

INSPECTION REPORT

CATCLIFFE PRIMARY SCHOOL

Catcliffe

LEA area: Rotherham

Unique reference number: 106915

Headteacher: Mrs. J. Baxter

Lead inspector: Mrs. D. Brigstock

Dates of inspection: 12th-14th January 2004

Inspection number: 255738

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	mixed
Number on roll:	163
School address:	Rotherham Road Catcliffe Rotherham South Yorkshire
Postcode:	S60 5SW
Telephone number:	01709 828598
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr. Reg. Littleboy
Date of previous inspection:	14/1/2002

CHARACTERISTICS OF THE SCHOOL

Catcliffe Primary School is an average sized school, including a nursery, for 163 boys and girls aged 3 to 11. Most pupils come from the immediate area and are from a disadvantaged socio-economic background. Attainment on entry is well below average. All pupils are from white, British backgrounds and there are no pupils with English as an additional language. Few pupils enter or leave the school between Reception and Year 6. The number of pupils with special educational needs is well above average and a well above average number of these have statements of special educational need, mostly for autism or moderate learning difficulties but also for speech and communication and specific learning problems. The school is involved the Excellence in Cities and health care projects.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Catcliffe Primary is a rapidly improving school and is no longer underachieving. **The school's effectiveness is sound with several good features.** It is currently providing good value for money. Overall pupils' achievement is good due to good leadership and management, good teaching, particularly in Years 5 and 6, an enriched curriculum, and pupils' improving attitudes towards learning.

The school's main strengths and weaknesses are:

- There is good leadership and management by the headteacher and key staff.
- The quality of teaching is good overall in Years 1 to 6, and very good in Years 5 and 6, but there is not enough good teaching in Years 3 and 4, leading to unsatisfactory achievement in this class.
- Standards are rising, particularly in writing, mathematics and science, but standards in reading by Year 2 are still too low.
- There is a good ethos for learning.
- Day-to-day planning and assessment in the foundation stage are unsatisfactory.
- There is good provision for pupils with special educational needs.
- The curriculum is enriched by a wide variety of visits and visitors.

The school is only part way through its improvement plan since the last inspection and, already, improvement is good. The quality of teaching has improved, as have standards of attainment and pupils' achievement. The strategies in place to improve pupils' speaking, listening and writing skills are working effectively. Pupils' knowledge of different religious faiths, and opportunities for them to appreciate the wonders of the world, thus improving their spiritual development, have also improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E*	B	A
mathematics	E	E*	D	B
science	E*	E*	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall. It is good in English, mathematics and science, and in all the other subjects inspected except art, where it is very good. Pupils with special educational needs are achieving well overall in Years 1 to 6, because of the good support they get. The results in the table above show that although standards in mathematics and science were still below the national average in 2003, the pupils did better than those in similar schools, which indicates very good achievement by Year 6. Pupils' attainment on entry into school was well below average. Current standards in Year 6 are average overall and achievement is good overall in Years 3 to 6. However, there are very wide variations within this overall picture; it is very good in Years 5 and 6 but for pupils in Years 3 and 4 achievement is currently unsatisfactory. Standards in Year 2 are below the national average but pupils' achievement is good in Years 1 and 2, again because they entered the school with low levels of attainment. Reading is their weakest area; pupils with the most support in reading from parents are achieving the best results. Standards in reception are well below average and here achievement is satisfactory. The use of assessment in day-to-day planning is not precise enough to target work to their needs and hence to raise these children's achievement further. Few children are on course to attain the national goals they are expected to reach by the end of the year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory overall. Attitudes are good and behaviour is satisfactory. Attendance is below average but improving.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Although one unsatisfactory lesson was seen, **teaching is good** overall and it is very good in Years 5 and 6. Lessons are clearly planned and support staff are closely involved, contributing well to the good learning of the pupils. What the pupils know and can do is assessed well in all subjects in Years 1 to 6, and particularly well in English and mathematics. The results of assessments are used to pinpoint the next steps in learning for individuals and groups of pupils, and are planned into lessons by teachers. The use of assessment to record small steps in children's learning and match these to day-to-day planning is unsatisfactory in the foundation stage, so pupils do not always make the progress they might. The curriculum is good. There are very well planned opportunities for enrichment, which provide pupils with worthwhile first-hand learning experiences and an additional spur to learning. In addition, there are very good opportunities for pupils to engage in role play and drama which are proving effective in raising standards in pupils' speaking and listening skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and key staff is good with some very good features. Subject co-ordinators have a good understanding of their roles. They regularly monitor standards achieved, and through appropriate action planning, provision is being systematically improved. The work of the governors is satisfactory. They meet all statutory requirements. Management is good. The quality of monitoring is good; clear targets are set to improve teaching and learning. Assessment data is analysed thoroughly to focus additional support where needed. Pupils with special educational needs are included in all the school has to offer. There is a satisfactory programme to learn about different faiths and traditions in the wider community.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are satisfactory. Those parents who responded to the questionnaire were satisfied with their children's education. Reports to parents are good but other information could be written in language that is easier for parents to understand. Pupils are happy with what the school has to offer. They recognise that they have to work hard and that teachers treat them well.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to support, monitor and improve the quality of teaching, particularly in Years 3 and 4, in order to continue to raise standards by Year 6.
- Raise standards in reading by Year 2.
- Improve teaching in the foundation stage by using assessments better to inform daily planning and providing further training about young children's learning as necessary.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good overall. Current standards are well below average in reception, improving to below average overall in Year 2 and average in Year 6. Achievement is at least good in all subjects inspected. However, achievement varies too much between classes.

Main strengths and weaknesses

- Pupils' achievement in Years 5 and 6 is very good and in Years 1 and 2 it is good overall; it is satisfactory in the foundation stage and unsatisfactory in Years 3 and 4.
- Achievement for pupils with special educational needs is good overall but again varies between year groups.
- Results in reading by Year 2 were well below average compared with similar schools, and, currently, reading remains weaker than writing in Year 2.
- The 2003 Year 6 results in English were well above those of similar schools.
- Achievement in art and design is very good.

Commentary

1. In the Year 6 national tests in 2003, results in English were well above average and they were above average in mathematics and science compared with similar schools; pupils' achievement was very good. This represents a good improvement since the last inspection and is the result of the successful actions taken by the headteacher. She has improved the quality of teaching and learning through a well-planned programme of monitoring, demonstration lessons, and setting challenging targets for improvement using accurate assessment data. Currently pupils are attaining average standards and their achievement is good.

The tables shown in this commentary give average points scores for pupils. Each level in the national curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (22.3)	26.8 (27)
mathematics	26 (23.3)	26.8 (26.7)
science	28 (24.7)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year.

2. In Year 2, in the national tests of 2003, the year group was small so direct comparisons may be unreliable but standards were below average in writing and well below average in reading. This year group, although small, had a much higher percentage of pupils entitled to free school meals, compared with the rest of the school, and half of them had special educational needs. Taking these factors into account, standards in mathematics were average compared with similar schools; they were well above average for writing but remained well below average in reading compared with similar schools. Teacher assessments in science showed broadly average pupil attainment. Current pupils are attaining better standards in reading and

mathematics although their reading is still not as good as their writing. Their achievement is good, particularly in writing.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	12.9 (13)	15.7 (15.8)
writing	14.3 (11.4)	14.6 (14.4)
mathematics	14.9 (14.7)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year.

