well informed about how my child is getting on.	30	41	21	7	3
I would feel comfortable about approaching the school with questions or a problem.	57	33	7	2	1
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	32	44	16	6	2
The school is well led and managed.	48	43	3	0	5
The school is helping my child become mature and responsible.	53	41	2	1	4
The school provides an interesting range of activities outside lessons.	35	39	11	2	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50 The foundation stage at Wombwell Park Street School includes nursery and reception classes. The nursery is situated some five minutes walk from the main school. It is in its own grounds and as a purpose built facility provides a stimulating, well-resourced and attractive environment for children to begin their schooling. At the last inspection, children generally made good progress in all areas of learning and developed good attitudes to learning. This was due to good teaching by teachers and support staff who set high standards for children's behaviour and provided an interesting range of activities. Children join the nursery when they are three, but such is the popularity of the school there is a waiting list. In general, children have three or four terms in nursery before transferring to the reception class in the term in which they are five. However, this means that a number of younger children only have one term in reception class until they start working on National Curriculum work in Year 1. The majority of children who join the nursery transfer to the main school. Since the last inspection, the co-ordinator for the area has given clear leadership so that teachers in the nursery and reception classes have started to work more closely together in planning work. The recent national guidance for the foundation stage has been introduced well as the basis for this, with the nursery and reception teachers planning a wide range of activities that allow children to experience activities from across all the areas of learning. Teachers plan together so that there is a consistency between the two years of children's early experiences of school. Baseline tests show many children begin with skills in language and literacy, mathematics and personal development that are close to that seen in most schools. By the time they are ready to start in Year 1 the majority of children attain the national expectations for children this age in all areas of learning. However, in communication, language, literacy, personal, social and emotional development children achieve well so that their attainment exceeds expectations and they are well set to begin National Curriculum work.

Personal, social and emotional development

51 Many children enter the reception class with skills in personal and social development that are close to that seen in most schools. By the end of their reception year, the majority of children meet the expectations in this area; many exceed them and are very well prepared for their next year. However, those children who transfer at the start of the summer term have only one term in reception and they are not as well integrated into the routines of school which is reflected in the lower levels of some children's behaviour and concentration in lessons. Overall, the good progress children make as they move through the nursery and reception classes in this area of learning reflects very skilful teaching so that all of the children develop very positive attitudes to their work. They are interested and enthusiastic in their lessons and show well developed levels of concentration and attention. Teachers and support staff provide very positive role models to the children, always treating each other and the children with respect, so they very effectively learn school routines and how to work with others. All adults are very consistent in their expectations of behaviour so children fully understand how they should behave, whatever the situation. The emphasis placed on this area of learning in reception sets the foundation for the very high standards of behaviour, attitudes and relationships seen during the inspection throughout the whole school.

Communication, language and literacy

52 By the time children end the reception year they are nearly all achieving the expectations in this area of learning. Speaking and listening skills develop particularly well. Children are given many opportunities to discuss activities with adults and each other. The speaking skills of some children

when they start in the nursery and even on transfer to reception are quite immature, with some evidence of a restricted vocabulary, but improvements are clear and good progress is made. Listening skills are developed well through a variety of activities including story time, listening tapes and many incidental discussions throughout the sessions. Children achieve well because the adults ensure that all children listen carefully to a story or instructions. They encourage children to give detailed answers to questions and make sure that all children join in discussions by targeting questions to specific children. The teachers, particularly in the nursery, have a very good understanding of the importance of providing different learning experiences for children involving aural, visual and practical activities aimed to develop and reinforce the same skill or understanding. Role-play activities are used effectively to develop clear speech and extend vocabulary.

53 Children are taught early reading skills well. They have many opportunities to look at books and to listen to stories so they quickly learn the correct way to hold a book and turn the pages. They enjoy looking at books and are eager to share stories with others. They begin to learn some common letter sounds and higher attaining children learn to read simple books. Support staff are used very well to work with groups of children. When reading independently, the older, higher attaining children in reception are fluent, competent readers. They read the title of the book, know that an author writes a book and an illustrator draws the pictures. Early skills at using a variety of strategies to tackle unfamiliar words are already well established and are used successfully. Average attaining children read simple texts and talk enthusiastically about the book they have read or are reading. Below average attaining children are developing good attitudes to their reading. They enjoy talking about their favourite stories and rhymes and are eager to take books home to share with their families. They know a more limited range of words, but use those they know and the pictures to help 'read' the story. In the nursery, parents can spend a few minutes sitting with their children at the start of the day which creates an informal and very positive tone for the children's experience of school.

54 The teaching of writing is good. Teachers provide children with many opportunities to write for a range of purposes. Children are encouraged to learn the shape of letters and to write letters and invitations at a writing table. A good variety of interesting resources are made available so that most children can write their own names. The older and higher attaining children are competent writers. They write simple sentences, often correctly using capital letters and full stops, in a neat, legible style. All children use a pencil correctly and form clear, recognisable letters. The teachers make regular and extensive assessments of what children can do at different times. In the nursery, books and examples of work are sent home at least three times a week. This ensures that, although there is no formal parents' evening, parents are kept well informed about their child's progress. However, the assessment sheets completed for all children at the end of each term only highlight what children can do without indicating how well they are doing against the levels in the national guidance. This means that teachers in reception do not have enough information when children join them to easily match activities to their learning needs. This difficulty is compounded by the distance between the nursery and the main school which makes links with the main school difficult to achieve on a regular basis. Consequently, teachers in reception do not know the new children on a personal basis very well when they arrive in their class.

Mathematical development

55 This area of learning is taught well. The teacher concentrates on developing correct concepts and in particular, developing correct mathematical vocabulary. In the nursery, children learn to recognise numbers and to count objects reliably. Higher attaining pupils can do simple addition counting on from one set of numbers to another, sometimes using their fingers to help. They can sort objects in to groups depending on colour or shape. In the reception class, children are taught following guidance from the National Strategy for Numeracy, thus ensuring children are well placed to begin

their National Curriculum work in Year 1. By the end of the reception year, nearly all children attain the expected level in mathematics. The teacher ensures children have good opportunities to use mathematical skills and knowledge in many activities so that progress over time is good and children achieve well. The priority is to teach mathematics in a practical way which helps pupils with special educational needs learn well. Activities are well planned. Most children count forwards and backwards to 10 and higher attaining children know numbers to 20 securely. They are beginning to do simple addition activities. The teachers use resources well to provide children with interesting and enjoyable activities and, consequently, very good attitudes to learning are well established. Other adults are used effectively to give good support to small groups, ensuring that the children are kept busy and make good progress in their focus activity.

Knowledge and understanding of the world

56 Children enter the foundation stage with a basic general knowledge, but make sound progress in their knowledge and understanding of their local area and of themselves. Teachers provide a broad range of interesting learning experiences for children. The curriculum provided is broad and enriched by many practical and interesting activities that encourage children to investigate and experiment in different situations. Apart from working with sand and water, playing with different sized and shaped containers, within the context of the topic, teachers set up specific investigations to introduce children to early science skills. For example, in one reception lesson, children were investigating how far a car ran down a ramp. The teacher discussed with some higher attaining children the importance of making each test the same and they clearly understood this point. With some help, children in this group could measure and record what they found out. Average attaining children experimented well with the ramps and toy cars talking to each other and other members of the group about what was happening. Children have regular opportunities to work on the computers. This has a very positive effect upon the pace at which children learn computer skills and gives them confidence. They use the mouse to move the cursor on the screen to access a good range of programs designed to develop their knowledge and understanding in language, mathematical and drawing skills. A strength of the teaching is the constant use of correct vocabulary to develop good language skills. Teachers and support staff encourage children to talk about their experiences and explain to others what they have found out.

Physical development

57 Teaching in this area is good. By the end of reception, all children have a well developed sense of space. They respond well to new challenges and are aware of their own safety and that of others. Most children control a ball with their hands and feet. Higher attaining children have good co-ordination and can 'trap' a ball with their feet. Using a bat and a ball they play simple games striking the ball to a friend. In other activities, children use scissors and other simple tools to cut paper and play dough. Children in nursery have very good opportunities to play with large play equipment and wheeled toys in the garden area. In reception, these opportunities are more structured due to the layout of the school, but when they have the opportunity they play together well and take advantage of the outside play area to develop their physical skills.

Creative development

58 The teaching of creative development is good. Activities are well planned, resources used effectively and support staff work with children in small groups so that knowledge and skills are developed thoroughly. Consequently, all children make good progress. Children are provided with an interesting curriculum and in particular have the opportunity to experience a good variety of materials, tools and equipment. Basic skills are taught well, for example, nearly all children mix paint

independently to make shades and tones of other colours. Language skills are constantly being developed alongside these activities, as children are encouraged to describe what the materials feels like, or to explain what they are doing. In music, teachers use songs well in opening and closing sessions to reinforce number or language skills. Consequently, children sing familiar songs with enthusiasm and securely develop early skills in rhythm and beat.

ENGLISH

59 Standards in Year 2 are below national expectations in reading and writing. This is because a significant number of pupils in the year group have special educational needs and this has affected the overall standards achieved. Those pupils who can do so reach national standards and achieve well. Standards in Year 6 match national expectations. The school has met the targets it set for attainment by the end of Year 6 in 2001 and 2002. Pupils with special educational needs and those pupils who are hearing impaired are very well supported in school and as a result of this, whilst many do not reach standards which match national expectations, they achieve very well from when they first enter the school. A much higher percentage of boys have special educational needs than girls and this explains why in national tests, boys do less well than the girls. Overall, pupils make sound progress in English as they move through the school with particular strengths in the development of pupils' speaking and listening skills. Standards in the infants since the previous inspection are not as good, but the proportion of pupils with special educational needs varies considerably year on year so direct comparisons cannot be made. Pupils have very good attitudes to learning and the majority of pupils behave very well in lessons. The school offers a broad and balanced curriculum and teaching is satisfactory overall. Many examples of good and very good teaching were seen during the inspection.

60 By the end of Year 2 and Year 6, standards in speaking and listening are similar to those typically found. Teaching of speaking and listening skills is consistently good and often very good. Teachers frequently use the initial part of lessons to extend the vocabulary of pupils and to give them the opportunity to explain their thoughts. Teachers do not rush pupils when they attempt to answer questions, but help and guide them to use correct expressions. Pupils learn to listen carefully to the views and opinions of others and consequently most are confident speakers. In most lessons, pupils have good opportunities to sit in pairs to discuss particular questions directed by the teacher or arising from a shared poem or story. This strategy is effective throughout the school and ensures pupils have good opportunities for social development. By the time pupils reach Years 5 and 6, they use a good range of vocabulary to explain their answers. In Year 6, the teacher uses correct vocabulary to discuss a shared story and has high expectations of how pupils use vocabulary to answer questions. He uses vigorous questioning and won't accept one-word answers or a nod of the head. His challenge to "Give a balanced viewpoint...explain your thoughts to me and the rest of the class" is rigorous and keeps pupils on their toes. As a result, they respond well and are confident to use more challenging vocabulary because they know the teacher will support them.

61 By the end of Year 2, standards in reading are lower than those typically found, but average and higher attaining pupils do well and many achieve the higher levels in national tests. Pupils with special educational needs are supported well in their reading and, as a result, make good progress against the individual targets set for them. By the end of Year 6, standards are average. The teaching of reading is satisfactory overall, but there are real strengths in the way pupils are taught to use the library to find books to support learning in other subjects. The school has a whole school approach to the teaching of library skills and this is effective. Even younger pupils can explain how to use the library, how it is organised according to the Dewey number system and how they would use the library catalogues to find a particular book. This represents good teaching of basic skills and gives pupils the confidence they need to develop independent learning skills. Teachers place emphasis on how to use research skills, either by the use of non-fiction books or by using ICT. There is good evidence in other subjects throughout the school of how pupils have used their research skills to build upon their knowledge and understanding. This was a good feature of teaching found in the previous inspection and this strength has been maintained.