3. There is satisfactory achievement by children in the foundation stage, but they are maintaining the relative standards they entered the school with rather than catching up with other children nationally. This is because the work that they do is not closely enough matched to their specific learning needs. Very few children will attain the expected national goals in their areas of learning, hence standards are well below average.
4. Overall, achievement of pupils with special educational needs is satisfactory in the foundation stage. For pupils in Years 1, 2, 5 and 6 it is good because of the well focused, well informed, and well planned support they receive from classroom assistants and the learning mentor. It is satisfactory in Years 3 and 4, because of these features, but weaknesses in behaviour management restrict the learning of these pupils as well as others in the class.
5. The school has put in several additional strategies to improve reading in Years 1 and 2, including good assessments, reading records, paired reading partners from older classes and inviting adults into school, including some parents, to hear pupils read. The main reason for pupils not making as much progress as they could is a lack of support at home. Those parents who do hear their children read have a positive impact on their children's achievement through this additional practice.
6. Achievement for pupils currently in Years 3 and 4 is unsatisfactory in English. This is because the behaviour of a significant group of pupils with special educational needs, mostly boys, is not managed well enough and learning is disrupted. The quality of teaching seen was satisfactory overall, which is an improvement since the last inspection, due to the support, guidance and additional training given by the school and external consultants. However, the pace of lessons, and of learning, is not as quick as it is in the rest of the school. The management of behaviour is not as effective, although there are good relationships between the teacher and pupils. Expectations for the quality and quantity of written work are not as high as in Years 5 and 6, and in some cases the presentation of work is less good now than at the beginning of the school year.
7. The links made to other subjects are a good contributory factor in pupils' good achievement. Links with information and communication technology (ICT), through research and literacy, and through discussions about different artists, improve pupils' skills in English. Pupils' achievement is very good in art by Year 6, particularly in Years 5 and 6, where there is a high level of teacher expertise that pupils recognise, admire, and try to copy, with considerable success.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes are good and behaviour is satisfactory, as is punctuality. Attendance is below average. The spiritual, moral, social and cultural development of pupils is satisfactory overall as a result of improvements made since the last inspection.

Main strengths and weaknesses

- Pupils' attitudes towards each other, to school and to learning are good overall.
- The impact of the learning mentor on pupils' self-awareness and behaviour management is very good.
- The school's systems to promote good relationships are effective.
- Spiritual and cultural development have improved since the last inspection.
- Attendance is slowly improving as a result of the school's efforts.

Commentary

8. Pupils enjoy coming to school and show good attitudes to each other, and to learning. Upon arrival, they quickly settle down to practise mathematics and spelling during registration in an atmosphere of calm and quiet. They move around the school and enter assemblies in a quiet, controlled and respectful way, showing courtesy and helpfulness. In the majority of lessons observed, pupils worked well, showed good interest and were keen to learn. They show respect towards each other and, when working together collaboratively, usually share equipment without argument.
9. The overall atmosphere within the school is one of friendliness and calm. This is due to the high expectations of behaviour by most staff, including the learning mentor, in ensuring lessons continue with minimum disruption. The learning mentor is accessible to pupils throughout the day and she responds calmly and sensitively to issues as they arise. She uses a range of strategies, and activities outside school hours, to promote self-awareness amongst pupils, so that they become more able to manage and control their own behaviour. Good, trusting relationships between the learning mentor and parents ensure their support in dealing with any disruptive or aggressive behaviour.
10. Pupils with special educational needs are well integrated into classes. In most cases, pupils behave satisfactorily as a result of good management by teachers and support assistants. However, the behaviour of a group of pupils with special educational needs, mostly boys, in Year 3 and 4 is not always managed well enough in lessons, despite the provision of additional classroom support. Overall, pupils with special educational needs display good attitudes to learning. The learning mentor builds up very good relationships with pupils who have special educational needs, and this has a very good impact on their attitudes towards school and learning.
11. The school effectively promotes the development of good relationships within the school in a variety of ways. The 'Playtime Buddies' encourage pupils to play together in the playground. Teachers provide very good role models, and use praise well to motivate pupils during lessons. The range of contexts provided through planned role play allows pupils frequent opportunity to relate to each other. This enables them to become increasingly aware and respectful of the thoughts, ideas and opinions of others. Increased opportunities for pupils to work independently and use their own initiative in the presentation of their work are an improvement since the last inspection. The pupils' multimedia presentation of their residential visit illustrates very well how Year 6 pupils are able to put across their individual ideas and share them in a collaborative ICT project, as a result of their own independent learning and initiative.
12. The school's provision for the spiritual and cultural development of pupils has improved since the last inspection and it is now an integral part of the planned curriculum. Pupils are more knowledgeable about different religions, and are able to relate the values and beliefs of others to their own experience. For example, during a religious education lesson in Year 6, about the Five Pillars of Islam, pupils came to a consensus about five guiding principles which they believe to be important to live a good life. When learning about different African cultures, pupils talked to African visitors. They compared and reflected upon cultural differences in the ways of life, including art, music and dance. During outside visits, pupils express their feelings about new experiences of the natural world as, for example, the pupil who described his first experience of

falconry as 'dramatic', and another who found the sight of a waterfall to be 'exhilarating and breathtaking'. Appreciation of beauty in the natural world is encouraged during art lessons. Assemblies also make an effective contribution to pupils' spiritual development with their opportunity for reflection, stillness and prayer.

13. Children in the foundation stage achieve well in their personal, social and emotional development from the time they start school, but it is unlikely that the majority will achieve the expected levels in their areas of learning by the time they enter Year 1.
14. The rate of attendance is below average, although improving slowly. Punctuality is satisfactory. Office staff, the learning mentor, and the educational welfare officer, in partnership with the headteacher and class teachers, monitor attendance and punctuality well, and do as much as they can to work with parents to promote better attendance rates.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
160

Number of fixed period exclusions	Number of permanent exclusions
3	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. Both teaching and learning and the curriculum are good. The range of extra-curricular activities is satisfactory overall. The quality of care given to pupils is good and there are good links with other schools and the community.

Teaching and learning

Teaching and learning are good overall. In the foundation stage, teachers' use of assessment is unsatisfactory. Teaching, learning and assessment are consistently good in Years 1 and 2, very good in Years 5 and 6 but there is not enough good teaching in Years 3 and 4 and this is unsatisfactory.

Main strengths and weaknesses

- There is not enough good teaching in Years 3 and 4 and this is leading to unsatisfactory achievement for these pupils.
- Teachers have a good knowledge and understanding of their subjects and the quality of their planning, use of stimulating resources, and marking is good.
- The use of teachers' assessments to raise standards is good overall in Years 1 to 6 but unsatisfactory in the foundation stage.
- Classroom assistants are used effectively to support teaching and learning, particularly for pupils with special educational needs.
- Teachers make good cross-curricular links which are effective in raising standards, particularly in English.