62 A weakness in the teaching of reading is the use of reading records to assess what pupils already know and what they need to do next to improve their skills. Currently, reading records are not

used well enough and do little more than provide a record of what books have been read on the school's reading scheme. Pupils have little knowledge of what they do well and what they need to do better. Older pupils choose the books they want to read, but teachers do not monitor the choices they make with enough rigour. Consequently, some average and higher attaining pupils tend to choose books that are not challenging enough for them, or they choose from a narrow range. Home-school reading diaries are not used consistently and this is one area that the school has tried to improve in the past, but has met with limited success. A further examination of how to involve parents in the school's approach to reading is an area that the subject co-ordinator is currently working on and would prove beneficial to raising standards. In all classes, teachers could do more to promote reading by providing reading corners or areas. This was noted in the previous inspection and is still an area for improvement.

63 By the end of Year 2 standards in writing are below those typically found, with a particular weakness in the quality of handwriting and spelling. This is because the teaching of the basic skills of handwriting and spelling have not been taught with enough rigour at the very early stages and pupils have not developed secure skills. These weaknesses have been compounded by the lack of effective monitoring of teaching and the sampling of pupils' work by the subject co-ordinator. The scrutiny of pupils' work in books throughout the year in the infants indicate that in handwriting, words are not always the correct size, positioned correctly on the line or formed accurately. This has failed to be corrected by teachers' marking of work. Spelling in both years is a clear weakness, with pupils in Year 2 still making many common errors. Pupils do experience writing for a range of purposes and are beginning to draft and re-draft their work. Individual learning targets to improve writing are particularly good in Year 1, but in many instances, pupils have learning targets that are too broad and lack meaning for them. When asked, the majority of pupils do not know what their individual learning targets are and so as a strategy to improve standards, they lack the necessary effect.

64 By the end of Year 6, standards in writing are similar to those typically found. Good progress has been made in the pupils' ability to write in a fluent, joined style. Spelling and punctuation skills have improved, as has the ability to present work neatly. The quality of teachers' marking in the juniors is more rigorous and particularly good progress is made in handwriting in Year 4 because of good opportunities for practise. Independent writing and the ability to use interesting words and phrases is much improved by the end of Year 6, for example one pupil creates a good atmosphere at the opening of her story as she writes: "Janet was alone in the art gallery after closing time. It was dark. Somehow, she had missed the announcement saying it was time to leave....". The use of literacy skills to support learning in other subjects is sound, but inconsistent. In some subjects, literacy skills are used to very good effect, but are not used well enough in science for example. In history and design and technology, pupils are encouraged to present their work in a variety of ways and make good use of headings, bullet points and paragraphs. This is particularly evident in Year 5. Some effective use is made of information and communication skills to either present work or to research information from the Internet or CD Roms.

65 Leadership and management of the subject are satisfactory. There is a clear action plan for improvement and the co-ordinator has highlighted appropriate targets for improving standards. Liaison with the senior management team is good and as a result of careful analysis of test data, the target to raise the standards of attainment for higher attaining pupils has resulted in the appointment of another teacher from the autumn term. The co-ordinator liaises effectively with all staff and guides their training when necessary. A weakness in the work of the co-ordinator is her monitoring of teaching, the sampling of pupils' work and the monitoring of teachers' planning which failed to highlight inconsistent practise. Planning is unsatisfactory overall and is not as good as that found in the previous inspection. Teachers do not plan well enough to support the learning of different groups of pupils and often, pupils all complete the same task, which some find too easy and some find too difficult.

Assessment procedures are sound and are better than found in other subjects in the school, but inconsistencies mean that not enough use is made of assessment data to plan work at the correct level for individuals or groups. The lack of opportunity for the co-ordinator to sample pupils' work throughout the school means that the weaker skills in handwriting and spelling found in the infants have not been picked up quickly enough.

66 Resources for the subject are satisfactory, and there is a good selection of Big Books and group reading books. There is a sound selection of dictionaries, encyclopaedias and thesaurus to support research skills, either in classrooms or within the library. Accommodation in the school library is good, with comfortable areas for independent work. The area is carpeted and well lit. The library is a good learning resource. It is very well organised to promote independent study and research skills.

MATHEMATICS

67 By the end of Year 2, pupils' attainment is in line with the national average. The results of this year's tests, for seven-year olds, are a significant improvement on those for 2001. Most pupils achieve well from an average starting point so that current pupils in Year 6 attain good standards, particularly in number. This is reflected in the good proportion of pupils who have achieved the expected levels and above in this year's national tests, which is, a significant improvement on last year's tests and exceeds the school targets. This also reflects a cohort with far fewer pupils with special educational needs than last year's in which a third of pupils were on the register for special educational needs. Overall, teachers' planning in lessons is less effective for higher attaining pupils, but additional classes in mathematics balance this so they achieve well. The results of national tests in 2001 indicated that the performance of boys fell below that of girls. However, analysis of results and observations made during the inspection show that this situation arose because of a higher number of boys with special educational needs and reflect a cohort with fewer pupils with special educational needs.

68 By the end of Year 2, most pupils count, add and subtract numbers to 100, and some can deal effectively with higher numbers. All pupils, including those with special educational needs, have a sound grasp of place value. Pupils' mental arithmetic skills are sound, and they often answer teachers' questions with speed and accuracy.

69 In Year 1, pupils add on to a given quantity up to 100, following a sequence of arrows. In a Year 2 lesson, pupils confidently answered questions about halves and quarters, and accurately halved numbers up to 20. Pupils have less opportunity to handle data and investigate shape and space. Year 2 pupils identify common two and three-dimensional shapes, but have limited opportunities to develop their knowledge further.

70 By Year 6 most pupils, including those with special educational needs, are accurate in calculations and work quickly, both mentally and when recording their work. Pupils organise their work well and record in a neat, logical manner. This good feature is consistent throughout the school. Pupils throughout the juniors have good number skills. For example, pupils in Year 3 write number stories using multiplication facts, whilst Year 4 pupils investigate number patterns in 100 squares. In Year 5, pupils understand the relationship between miles and kilometres, and convert between the two. Year 6 pupils learn basic algebra, and handle function machines with understanding. Overall though, pupils are given fewer opportunities to develop data handling and investigations of shape and space. As a result, pupils make less progress in these aspects, and their geometric drawings are inaccurate and lacking in mathematical detail. Although data handling is used in ICT lessons, and in some areas of geography, the development of pupils' data handling skills is lacking in depth.

71 Teaching of mathematics is mainly sound, with some good features, especially in number. Numeracy lessons are well organised and enhance pupils' learning and understanding. In the most successful lessons, teachers provide a variety of tasks to keep pupils' interest. All teachers set different work for pupils' with special educational needs, which helps them to make very good progress. Higher attaining pupils are not always provided with challenging tasks, and their progress is often only just satisfactory. The use of assessment to aid planning is inconsistent and frequently does not inform the next steps in pupils' learning. Monitoring and evaluation of mathematics teaching is at an early stage, and as yet has not fully developed in the school.

72 The co-ordinator has good subject knowledge, and has been influential in introducing the National Numeracy Strategy. Resources for the subject are sound, and are well used by teachers to support pupils' learning, particularly in number. The school provides after school lessons, led by support staff, which help less able pupils to make good progress with their learning.

SCIENCE

73 Pupils attain good standards by the age of 11. From an average starting point in Year 1 pupils' achievement is good from Years 1 to 2. A high proportion of Year 2 pupils have special educational needs. Almost all of these pupils reach the expected level for pupils of this age so this shows very good progress in relation to their prior attainment. From Years 3 to 6, pupils' achievement is good, particularly in their knowledge and understanding of aspects of the subject. No lesson was observed in Year 6, but sufficient evidence was available to allow judgements to be made. Improvement since the previous inspection is good. The school has improved the standards pupils achieve and practical work is now satisfactory, although it still requires further improvement in Years 3 to 6.

74 From Years 1 to 2 pupils make good progress in practical work because of the good and sometimes very good teaching in Year 2. The teacher plans the work carefully so that it is interesting and has high expectations of what pupils' should achieve. This is shown in the way that she matches the work well to pupils' differing learning needs and challenges pupils' scientific thinking. This was evident when she introduced pupils to the word translucent (fairly see through) and encouraged them to use words more precisely. For example, 'What's a better word than see through?' A pupil replied 'transparent'. Pupils made decisions about their work, such as how to sort the materials and record it. They found the work interesting and were motivated to learn. Pupils co-operated very well together, shared readily the materials and work together very well as friends in pairs or small groups.

75 The good approach to practical work in Year 2 is not built upon consistently in Years 3 to 6 so pupils' progress in this aspect of the subject slows down and it is only satisfactory. Although teachers in Years 3 to 5 give pupils sufficient opportunities for practical work they do not match the work to pupils' differing learning needs. All pupils carry out the same investigation and teachers give them few opportunities to make choices or decisions about their work. The Year 6 teacher gives insufficient time to practical work so pupils' progress is unsatisfactory. This was evident in discussions with Year 6 pupils. They were unable to describe with sufficient independence how to separate a mixture of stones, sand, salt and water.

76 Pupils make good progress across the whole science curriculum from Years 1 to 2. This is because the Year 2 teacher often gives pupils work at a higher and more challenging level. Pupils progress from learning about the external parts of the human body in Year 1 to studying the effect of a healthy diet and exercise on the human body. Pupils sort materials by their properties in Year 1. This increases in Year 2 to knowledge of how materials are best suited for different purposes, for example glass for windows. Pupils extend the learning about the sources of light to making simple electric

circuits in Year 2. From Years 3 to 6, most pupils continue to make good progress in learning the factual knowledge of the subject. Pupils in Years 3 and 4 learn about forces, such as magnetism and friction. Year 5 pupils extend this knowledge soundly when they learn about the solar system. Year 6 pupils mainly consolidate the work they have covered in previous years in preparation for the national tests. For example, the skeleton, heart and circulation, forces, gravity and the solar system. The high proportion of pupils achieving the expected level and above in the current year's national tests reflects this emphasis.

77 Although the science curriculum is satisfactory it has a shortcoming. Teachers plan the curriculum so that pupils in classes 3 and 4 cover the Year 3 work one year and the Year 4 work the next year. The school organises the work this way even though almost all pupils in each class are from a single year group. This organisation adversely affects pupils' progress. When pupils are studying the Year 4 work it is often too difficult for most of the Year 3 pupils, especially when they first transfer from Year 2. Similarly, when Year 4 pupils cover the Year 3 work it is too easy, particularly for the higher attaining pupils.

78 Teaching is mainly satisfactory and occasionally it is good or very good. Staff manage pupils' behaviour very well through the very good relationships that they have with them. Staff are friendly yet firm. They expect pupils to behave well, for example, to listen carefully when others speak. Pupils respond very well to their teachers and their behaviour is very good. Pupils' answers to teachers' questions show that they listen attentively. Teachers make good use of the school grounds to enhance pupils' learning about life and living processes. Staff give very good additional support to pupils with special educational needs so they make very good progress. This was evident in all the lessons and it enabled pupils to complete the written work like their classmates. The specialist teacher's very effective signing enables the hearing impaired pupils to participate fully in all the activities.

79 Teachers make good use of pupils' reading skills to find out information. However, in Years 3 to 6 teachers do not use the assessment information they have of what pupils can do or exploit pupils' writing skills in the work that they give pupils. They give pupils of all abilities the same work. Pupils mainly record their work by copying it out or inserting scientific words in the gaps in the text. The work is not sufficiently challenging for higher attaining pupils and it does not enable higher and average attaining pupils to show how much they have learned. Staff support well the lower attaining pupils so that they complete the work. This approach to written work may be appropriate, for example, for pupils with special educational needs and lower attaining pupils, but it is overused.