Commentary

15. Teachers use the national numeracy and literacy strategies well to support learning in English and mathematics and, with support from subject co-ordinators and up-to-date training, have a good knowledge and understanding of other subjects and the ways in which different groups of pupils learn. This knowledge feeds into their detailed planning documents that provide a good emphasis on providing active and visual activities, which catch pupils' interest and maintain their concentration. Teachers' expectations of what their pupils can achieve are high.
16. The school is successful in planning first hand experiences, visits and visitors at the beginning of each topic area which fire pupils' enthusiasm, add to their knowledge and understanding of the local and wider community and improve their vocabulary. They not only serve to give pupils a lot to write about, and provide impetus for the beginning of their learning in new topics, but also make a strong contribution to their spiritual and cultural development and to their skills in writing. For example, a visit to Malham Cove inspired some good descriptive writing, poetry and art work as well as adding to pupils' knowledge about geographical features and a more rural way of life than their own.
17. The quality of teaching and learning in Years 3 and 4 seen in lesson observations has risen since the last inspection, with the help of close monitoring, guidance and support. However, from a scrutiny of work and assessment data, pupils' achievement, and therefore teaching, is unsatisfactory over time. The small pupil numbers mean that Years 3 and 4 are taught as a mixed aged class, and the current year groups contain a high proportion of pupils with special educational needs, some of whom have behavioural difficulties. Additional support in the form of a classroom assistant has been provided. However, the delivery of lessons is hampered by weaker classroom management than is seen in the rest of the school. Good ideas and planning are not always translated into good lessons. The school has identified this and, through providing additional support, continues to work to improve the quality of teaching and pupils' achievement for this class.
18. Teaching is very good in Years 5 and 6 and sometimes excellent. In an excellently planned and executed lesson in art in Year 6, pupils used information from the Internet, fabrics, threads, photographs, pebbles, examples of work from artists, books and magazines to create 'mood boards' to represent different landscapes. The interest engendered, the language and very good questioning by the teacher and the quality and quantity of resources provided together with very good organisation, extremely effectively developed pupils' skills and knowledge in ICT, art, geography and science. The lesson, although practical in nature, produced in-depth thinking and learning and engrossed pupils. Marking is good in all classes; teachers not only celebrate pupils' success in their marking and in the comments they make to individuals, but also refer to how well pupils are meeting their targets and what they have to do next to improve further.

Summary of teaching observed during the inspection 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	6 (16%)	17 (46%)	11 (30%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. Teachers' assessments through marking and through tests at the end of each unit of work record pupils' progress in each curriculum area and are used effectively to set the levels of work expected for different groups of pupils in each class. This close tracking of pupils' progress towards meeting their targets is a key factor in raising standards. In the foundation stage, day-to-day planning identifies what children are to learn in outline, but, because the quality of assessment is not specific enough to record what individual children know and can do

on a daily basis, they may repeat activities unnecessarily or be presented with learning activities which are too difficult for some of them.

20. Teaching for pupils with special educational needs is satisfactory in the foundation stage and good overall in Years 1 to 6. Assessment is used well to inform the next stage of learning. Effective targets are set, progress towards them is assessed and the outcomes of such assessment are used successfully to plan the next stage of learning, ensuring good achievement for this large group of pupils. Class teachers and the co-ordinator regularly review pupils' individual education plans, which are monitored on a daily basis by well-informed classroom assistants. These classroom assistants have built good, trusting relationships with pupils and are effective in helping them to concentrate, stay on task and learn.

The curriculum

The curriculum is good overall. Opportunities for enrichment are good, as are accommodation and resources.

Main strengths and weaknesses

- Curriculum innovation, including long-term plans for role-play, visits, and the establishment of the learning mentor, is good.
- Cross-curricular links are effective in stimulating pupils' interest.
- Good provision and support for pupils with special educational needs enables them to make good progress.
- There is no long term planning for personal, social and health education (PSHE) or other aspects including citizenship.
- The accommodation and resources in the school are good.

Commentary

21. The school provides a well-planned and balanced curriculum, which embraces all subjects of the national curriculum and religious education. The curriculum enrichment programme is innovative in linking the half term subject topics for each class with outside visits and role-play. This is detailed in long term curriculum plans, and ensures that a range of experiences are provided to make pupils' learning more meaningful and to promote their spiritual, moral, social and cultural development well. The improved provision in geography to include a wide range of planned first hand learning experiences in the form of trips and visits to places of interest has done much to widen pupils' knowledge and understanding of the features of the local area, resulting in higher standards of attainment. A recent residential trip to York, for example, enabled pupils to study at first hand the features of a river. Visits to Janet's Foss waterfall, a boat ride, and a visit to a falconry centre enabled pupils to experience awe and wonder in the natural world.
22. The planned curriculum has shown good improvement since the last inspection. It now provides clear links between subjects, which make schemes of work more cohesive and interesting to pupils. Opportunities for pupils to practise and develop the skills they have learned in literacy and numeracy are clearly identified as well as are opportunities for their spiritual, moral, social and cultural development. The development of pupils' personal qualities is promoted well by the learning mentor during time set aside for pupils to explore their feelings and ideas, resulting in pupils' improved confidence and enabling them to work independently in other lessons. The higher attaining pupils show more initiative in the presentation of their work. In all classes, class teachers provide frequent opportunities for pupils to work independently, in pairs, or in small groups.
23. For pupils with special educational needs the provision is satisfactory in the nursery and reception classes, but for pupils in Years 1 to 6 it is good because the use of assessment is

better. Pupils' individual educational plans have specific short-term targets and teachers use these appropriately when planning class work. Pupils with special educational needs attain standards that reflect their individual targets. The school regularly involves support from outside agencies and this assistance is used effectively to ensure that what is provided is appropriate. Much money has been spent on resources and the areas used outside classrooms for teaching pupils with special educational needs are well equipped for the purpose. Classroom assistants and the learning mentor support pupils well. This maintains the situation reported at the last inspection. There is a satisfactory number of extra-curricular activities in which older and younger pupils take part, such as guitar club, art club, and several sports activities. However, out-of-hours activities such as the homework club are poorly attended, and are not undertaken on a regular basis.

24. Although many aspects of PSHE are addressed, and appropriate provision is made for health awareness, sex and drugs education, there is no long term planning for this subject. There is scope to develop the curriculum further so that aspects of citizenship are covered in greater depth and detail. The accommodation and resources in the school have improved since the last inspection and are good. The headteacher and governors have plans to improve the outdoor provision further by creating more areas to play on large equipment. The last inspection report criticised library provision. This has now been improved. In addition a well resourced, dedicated computer suite has been constructed, enabling whole class teaching in ICT and improving the delivery of this aspect of the curriculum.

Care, guidance and support

The school gives its pupils good support, advice and guidance based on its monitoring of them. The school ensures the care, welfare, health and safety of its pupils well. The school seeks, values and acts on pupils' views adequately.

Main strengths and weaknesses

- The learning mentor gives very good support and advice to all pupils.
- The school's strategy to support pupils' personal development is good.
- Pupils' views could be sought more systematically, for example, through a school council.