80 Teachers use homework effectively to support pupils' learning in the classroom. In the most effective lessons they also teach at a brisk pace so pupils cover a good amount of work. This was evident when the Year 3 teacher quickly checked the facts that pupils had gained from their homework before teaching new work about the human skeleton. Teachers in Years 3 to 6 have high expectations of the content and presentation of pupils' work so pupils present their work neatly. Teachers make satisfactory use of pupils' numeracy skills, for example measuring accurately in practical work and using graphs to record some of this work. They also use satisfactorily ICT to support pupils' learning in science.

81 Leadership of the subject is good. The co-ordinator uses her expertise in a practical science club for Year 6 pupils and the learning of these pupils benefits from this. She has the ability, support and commitment to further improve the subject. Management of the subject is satisfactory. The co-ordinator has started to monitor teaching and learning but she has not yet monitored the work in Year 6. Also the monitoring needs to focus more precisely on raising standards.

ART AND DESIGN

82 At the end of Years 2 and 6, pupils' attainment is in line with that expected of seven and 11 year olds and their achievement is satisfactory. Since the last inspection there has been an improvement in both the quality of teaching and the consistency of work throughout the school with aspects of the subject, such as observational drawing, taught well so that pupils' attainment in these areas is above that expected for their age. However, there are no formal assessment procedures in place to assess and monitor pupils' work so teachers do not have a secure knowledge of what individual pupils know, understand and can do. Consequently, there are aspects of the subject, such as art from other cultures, that are under-represented in the curriculum so overall, pupils make steady progress as they move through the school.

83 In Year 1 and Year 2, pupils use nature to produce well observed drawings in a variety of media, including pastel, felt tip and crayon. They create striking landscape images, using cut out black paper and chalk, and investigate texture, form and pattern from the built environment. By the end of Year 6, pupils have good drawing and observational skills. Their use of line, tone and shade, when drawing artefacts, such as old pens and ink bottles, is confident and fluid. Powerful, evocative drawings of pit-head gears at Caphouse Colliery show that pupils develop a mature understanding of proportion and perspective. They use pastel, chalk and paint to produce animated pictures of rugby and football matches. Year 3 pupils study the work of Charles Rennie Mackintosh to print well organised, repeating pattern. In Year 4, observational skills develop well, and pupils draw outstanding pictures of local landmarks, such as the Prince of Wales Inn, in which they include details of quoins, masonry coursing and moulded window openings. Year 5 pupils continue to make progress with drawing skills by looking at the work of artists like J.M.W. Turner and Alfred Sisley, to create dramatic and bold landscapes.

84 The teaching of art and design is consistent throughout the school. This is an improvement since the last inspection. Lessons are well managed and organised which results in pupils demonstrating very good levels of concentration. There is a good policy for art and design and the school uses a national scheme of work. However, some teachers lack confidence to develop larger scale work, especially in painting, and this results in a narrowing of the curriculum. The co-ordinator is enthusiastic, has good subject knowledge and plans to further develop art and design in the school.

85 Resources are satisfactory, and accessible to the pupils. There is a suitable range of prints and designs, although those from other cultures and traditions are limited. This holds back pupils' spiritual and cultural development. ICT is used satisfactorily in art and design, and pupils employ aids such as the digital camera to support their observational skills. An after school art club is a good feature and allows older pupils to work in different media and to work together co-operatively on group projects. Art is very well displayed throughout the school to celebrate pupils' achievements.

DESIGN AND TECHNOLOGY

86 No design and technology lessons were seen, but sufficient evidence was available to allow judgements to be made. By the end of Years 2 and 6, pupils achieve standards expected for their age and they make sound progress in their knowledge, skills and understanding of the design and making process. Standards have been maintained since the previous inspection.

87 No overall judgement on teaching can be made as no lessons were seen, but the scrutiny of pupils' work throughout the school shows that what teachers do well is to make effective links with other subjects in the designing and making processes. For example, younger pupils in Year 1 designed a healthy meal, linked to their work in science. Basic skills in literacy and ICT are used effectively to present evaluations. The work in Year 5 is good. Pupils' attain standards above those typically found

and make good progress in their development of skills in designing mechanisms. Again, effective links are made with other subjects; for example, the design for a burglar alarm supported the work on circuits in science. An overall strength of the subject is the quality of pupils' finished work. Their literacy skills and ICT skills are extended so that older pupils write good reports and present their work well. Teachers do not make such effective use of numeracy skills however. For example, when designing and making, opportunities are missed for pupils to use accurate measuring skills. There are also some inconsistencies in the range and quality of work in some classes, for example the work in Year 5 is good and pupils make better progress in their knowledge, skills and understanding than they do in other classes.

88 The leadership and management of the subject are satisfactory. The co-ordinator is new to the role and has reviewed the school policy for the subject and has put together a useful portfolio of pupils' work. There are no formal assessment procedures in place so teachers do not have a secure knowledge of what individual pupils know, understand and can do. The co-ordinator has not had the opportunity to monitor the quality of teaching and learning throughout the school and, as a result, she has no view on the standards being reached.

GEOGRAPHY

89 Standards of attainment in geography by the end of Years 2 and 6 are in line with national expectations. The schemes of work are based on the nationally recommended guidance. As a result, pupils make sound progress in learning the skills, knowledge and understanding in all areas of the curriculum. Due to the timetable arrangements only one lesson of geography was seen during the inspection so judgements are based on looking at pupils' work and teachers' planning.

90 By the end of Year 2, pupils have a secure understanding of places in the United Kingdom, the capital cities and where Wombwell is on a map of the country. Most pupils draw basic pictorial maps as part of topics on the Seaside and Katie Morag and understand how co-ordinates help locate places on a map. Higher attaining pupils use labels appropriately to show different buildings and places clearly. Pupils understand that places differ in their buildings and what jobs people do. They also know that places around the world have different climates and that this affects how people live and the clothes that they wear. By the end of Year 6, pupils understanding of maps has developed satisfactorily so they are able to describe and locate places on an ordnance survey map using six figure grid references. They have a secure understanding of a range of physical features such as rivers. They know the part that rivers play in the water cycle, how rivers develop and the different parts of a river. On the residential visits to Castleton and Ingleton, they learn how to look at buildings and the landscape to find evidence to answer geographical questions.

91 The one lesson seen during the inspection was good and its strengths reflected many of those reported at the last inspection. The teacher managed pupils very well and used open-ended questions effectively to involve all pupils in discussions that reinforced and extended their understanding of the topic. The purpose of the lesson was made clear to pupils so they understood what they had to learn. A pupil with hearing impairment was very well supported by the specialist teacher who signed whole class discussions for the pupil and helped her join in small group activities with other pupils. She also constantly checked that the pupil understood what was being taught which had a very positive effect upon the pupil's learning and on her level of involvement in the lesson. From looking at pupils' work, teachers provide them with a range of opportunities to research topics in books, on the Internet and other computer-based information banks. This helps them practise their reading and ICT skills. Pupils are expected to produce graphs of weather and climate and there are some opportunities for pupils to use their literacy skills to express their feelings about places, for example, through writing poetry about Castleton. However, not enough opportunities are provided for pupils, particularly in the upper years

of the school, to present their own ideas using ICT or through their own writing. Consequently, not enough emphasis is placed on ensuring that pupils of all abilities have enough opportunities to extend and demonstrate their understanding to their full potential.

92 There has been good leadership and management of the subject since the last inspection and the co-ordinator's role has developed well. The curriculum has been reviewed to match the most recent national guidance and some improvements have been made in the resources available for teachers to use. The subject action plan drawn up by the co-ordinator has clear links to the overall school improvement plan and to her own performance management targets. The action plan includes an intention to observe some lessons and an arrangement for her to teach pupils in Year 6 to get a better understanding of standards in the upper years of the school. The school does not have a whole school approach to assessing pupils' attainment and progress in geography. Consequently, although the co-ordinator also monitors colleagues' planning to check they are teaching what is on the long-term plan, she is unable to gain a clear understanding of the standards pupils achieve as they move through the school.

HISTORY

93 Pupils reach standards in history that are broadly typical of those expected for their age. From an average starting point in Year 1 their achievement is satisfactory from Years 1 to 6. The school has maintained the standards that were identified in the previous inspection. The organisation of the school's timetable meant that no lesson was seen in Year 6.

94 Overall, teaching is satisfactory, although some lessons seen during the inspection and analysis of work show that teaching is sometimes good and occasionally it is very good. In the most effective lessons teachers match the work well to pupils' differing learning needs and have high expectations of what pupils can achieve. This is shown in the challenging work that they give pupils, for example in researching information and in writing independently. In a Year 2 lesson the teacher asked the higher attaining pupils to find something that was the same as today and something that was different by reading the text in the big book. A pupil said 'In the 1950s and today people stay in caravans and holiday camps'.

95 Year 5 pupils compare life today with that in Ancient Greece. They use effectively the books in the library to extend their understanding. A pupil researching types of farming observed that the simple farming technology of Ancient Greece is still found in poorer countries today. A Year 5 pupil writing from the viewpoint of a Victorian child wrote '... I struck the spinning top for the last time and watched it spin round. Eventually it slowed down and stopped'. These good teaching strategies that promote effectively pupils' historical thinking and learning and literacy skills are not sufficiently widespread across the school. Therefore, teachers only make satisfactory use of pupils' literacy skills in the main.

96 Most teachers manage pupils' behaviour very well through the very good relationships that they have with them. Teachers are friendly yet firm, for example, they expect and insist that pupils listen carefully when others speak. Pupils respond very well to their teachers and their behaviour is very good. Pupils' answers to teachers' questions show that they listen attentively. The Year 2 teacher asked 'What type of transport is that?' a pupil replied 'It's a type of bicycle, a penny-farthing'. In this lesson the teacher used a variety of teaching methods, such as discussion in pairs, group work and the computer. This motivated pupils so they were very interested in the work and the levels of concentration and co-operation were high. Across the school teachers also use effectively the good resources to extend pupils' learning, for example, artefacts related to Ancient Egypt, such as a scribe's palette (writing board).

97 Pupils with special educational needs make very good progress because of the school's very good provision for them. This was evident in a Year 5 lesson. The learning support assistant very effectively helped pupils with special educational needs to use simple statements to compare life in Ancient Greece with that of today. Pupils with hearing impairment confidently communicated their ideas to the group.

98 The curriculum is satisfactory. In Years 3 to 6 the curriculum is taught in a two-year cycle even though almost all pupils are organised into single year groups. This year, for example, pupils from Years 3 to 6 have studied the Victorians and the Ancient Greeks. This makes it difficult for teachers to ensure steady progression in pupils' learning and together with the variability in the quality of teaching this results in uneven progress. Pupils make good progress in Years 3 and 5 because of the better quality teaching. In Years 4 and 6 progress is satisfactory. Teaching sometimes lacks challenge, for example in the Year 4 lesson the written work of copying sentences and colouring the worksheet was too easy. Similarly in Year 6 the work in pupils' books is sometimes too easy, for example, the sequencing of pictures about the building of the Parthenon. Also in Year 6 the teacher allocates less time to the subject so pupils cover less of the curriculum than in the other year groups.

99 The curriculum is enhanced by visits into the local and wider community. For example, Years 3 and 4 visited Shibden Hall linked to their work on the Tudors. Years 5 and 6 visited Caphouse Colliery museum linked to their local study work on the Victorians. Across the school teachers make satisfactory use of pupils' numeracy skills, for example in placing different periods in history in the correct time order. ICT is soundly used to support pupils' learning in history, for example, to research information.

100 Leadership and management of the subject are satisfactory. The co-ordinator has a clear view of how to develop the subject and the commitment and support to develop the subject further. She has collected some examples of pupils' work from each year group and teachers' lesson planning as a start to looking at what pupils do in lessons. However, the formal monitoring of teaching and learning is not in place so the subject co-ordinator is not sufficiently aware of standards in the subject across the school. The school does not have a system for assessing pupils' work to provide teachers with enough information to match the work to the needs of all pupils and check their progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

101 Standards of pupils' attainment in ICT are in line with national expectations. The strengths of the subject such as regular opportunities pupils have to develop their skills which leads to them having positive attitudes towards the subject, are similar to the last inspection. However, the school has worked hard and to good effect to develop this subject. Improvements to provide a computer suite and extra computers in classrooms allow all pupils much improved access to ICT. There is a well-planned curriculum to support the systematic teaching of basic skills based on timetabled lessons in the suite and the school has begun to introduce a system of assessing what pupils can do, know and understand.