Commentary

25. The school's learning mentor is valued by all pupils. They understand and appreciate how she helps them and know that they can turn to her for support, help and advice. The trusting relationships between the learning mentor and pupils, and the support she provides, helps to raise pupils' self-esteem. She sets behaviour targets in agreement with the pupils concerned. The resulting behaviour target cards are an effective way of measuring the improvement in pupils' behaviour. Pupils with special educational needs are also well supported by teachers and classroom assistants. Careful analysis of data for different pupil groups gives access to guidance, support and advice as to their progress.
26. The school's strategy for supporting pupils' development consists of three strands; the work of the learning mentor, circle time in classes and the 'circle of friends' initiative across the school. These strands ensure that there is a variety of ways for pupils to express themselves and be guided and supported. The strategy plays a key part in ensuring that pupils' attitudes and behaviour are positive.
27. All of the school's staff are qualified to administer first aid. The site manager ensures that the school premises are well looked after and maintained and provide a safe, pleasant environment in which pupils and staff can work. The school's commitment to the Healthy School standard means that pupils eat healthy meals at lunchtime, fruit at break times and have access to fresh water throughout the day. The school fulfils its responsibilities concerning child protection.

28. When the school has sought and acted on pupils' views the results are good. However, pupils' views are not sought systematically. The school is aware of this and has plans to ensure that all pupils can contribute to its development.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory. Links with the community and other schools are good.

Main strengths and weaknesses

- The mechanisms for the transfer of pupils to other schools are very good.
- The involvement of pupils from other schools is a very good feature.
- Some parents are not involved in helping their children to learn.
- Letters and information for parents could be written in more 'parent friendly' language.

Commentary

29. The school has a very good range of strategies to ensure that pupils experience a smooth transition to their secondary school. Pupils visit their next school prior to their start. Last year's Year 6 pupils visit the school to tell the current Year 6 pupils about their experiences. The learning mentor ensures that the upper school is fully briefed about the personal qualities of upcoming pupils and the school keeps in contact with them after they have left. The school enjoys a good relationship with the neighbouring Brinsworth Comprehensive School to which most pupils transfer and this is very valuable for ensuring that pupils settle well. Pupils from this school help in Catcliffe school as part of their Youth Esteem programme. They work with teachers and help pupils with their learning, in particular their reading. Members of local sports teams are also involved in helping pupils with their reading and this helps to raise pupils' aspirations and self-esteem. These are very good features of the school's links with other schools and the community.
30. The school's efforts to develop the links with parents have improved the relationships between school and parents. These links with parents have improved since the last inspection. The school's reports to parents are good. The format of them means that targets for improvement in English, mathematics and science are always clearly identified. However, the school is not always effective in involving parents in their children's learning. This means that some pupils do not make as much progress as they should, particularly in reading. The school runs family literacy and numeracy projects where parents and children improve their skills together. Parents who attend these projects become better equipped to help their children at home.
31. The school values and acts on the views of parents. It has an open door policy and welcomes the involvement of parents in pupils' education. However, some of the information sent to parents is not always written in a way that is helpful to them.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership and management of the headteacher and key staff are good. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and key staff have high expectations for school improvement resulting in higher standards of achievement.
- The quality of monitoring of teaching and learning is good and has a positive impact on pupils' learning.
- The school's processes for reviewing what it does well and what it needs to do next in order to improve further are good.
- The use of assessment as a tool to review progress, set targets and raise standards is good in Years 1 to 6 but is not well developed in the nursery and reception classes.
- The management of special educational needs is very good.
- The school manages its finances well.

Commentary

32. The headteacher leads the school by example. She has created a good team of teachers and non-teaching staff who are committed to school improvement and work together effectively as a team to raise standards, which are now above those found in similar schools by the end of Year 6. The headteacher and the deputy have been particularly successful in raising the expectations of teachers and pupils, resulting in good improvement since the last inspection in standards attained and in pupils' learning and pride in their work. Although the main focus has been on raising standards in the key subjects of English, mathematics and science, the headteacher has also successfully encouraged other subject co-ordinators to lead the development of their subjects more effectively. All subject co-ordinators now audit their areas and write action plans, based on their findings, to improve provision and raise standards. This has also contributed well to improved achievement in English in particular, as co-ordinators have included varied opportunities for pupils to write in their studies of, for example, geography and history. In addition, there has been a strong drive to improve pupils' behaviour and self-esteem, resulting in a rise in pupils' expectations, pride in their work and better behaviour leading to better attitudes towards school and learning.
33. School improvement planning is good. The headteacher, staff and governors work together well as a team to pinpoint areas for improvement and to systematically plan future developments. The main targets set concentrate on raising standards and rectifying the weaknesses identified after the last inspection. The leadership team sets a good example to other staff through their own good practice and includes staff and governors in forward action planning. Progress against the targets set for school development is monitored regularly, and decisions for further action are made on the basis of evidence collected from regular analyses of test results and the outcomes of monitoring the quality of teaching and learning. New targets are set, and focused reviews of pupil and teacher performance take place. In addition, staff training is provided, if required, and the headteacher timetables further monitoring of teaching and learning in areas that are weaker. The school's targets for improvement closely match the findings of the inspection. Governors meet all their statutory requirements and have a clear understanding of the strengths and weaknesses of the school.
34. Monitoring the quality of teaching and learning has become well established. The headteacher, deputy, senior managers and external consultants visit classrooms and give frank and open feedback to teachers on what they do well, what has improved since the last visit and what they need to do next to improve further. These new targets are followed up systematically. The success of this monitoring is seen in the improved quality of teaching and learning, and raised standards of achievement since the last inspection.
35. The use of assessment is good overall. The school uses its own data well to track pupils' achievements and compares them with national and local yardsticks. For example, an analysis of data from Year 2 last year shows that the majority of pupils who scored the lowest in their national tests were the youngest in their year group, and additional support was provided for them. The data from regular tests is used not only to track pupils' progress, but also to

measure the success of teachers in achieving the targets set for them. The information gathered feeds into individual teachers' performance management targets. It is also used to identify which pupils need additional support in their learning and leads to informed decisions on how this is to be provided. The school's targets for improvement have not focused enough on the foundation stage although, since the last inspection, improvements have been made in the level of staffing and the accommodation and resources available. Monitoring and evaluation of short term planning and assessments in this area are not as strong as in the rest of the school and are currently unsatisfactory.

36. The management of special educational needs is very good. There is a well above average number of pupils with special educational needs, who are included in all the school has to offer. The support they receive ensures their good achievement. The headteacher co-ordinates this provision in a productive partnership with the learning mentor and supports pupils, teachers and parents very well. Pupil reviews take place regularly and good efforts are made to keep parents fully informed of their children's progress.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	412782
Total expenditure	393024
Expenditure per pupil	2298

Balances (£)	
Balance from previous year	12278
Balance carried forward to the next	32036

37. Financial monitoring in the school by the governors and by the bursar is good. The governing body has been active and successful in gaining additional funds from the local education authority. The bursar is efficient, and she effectively relieves the workload of the headteacher, whilst accurately informing her and the governors of the school's financial position. The carry forward shown in the table above has been used to maintain staffing levels, buy in temporary staff so that senior managers are released to monitor their subjects and to improve resources in ICT and English. The projected carry forward for the end of this financial year is much smaller, currently estimated to be £10,500.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Although no home visits are made prior to the youngest children starting school, current induction arrangements help children to settle into school satisfactorily. Overall, the attainment of the youngest children entering the nursery is well below the level expected, as it was at the time of the last inspection. On entry to reception, attainment for the majority of pupils remains well below the national average. Although a few children are likely to gain the nationally expected goals in all areas by the end of their time in reception, it is unlikely that this will be the case for most children. Achievement is satisfactory overall.