102 By the end of Year 2 pupils reach national expectations. They are confident in using the mouse, are familiar with the keyboard and know how to print their work. Pupils of all levels of attainment, including those with special educational needs, make good progress in their learning of basic skills and develop confidence particularly in using a computer for word-processing when they use different fonts and colours to enhance their work. They learn that a computer can be used to control events and objects by finding out how to program an on-screen turtle to move in a specific pattern by entering a series of instructions. As pupils move through the school they become even more confident

in their use of computers. Year 3 pupils import pictures from a clip art programme adding text as part of projects in history and geography and they learn how to use databases and spreadsheets to store information and to produce graphs and charts to present the data. For example, information about members of the class – their likes and dislikes. In a Year 6 geography lesson pupils researched information about rivers as part of the current topic in that subject and showed good understanding of how to use on-screen-menus and key words to focus their search on specific areas or subjects. By the end of Year 6, pupils have good keyboard skills. They know how to enter, save and edit text effectively to produce, for example, attractive and interesting posters.

103 Pupils' attitudes towards the subject are good. The youngest pupils are confident when using computers and other technology such as listening centres. Pupils of all ages collaborate well and are helpful to each other. Whilst working in pairs and small groups, they share ideas and show confidence and independence. They take good care of software and hardware and can be trusted to work independently and in pairs. Behaviour in classes, and especially in the computer suite is very good. There, pupils listen carefully and watch while teachers demonstrate on the interactive whiteboard the skills they are to learn.

104 The quality of teaching in the computer suite to whole classes and in classrooms to small groups or pairs of pupils is always at least satisfactory. Teachers' knowledge and understanding of ICT and their skill in handling equipment have improved enormously since the previous inspection. The subject co-ordinator has been instrumental in providing in-service training for all staff who are now attending additional training provided by the national training programme. This helps staff to lead pupils to develop a good range of skills. Teachers plan lessons carefully and all this combines to motivate pupils so that they become more confident and skilful in using computers and are beginning to make use of them to support and enhance other areas of the curriculum. Although there are plenty of opportunities for pupils to research topics using the Internet and other computer-based information sources, overall, teachers do not plan enough opportunities in lessons for pupils to practise and use the full range of skills they learn in the computer suite to analyse information or to present their work.

105 The leadership and management of the subject are good. The new policy and programme of work are now complete. Under the direction of the knowledgeable and enthusiastic subject co-ordinator, the whole staff is working hard and their commitment to high achievement is beginning to improve standards. Resources and facilities have improved significantly since the last inspection and there are plans to enhance them further. Portfolios of pupils' work are collected, but although there is a system of recording what pupils do, the co-ordinator is aware of the need to improve it further to give clearer information about what pupils can do and understand related to National Curriculum expectations to help teachers improve standards further.

MUSIC

106 Insufficient evidence was available to allow a judgement to be made on standards achieved by pupils at the end of Year 2. The school uses the nationally recommended guidance to teach music, but this is not consistently used, particularly for older pupils. The co-ordinator is also in charge of the nursery and her location, in a separate building some way from the main school, makes it difficult for her to effectively monitor and develop music teaching. There is no whole school approach to monitor how well pupils are doing in different aspects of the subject so teachers do not have enough information about the progress pupils are making to help them plan lessons. As a result, at the end of Year 6, standards in music are below those expected for 11 year olds. This is a decline from the last inspection when standards were average.

107 Pupils in Year 3 sing with enthusiasm and are aware of tempo and pace when singing traditional songs such as “A sailor went to sea, sea, sea”. They effectively clap rhythms and copy patterns demonstrated by the teacher. Older pupils learn to sing in rounds when performing seventeenth century songs and are aware of the need to vary pitch and use clear diction. However, their knowledge of music is limited and Year 6 pupils are unable to identify simple musical instruments such as two tone blocks and a cabasa. Pupils have little understanding of how music is written, and are unfamiliar with famous composers.

108 In the two lessons seen, the quality of teaching was good and this results in very good levels of interest by pupils. Pupils with special educational needs are well supported in music lessons. This is especially so for hearing impaired pupils who are effectively included by the use of signing. This is a strength.

109 Resources for music teaching are barely adequate, although these are supplemented with good quality instruments from the Hearing Impaired Unit. Instruments from different traditions are limited, and this restricts pupils’ cultural development. There is an adequate range of recorded music, including examples from India, the Arab World and Peru. Visiting teachers, from Barnsley Performing Arts Development Service, provide pupils with opportunities to learn to play various instruments, amongst them percussion, keyboard, violin and clarinet. The school also involves older pupils in yearly musical productions such as those based on Macbeth and Twelfth Night.

PHYSICAL EDUCATION

110 By the end of Years 2 and 6, pupils reach standards that match the levels expected nationally for their age. Pupils’ attainment in swimming is good, with most pupils achieving their 25-metre certificate.

111 Standards have been maintained by the end of Year 2 since the previous inspection and have improved by the end of Year 6. Issues raised in the previous inspection, relating to unsatisfactory teaching, the progress made by pupils in some lessons and the unsatisfactory attitudes of some pupils, have since been addressed by the school. The progress pupils make is now consistently sound and the quality of teaching is now satisfactory throughout the school. Pupils show good attitudes to learning and they behave well in lessons. Teaching is now better because the subject co-ordinator has ensured that all staff has received support and training and as a result of this, all teachers have sound subject knowledge in lessons.