Long term planning for the curriculum is satisfactory, but day-to-day planning does not have a sufficiently clear focus on how small steps in learning are to be made. The arrangements for assessing what pupils know, understand and can do are not being used systematically to help teachers plan activities which provide children with sufficient and appropriate challenge and purpose to develop specific skills and build on prior learning. Records kept by adults do not give sufficient information for it to be clear exactly *which* children have participated in *what* activities, the *purpose* of the task and the amount of success achieved. Leadership and management overall are satisfactory. The headteacher and coordinator are at an early stage of understanding of how young children learn as the focus of development over the last two years has been on Years 1 to 6. Links with parents are good and these help children to feel valued. Overall improvement since the last inspection has been satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and most children achieve well in this area of learning.
- Staff enjoy good relationships with children and parents.

Commentary

38. Staff enjoy good relationships with all children and ensure they feel happy and secure in school. Most children enjoy coming to school and separate happily from their carers. Many children in the nursery have low self-esteem and do not have the language to convey their feelings. Some of the youngest children lack confidence and prefer to 'watch' from the sidelines, sucking their thumbs and looking tired and very immature while the older more confident children in reception more readily engage in a wide array of activities. Adults generally insist on high standards of behaviour and provide children with good role models. This helps to defuse incidents of aggression, which occur from time to time. There is a satisfactory emphasis on active involvement and on children developing independent skills. Resources are arranged so that children can access and replace them independently. Older children are given many opportunities to work in focused groups, often led by adults, where they learn to be caring towards one another and to share resources sensibly.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Teachers emphasise speaking and listening skills well.
- Role-play is used well to promote speaking and listening skills.
- Guided reading sessions and lessons in phonics are overly formal.

Commentary

39. Teaching and learning overall are satisfactory, as is achievement. Most children enter the nursery with very poor speaking and listening skills, and are not used to playing co-operatively or voicing their thoughts. Teachers are well aware of this and activities are carefully planned to develop these skills through a wide range of experiences including role-play, which make learning fun. In a lesson observed where teaching was good, a nursery nurse read the story of 'The Gingerbread Man' with great expression. She captured the interest of both nursery and reception children well and enthused them to join in popular refrains. Teachers question children constantly to engage them fully in speaking and listening to increase their vocabulary. More able older children in reception are beginning to retell stories, while less able children display their enjoyment of stories by their facial expressions. Higher attaining children are beginning to form letters accurately and match them to individual letter sounds. On occasion, some work on the sounds that different letters make and the content of guided reading sessions are too formal and too long. They do not match children's levels of attainment.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good array of activities stimulate learning.
- Records of children's involvement in activities are incomplete.

Commentary

40. Overall teaching and learning are satisfactory, as is achievement. Children in the nursery are encouraged to handle shapes and to make imprints of triangles and circles in sand. More able children of reception age participate well in games where they order numbers correctly, and a few are able to say when one number is 'more' or 'less' than another. In all activities adults speak clearly, emphasising good mathematical language, as illustrated in the shoe shop corner where more able nursery children begin to match numbers appropriately and those who have little understanding of number enjoy 'wrapping' up the shoes. Carefully selected computer programs also provide good reinforcement of mathematical skills. Checks on those children who move freely between activities are not kept comprehensively so that some children are wandering aimlessly and are not given guidance as to the learning the activity is to promote.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Close links are made across areas of learning.
- Records of activities covered are incomplete.

Commentary

41. Overall teaching and learning are satisfactory, as is achievement. Adults provide many opportunities for children to explore and investigate the world around them. Reception children achieved well when working with a nursery nurse who engaged them well in conversation as to what they observed in the making of jam tarts linked to the nursery rhyme, 'the Queen of Hearts, she made some tarts.' There was a high level of involvement as, in turns, and working in a circle so that all could watch intently, children engaged enthusiastically in weighing flour, carefully measuring and pouring water and examining the ensuing changes. Children showed a high level of interest although very few had any prior experience of cooking and were unable to predict what was likely to happen.
42. Adults help nursery children gain confidence in the control of the 'mouse' when using the computer to distinguish shapes and name colours. More able reception children confidently carry out simple functions unaided and can program the Roamer to change directions accurately.
43. There is no systematic format for recording of the activities children have already covered which means that children are not always provided with sufficient challenge to help them make better achievement.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for a variety of physical skills.

Commentary

44. Teaching and learning are satisfactory, as is achievement. When children start in the nursery most of their physical skills are well below the expected levels. They have had very little experience of using scissors or pencils or of playing on large wheeled toys. The school provides good opportunities for all of these activities. Nursery children engage happily, if silently, in pouring and scooping activities in the sand tray. Reception aged children are developing skills of cutting and sticking and are beginning to show increasing control over putting on their coats unaided.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Good use of action songs and rhymes.
- A good range of craft activities is provided.

Commentary

45. Teaching and learning are satisfactory, as is achievement for all children. Good use is made of action songs such as, 'Five currant buns in the baker's shop,' to engage children in familiar rhymes and to practise counting skills. Less confident nursery children sit quietly and watch others, while the more confident readily engage with the adults and imitate their actions. Nursery children are keen to experiment with finger painting while reception aged children

produce some colourful paintings and the highest attaining children experiment with mixing colours successfully.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6, pupils' use of colourful and descriptive language in writing, and their presentation of work, is above average. Pupils' achievement is good overall. It is very good in Years 5 and 6.
- Standards in reading are below average in Year 2, but achievement is good because there is a good, planned programme to raise standards, which is having a positive impact on the standards being attained.
- Dictionary skills need improving for average and above average pupils in Year 6.
- The quality of teaching is good overall and assessment is used well to raise standards but pupils' achievement in Years 3 and 4 is erratic despite a full monitoring and training programme to support teaching.
- The subject is led very well.
- The very good links to other areas of the curriculum are effectively raising standards.

Commentary

46. In Years 5 and 6, most pupils write well-crafted, thoughtful, pieces of work which contain many examples of colourful and descriptive language. Pupils write in paragraphs, using well-constructed sentences and mostly accurate punctuation although they occasionally still make some simple spelling errors, for example, 'stopping' instead of 'stopping.' Work is presented neatly and written in a joined style. Achievement in Years 5 and 6 is very good, but in Years 3 and 4 it is unsatisfactory. Standards for the highest attaining pupils in these year groups meet expectations in writing and their achievement is good but some pupils' presentation deteriorates over time and lower attaining pupils are not writing consistently in sentences and are still mixing lower and upper case letters. They make simple spelling mistakes such as 'mayd' for 'made.' The monitoring and assessment programme, put in place by the headteacher after the last inspection, has raised standards but they are still not high enough. Although standards in Year 2 are below average, pupils' achievement is good. Pupils progress rapidly from 'scribble' writing to writing in simple, but interesting, sentences, although spelling and presentation are below the standards expected for their age.
47. Reading is systematically taught throughout the school and there is a good stock of individual and guided reading books which are accurately graded to match pupils' reading standards and their interests. By Year 6, most pupils read quite confidently but not very expressively. They can discuss characters and plots and make sensible predictions on how a story may develop. Lower attaining pupils can work out unknown words by sounding out the letters as they have been taught or using the rest of the sentence to work out a meaning, but have below average skills in predicting what might happen next in a story. All pupils can use information books confidently but the lowest attaining pupils' skills in finding words in a dictionary and thesaurus are better than some of their classmates because of the intensive, additional programmes of support this group has had in literacy. Teachers' reading records are very precise and regular, accurate assessments on what pupils need to do next to improve are made and shared with pupils. In Year 2, standards in reading are below average. Middle and lower attaining pupils read hesitantly and need help and hints to decode unknown words, sometimes making simple mistakes such as reading 'what' for 'went.' They are, however, keen to read and standards are rising, as seen in Year 1 where higher attaining pupils are already reading with some

expression, and can talk with animation about their books. Throughout the school, there is a lack of parental support for reading and this is having a negative impact on their children's achievement. Where pupils do read at home, their achievement is better. The school has put several good systems in place to improve reading standards, including older pupils pairing with younger ones to share books, and members of the community and parents coming into school, on a regular basis, to target individuals whose parents do not help with reading and to try to compensate for this lack of support.

48. Overall, the quality of teaching is good. Lessons seen were consistently good in Years 1 and 2, resulting in sustained good achievement. They were very good in Years 5 and 6, where pupils' confidence and originality, particularly in writing, is lifted whilst the teacher still expects high standards of grammar and punctuation. In Years 3 and 4, the lesson seen was satisfactory overall. The demands of a mixed age class with a high proportion of pupils with special educational needs, including behavioural problems, were not fully met. Pupils' achievement is erratic because the management of pupils is not consistent enough. A study of work shows that at times there is good achievement, when the teacher has caught the imagination of pupils, resulting in some original writing, although the quality of presentation declines over time. The school continues to provide a full time classroom assistant, and an intense monitoring and support programme by the headteacher and consultants for this class.
49. The quality of teachers' planning is good. Interesting work is set to match the needs of different groups in each class and well-informed classroom assistants are used very well to support individuals and groups of pupils in lessons, including pupils with special educational needs, whose achievement is good. Teachers and classroom assistants, through using good questioning skills, model speech well and this improves pupils' speaking and listening skills. Classroom displays value pupils' achievements and provide pupils with reference points, such as key vocabulary, which help them learn.
50. Teachers' use of assessment to raise standards is generally good. The assessment systems in place are regular and thorough. Each half term, written work is collected and judged against national curriculum standards. The data is fed into a whole school system which calculates the progress that individual pupils make and is used to set the next challenging targets for them to achieve. Teachers' marking is good throughout the school and refers to these individual targets as well as celebrating good work. Each half term pupils take an individual reading test and the results of this determine the next colour level of book they are to read, ensuring that they are presented with an appropriate level of challenge to meet their next target. Pupils are well informed on their achievements and the older ones are beginning to make accurate judgements on their own work. Teachers' own day-to-day records of how well pupils are reading are good and record pupils' increasing confidence and expertise.
51. Currently the subject is led very well by the headteacher and the deputy. Both monitor the work of teachers well, giving precise and constructive feedback on how teachers can improve further. They clearly identify and provide relevant training courses and additional support themselves through demonstration lessons and through the use of literacy consultants. Detailed action plans are clearly focused on raising standards through improving the quality of teaching and learning. The headteacher monitors assessments and checks pupils' progress towards their targets, providing additional support where there is the most need. The monitoring and support programme in place plus the high expectations of both subject co-ordinators are key factors in the current good achievement of pupils, the raised standards being attained and the marked improvement in standards since the last inspection.

Language and literacy across the curriculum

52. The number of opportunities provided for pupils to write, practise and refine the skills they learn in literacy is a strength of the school. The subjects for writing are often connected with work in other areas of the curriculum such as religious education, history or science, and this helps to consolidate learning in these subjects as well as improving pupils' vocabulary. Pupils use very

descriptive language when writing about a river they have studied in geography. For example, “The sunlight blazes upon it making it gleam and glint”, and “I could see nature stretching in front of me.” In history they use bullet points to balance the pros and cons of the legal system in Sparta and, when learning about Victorian schooldays, write in a diary format, sometimes word-processing their work. The planned programme for each half term for role play and drama in various curriculum subjects is improving pupils’ speaking and listening skills and their self-esteem, leading to higher standards in their use of language.

MATHEMATICS

Provision in maths is **good**.

Main strengths and weaknesses

- Good subject knowledge and expertise of teachers ensure that pupils learn well.
- Good systems for assessment and monitoring of pupils’ work ensure that areas for improvement are quickly identified and addressed.
- Good leadership and management by the co-ordinator is raising standards.
- There is inconsistent use made of mathematical resources and images to support pupils’ learning, and use of mathematical investigations to develop logic and reasoning.

Commentary

53. Standards are still below national levels by the end of Year 2 but they have risen to average in Year 6. However, pupils’ achievements are good overall because standards on entry to the school are low. The good achievement is largely due to good teaching, which helps pupils to learn, and good emphasis given to the development of number skills, as pupils move through the school. Very good analysis of national and school test data helps to identify and overcome weaknesses, and this is raising standards.
54. Teaching and learning are good overall and sometimes very good. This is because teachers have high expectations and pitch work at appropriately challenging levels for most pupils. As a result, pupils put more effort into their work and are keen to succeed. Purposeful questioning develops clear understanding of new knowledge. High levels of enthusiasm from the teachers, good relationships and secure subject knowledge help to keep pupils motivated and involved, as seen in a good lesson in Year 1 when the teacher made learning about tens and units into a game, making towers of cubes. The teachers set mathematical problems related to everyday life, and this enables pupils to understand the relevance of their learning. Sufficient time is given to allowing pupils to think and discuss their ideas with others, to work independently, and to use their own initiative in presenting their work. Classroom assistants work well with pupils with special educational needs and sometimes with other groups of pupils. These positive features of lessons help to explain the good attitudes to learning and mostly good behaviour seen during the inspection, which contribute to the standards achieved.
55. The co-ordinator manages and leads the subject well and, through systematic monitoring of planning, teaching, and pupils’ work, has a thorough grasp of the school’s strengths and weaknesses in mathematics. Very good analyses of test results identify weaknesses and action is planned to improve them. For example, a section of the current action plan focuses on improving pupils’ abilities in mental maths. The co-ordinator has introduced a very effective system for tracking pupils’ progress, and this is also carefully monitored, and acted upon, thus ensuring that every effort is made to ensure all pupils achieve their potential. Effective systems have been introduced to involve pupils in their own learning, as evident, for example, in a Year 1 lesson in which all pupils questioned were able to explain their own target, and the progress they were making to achieve it. Weaknesses in teachers’ subject expertise, criticised in the last inspection, have been successfully addressed, increasing teacher confidence in teaching mathematics. This is having a positive impact upon pupil achievement, and is helping to raise standards.