112 The quality of teaching is consistently satisfactory, with a proportion of good teaching seen when the focus is on the effective demonstration of basic skills. A strength of teaching is the way pupils with special educational needs are supported in lessons. This is very good and as a result, these pupils, some of whom are hearing impaired, are able to take part in all activities and make good progress in the development of their physical and social skills. Pupils have good opportunities to develop their personal and social skills, through outdoors and adventurous activities during the two residential visits taken in Years 5 and 6. Pupils learn how to take part in activities to foster their awareness of fair play. A good feature of a Year 4 lesson was how well all pupils helped each other to prepare for sprint relay races. They clapped and cheered others to give encouragement and showed a sensitive approach to those pupils who have special educational needs and are not as athletic as others. In a good lesson with older pupils in Year 6, the teaching of basic skills, both within the initial warm-up activity and the following teaching of an underarm throw, meant that pupils learnt new skills quickly and were able to demonstrate by the end of the lesson what they had learnt. In some lessons, the warm-up part of the lesson is not vigorous enough and teachers do not place enough emphasis on making sure children understand the health-related aspects of the effect of exercise on their body.

113 The leadership and management of the subject are satisfactory. As found in the previous inspection, the opportunity for the co-ordinator to monitor the quality of teaching and how well pupils are learning throughout the school is limited and as a result, he has no secure view on the standards being reached. There are no formal systems in place for the assessment of what pupils know, understand and can do, so lessons are planned without any clear focus on the further extension of skills. The school does give pupils a broad and balanced curriculum, with opportunities for extra-curricular activities at an Out of School Club, which is well attended. Resources for the subject are satisfactory. Accommodation in the hall is restricted but the school benefits from a secure large playing field, which is used well throughout the year.

RELIGIOUS EDUCATION

114 Only three religious education lessons were seen during the inspection, but sufficient evidence was available to allow judgements to be made. Pupils' attainment is in line with the expectations of the Locally Agreed Syllabus by the end of Years 2 and 6. From an average starting point in Year 1 pupils' achievement is satisfactory from Years 3 to 6. Improvement since the previous inspection is good, for example, teachers now give sufficient time to the work on faiths other than Christianity.

115 The strengths in the subject are that teaching is sometimes good. Pupils with special educational needs make very good progress in relation to their prior attainment because of the very good additional help that they are given. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Links with the local church enhance the curriculum. Areas for development are the procedures for the monitoring of teaching and learning and the assessment of what pupils learn, also the use that teachers make of pupils' writing skills in Years 3 to 6.

116 From Years 1 to 6 pupils make satisfactory progress because the teaching is satisfactory in the main. They make good gains in their learning in Years 2, 3 and 5 because of the good quality teaching in these classes. A strong feature of the teaching is that teachers give pupils written work that enables them to show what they know and understand. This promotes effectively their learning in religious education and their literacy skills. Pupils progress from recording the Christmas story in pictures and brief captions in Year 1 to detailed accounts of the Christmas story in Year 2. A higher attaining Year 2 pupil wrote, 'the innkeeper said 'I could squeeze you into the stable. It is a bit smelly and you will have to mind the animals but you are welcome to it'. After a discussion about God, Year 3 pupils wrote 'God is all around me, God is our Father, God is powerful and great ... '. A Year 5 pupil writing about the parable of the mustard seed wrote 'The man planted it. Funnily enough the seed grew into a good strong plant'.

117 In the most effective lessons teachers have high expectations of what pupils should achieve and this is shown in the challenging work that they give them. They also use methods that gain pupils' interest and motivate them to learn. The Year 2 teacher challenged pupils to decide which was the most important part of the story when they acted out in small groups the story of Jesus healing the soldier's servant. Pupils were highly motivated by the work, discussed it purposefully and worked very well together as friends sharing out the parts amicably. Their performances were of a good standard. Pupils showed very clearly what they thought was the important part of the story so that the other pupils recognised it.

118 Across the school teachers have very good relationships with the pupils and expect them to behave well so most pupils' behaviour is very good. They display good attitudes towards their learning, for example, they listen carefully to their teachers. This was evident in a Year 4 lesson when pupils

remembered very well the details of the story about Rama and Sita. Pupils' good attitudes are also shown in the good amount of written work that they produce in lessons. Across the school pupils soundly develop their knowledge of faiths other than Christianity, for example, Years 1 and 2 study Judaism, Years 3 and 4 Hinduism and Years 5 and 6 Islam. Teachers effectively use the good resources to extend pupils' learning, for example, artefacts related to Judaism.

119 Staff give pupils with special educational needs very good additional help so they make very good progress. In a Year 2 lesson this enabled a pupil to reflect upon the story and contribute to the discussion 'The soldier was upset because he liked his servant'. The signing of the specialist teacher for the hearing impaired pupils enabled them to contribute to the question and answer session in Year 6. The teacher asked what a lectern was and a hearing impaired pupil communicated that people read from it.

120 Where teaching is satisfactory teachers sometimes fail to challenge pupils' thinking and learning or promote their writing skills, for example Year 4 pupils have few opportunities to write independently. They mainly record their work on worksheets or by inserting a word in a gap or copying. The work that the Year 6 teacher gave pupils of making a list of words to describe a cathedral and a chapel was too easy. He then consolidated what they had learned in previous year groups by giving them a plan of the inside of a church and discussing with them the main features of it.

121 The school has good links with the local church and these enhance the curriculum. The vicar visits the school to support pupils' learning in the classroom, for example, when Year 2 pupils studied baptism. Across the school pupils visit the local church linked to their work in the classroom. Representatives from a variety of Christian faiths lead assemblies. The school does not provide visits out and visitors to the classroom for faiths other than Christianity. The Year 2 teacher uses well ICT to support pupils' learning but this good practice is not sufficiently widespread across the school.

122 Leadership of the subject is good. The co-ordinator has expertise in the subject and she gives useful advice and support to staff. Management of the subject is satisfactory. The subject co-ordinator monitors teachers' lesson planning and has collected some examples of pupils' work from each year group, but does not make sufficient use of the work to evaluate how well pupils' are learning. The formal monitoring of teaching and learning is not in place so the subject co-ordinator is not sufficiently aware of standards in the subject across the school. The school does not have a system for assessing pupils' work to provide teachers with enough information to match the work to the needs of all pupils and check their progress.