56. In a minority of lessons observed, the teaching and learning could be improved with better use of mathematical resources such as number lines to help pupils who are finding it difficult to do mental calculations. Action has already been taken by the co-ordinator to improve this aspect of teaching, to ensure this practice is firmly embedded in all classrooms. The curriculum makes good provision to enable pupils to apply their mathematical skills in other subjects, but there are insufficient opportunities allowing pupils to apply and develop the skills of logic and reasoning in mathematical investigations.
57. The school has addressed all of the issues raised in the last inspection, and has made good improvement. Teachers' subject expertise has improved; teachers give clear explanations and instructions to pupils and make learning relevant to everyday life. They adapt their lessons and planning to take account of pupils' responses, allowing appropriate time for pupils to think and discuss their ideas. Lessons provide opportunities for the personal development of pupils, so that they become increasingly independent by the end of Year 6, and have good attitudes to learning. All of these improvements are helping to raise standards.

Mathematics across the curriculum

58. Links to other areas of the curriculum are good. Pupils use data handling in science, read scales and use coordinates in geography, and study patterns in art. ICT is used well to consolidate learning in data handling.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Good attention is given to scientific investigation and practical experiments, which helps pupils to understand their work as well as to enjoy it.
- Very good links are made to other curriculum areas.

Commentary

59. At the end of Year 2 standards are close to the expected levels for most pupils. By the end of Year 6 almost all pupils reach the expected level. The number of pupils reaching the higher level has increased and is only a little short of the national average. In relation to their low starting points the achievement of all pupils, including those with special needs, is good. This represents a very good improvement since the time of the last inspection and the latest results are an improvement on the previous year. Over the last 3 years boys have outperformed girls in science. The school is targeting the achievement of girls in an effort to raise their attainment.
60. Overall teaching and learning are good and during the course of the inspection one excellent lesson was observed. Teachers make lessons lively and inspirational with the result that pupils enjoy learning and are eager to talk about what they have learned.

Example of outstanding practice

A Year 5 lesson on the Earth in Space showed that pupils achieve very well when varied work is matched exactly to their needs.

Difficult concepts were taught in an inspiring and highly effective way. Learning support assistants questioned their groups of pupils well, allowing them time to think as they composed answers to demonstrate their understanding using scientific terminology of 'axis, orbit and rotate' to describe how it is the *earth* that moves *not* the sun and that the earth spins on its axis every 24 hours. All adults praised pupils for their good efforts and this motivated them to higher levels. Learning was reinforced as pupils viewed the movements of the 'Earth in Space' on a CD-ROM. This enabled pupils to recall information they would normally find difficult to retain. There was a very good balance of adult interaction and pupil involvement as the teacher read a short story, 'The Heavenly Race,' after which pupils in mixed ability groups planned, practised and performed a part of the story, taking the roles of the Sun, Earth, Moon and Narrator. All these activities ensured pupils were using many skills as they gained a good understanding of these scientific concepts.

61. Good emphasis is placed on investigations so that lower attaining pupils with poor speaking and listening skills, who are unable to express themselves clearly, can learn in a meaningful way. This focus on practical investigation and enquiry skills throughout the school is very appropriate and pupils respond well to practical approaches. In a Year 1 lesson, where teaching was good, all pupils were provided with good opportunities to discuss their awareness of the five senses. They readily moved into pairs to talk about the parts of the body they would use to find out about their world. The teacher promoted scientific vocabulary well as she introduced words such as 'sensitive', which the more able pupils used appropriately in sentences. Beautifully written labels encouraged less able pupils to spell accurately as they labelled sense organs such as 'tongue' and 'eyes.'
62. Pupils in Year 6 understand the need to make tests fair in order to get secure results. They learn that some changes occur when materials are mixed which are irreversible. They are confident to make careful observations and to discuss their results.
63. Leadership and management of the curriculum are good. Regular assessments are made of pupils' progress, which help teachers to target areas for future development. Monitoring of teaching and learning has helped to raise the standards pupils achieve in science. All teachers regularly take pupils on visits which heighten pupils' awareness of scientific understanding, and good use is made of ICT to increase pupils' scientific knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Teachers have very good subject knowledge; they demonstrate skills well and make effective use of classroom assistants.
- Leadership and management are very good.
- There are effective systems in place for assessing and recording pupil progress in ICT.
- The resources available do not allow sufficient opportunity for using ICT in other subjects.

Commentary

64. Standards at the end of Year 2 and Year 6 are in line with national expectations. This shows good achievement when compared with the well below average attainment of the pupils when they start school.
65. Teaching is good overall. The long-term curriculum plan for ICT ensures that all aspects of the subject are covered. Lessons are well organised and structured and teachers are confident,

skilled and effective in demonstrating ICT processes. Teachers have very good subject knowledge, which ensures that pupils' skills and vocabulary are developed at an early stage. For example, in a good Year 1 lesson the classroom assistant supervised the pupils as they put in the data to make a graph of favourite colours, allowing the teacher at the interactive whiteboard to concentrate on explaining and discussing with the pupils the changes on the graph as the data increased. Pupils moved to the computers and were quickly on task, excited but busy. Using the correct vocabulary throughout, they were able to load the program, use the mouse to click on and input data, save, print their graphs and log off.

66. By the end of Year 2, pupils use keyboard skills for a variety of different purposes. They can use word processing to communicate text and are able to alter the layout of text and graphics; create pictures in the style of Mondrian using a graphics program; direct the floor turtle, and program routes for it to follow; and they can use the Internet for simple searches in connection with work in other subjects.
67. By the end of Year 6, pupils use word-processing skills very confidently. They present text in a variety of forms and styles and use graphics programs to enhance their presentations. Multimedia presentations effectively combine video film, sounds and music, and are edited creatively by pupils, as, for example, in presentations about 'Road Safety' and 'Our visit to York'. Pupils of all abilities in Year 6 can demonstrate how to set up a web page on a topic from their own research, adding links to other pages. They can program the computer to control the opening and closing of the garage doors of a model house, using light sensors, and have used sensors to monitor light and sound.
68. Effective use is made of classroom assistants who contribute well to learning. During independent work they are supportive and encouraging with individual pupils. This makes sure that lower attaining pupils and those with special educational needs are fully included so that they make good progress.
69. Leadership and management in ICT are very good. The co-ordinator has excellent subject knowledge and is very enthusiastic about ICT. In discussion with the pupils and staff about their work in ICT, it is clear that he has had a positive impact in raising ICT standards throughout the school. The installation of a new computer suite and an interactive whiteboard has ensured that teachers have the necessary resources to teach ICT effectively. In addition, staff training, led by the co-ordinator, has ensured that staff have the necessary skills to improve standards.
70. The co-ordinator monitors ICT lessons and samples pupils' work. He has a good understanding of the subject's strengths and areas for development and has planned action for future improvement. He has introduced an effective system for the assessment of pupil progress in ICT, so that staff can build on pupils' prior knowledge and extend their learning. The school has made good improvement in ICT since the last inspection as all of the issues raised have been addressed. As a result, achievement is good and overall standards are now average.

Information and communication technology across the curriculum

71. Links between ICT and other subjects are good, and are effective in stimulating pupils' interest in ICT as well as in other subjects. ICT lessons also provide plenty of opportunity for pupils' personal development, and in the majority of lessons observed, pupils were able to work independently and collaboratively, using their own initiative to present their work. However, because of limited computer facilities in classrooms, there are few opportunities for pupils to use ICT to develop skills within their classrooms.

HUMANITIES

Religious education and geography were inspected individually and are reported in full below. History was sampled.

One lesson was seen in **history** in which both teaching and learning were satisfactory. Other work was sampled. These samples and the high quality of displays of work around the school show a good coverage of the programmes of study and that visits such as that of Year 6 pupils to York Minster, and visitors such as the 'Roman soldier' to pupils in Years 3 and 4 extend pupils' historical knowledge as well as significantly improving their skills in literacy and art. A good array of artefacts accompanied by probing questions prompts pupils to develop their enquiry skills. Issues from the previous inspection, which indicated there was too little opportunity for independent writing or research and that there were too few resources, have been addressed well. Pupils in Year 2 can talk about the Great Fire of London and have used a wide selection of art materials to create pictures depicting the scenes of devastation. In the one lesson observed in Year 6 pupils were confident to identify main features of the ancient Olympic Games and compare them with modern Olympic Games. Very good use was made of ICT to research information and to present findings.

Religious Education

Provision in religious education (RE) is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good.
- The curriculum plan and new resources enhance teaching and learning.
- Good subject leadership ensures standards are raised.
- The spiritual, cultural and personal development of pupils is promoted well.
- There is no formal system to assess pupils' learning.

Commentary

72. Standards in RE are in line with the expectations of the locally agreed syllabus, and achievement is good, considering the low levels of attainment of pupils when they start school.
73. Teaching and learning in RE are good. Teachers' subject knowledge has improved as a result of staff training, so that they are more confident in teaching this subject, and more effective in relating the values and beliefs of various religions to the experience of pupils. This helps to deepen pupils' knowledge and understanding of other religions. A good example of this was observed in a Year 6 lesson in which the pupils were able to explain the significance of the Five Pillars of Islam, and suggest five guiding principles of their own. One pupil explained that by following these principles, "I will be a better person, and live a better life."
74. Improved curriculum plans and enhanced resources have ensured that pupils become more knowledgeable about world faiths as well as Christianity. For example, Year 1 pupils can retell the story of Zacchaeus and know it is from the Bible. Year 2 pupils can give examples of the parables told by Jesus, and know that a parable is a story with a message from God. Year 6 pupils can discuss in depth the events in the Christian calendar, such as Pentecost, Ascension, and Whitsuntide. Further discussion with pupils reveals satisfactory knowledge and understanding of other world religions, including Hinduism, Judaism and Islam. Visits to a nearby church, a visit from a Baptist minister, and participation in 'Islam Awareness week' all help to stimulate pupils' interest and enhance their learning about different religions.
75. Effective leadership and management of the subject co-ordinator has had a good impact on the school's provision for RE. She has been effective in implementing the new RE curriculum, working with the advisor from the local education authority to improve teacher's subject

expertise. Systems for monitoring planning, lessons, and pupils' work, as well as conducting regular interviews with pupils about their work, are in operation. These are effective in raising the profile of RE, and identifying areas for further development.

76. A major feature in all lessons observed is the way in which teachers sensitively promote the spiritual, cultural and personal development of pupils. Time is allowed for pupils to discuss issues with each other, and to describe their feelings about aspects of faith and religion, as in a Year 2 lesson in which pupils soon became involved in finding 'special things' about each other.
77. There are no formal systems for the assessment of pupils' knowledge and understanding in RE, although the co-ordinator is aware of this, and has plans to develop this aspect of the curriculum in future to ensure pupils continue to make progress in their learning.
78. There are good opportunities to link RE with other subjects, particularly geography, art and music, and it is also used effectively as a context for pupils to practise their skills in extended writing.
79. There has been good improvement in the provision for RE since the last inspection. All of the issues raised have been addressed, and standards have risen, particularly in the spiritual, cultural and personal development of pupils. Pupils now know about the Christian and other world religions, and this represents good achievement.

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Overall teaching and learning are good.
- Visits and visitors promote learning well.
- Displays are of a very high standard and promote a sense of pride in pupils.
- Very good links are made to other curriculum areas.

Commentary

80. At the end of Year 2 standards are close to the expected levels. By the end of Year 6 most pupils reach the expected level. In relation to their low starting points the achievement of all pupils, including those with special educational needs, is good. This represents good improvement since the time of the last inspection.
81. Overall teaching and learning are good. This is an improvement since the last inspection. Teachers' planning is very thorough, and ensures pupils are actively involved in their learning. Tasks set are challenging for all levels of ability and children learn to research and present information in the form of maps, illustrations, graphs and descriptive writing. In a very good lesson observed in Year 5, where close attention was paid to risk assessment, pupils worked very well together as they undertook fieldwork to collect and record evidence about local traffic issues. One unsatisfactory lesson was seen where there was a large number of pupils with special educational needs. The introduction was too long in relation to the pupils' short concentration span. Pupils became confused by an overload of information, their behaviour deteriorated and achievement for the majority of pupils was unsatisfactory.
82. Visits and visitors to the school have a very positive effect on pupils' learning and provide them with much enjoyment. They are a key feature as to why geography has improved over the last two years. Year 2 pupils are enthusiastic about their visit to Meadowhall, while Year 6 pupils have enjoyed a residential visit to Malham and a trip on the River Ouse. They contrast this with their visit to the River Humber and with their knowledge of much longer rivers such as the Nile in Africa.

83. Displays are of a very high standard and they are very successful in raising pupils' self-esteem. Pupils from all classes eagerly discuss photos, read poems, point out illustrations, books and textiles, which reflect the interest in geography. Teachers have promoted this by presenting pupils' work in such an attractive way.
84. Very good links are made to other curriculum areas. Pupils used their literacy skills to read maps on their field trip to Padley Gorge and Derwent Dam. In all classes they use mathematical skills to create tally charts to record information, and ICT to research, for example, the climates in contrasting countries. Monitoring of work samples and displays shows a depth of work on other cultures. This represents an improvement on the findings of the previous inspection. For example, a recent whole school creative week raised pupils' knowledge and awareness of the cultures of different African countries.
85. Leadership and management are satisfactory; the level of resources is now adequate and the use of two digital cameras and a video camera helps teachers and pupils maintain a good record of all the activities covered.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Music, design technology and physical education were sampled.

One good lesson in **design and technology** was seen in Year 1 during the inspection. In this lesson there were good links with geography and science. Pupils used their senses and improved their language skills when describing the touch and tastes of different fruits and vegetables from around the world and sorted them into sets before plotting their points of origin on a map of the world. In this lesson, classroom assistants and adult helpers were used very well to promote the learning of new words and how to classify the fruits. From curriculum planning documents and a scrutiny of work it is clear that the full curriculum is being taught throughout the school. There are good resources in each classroom to fulfil all teaching needs.

A visiting peripatetic teacher taught the only **music** lesson seen during the inspection. In this lesson teaching, learning and achievement were very good. There was a very good pace to the lesson and the teacher's enthusiasm for the subject was instantly conveyed to the pupils, who recognised this and responded well in developing active listening and playing skills. Leadership and management of music are good. Resources are good and are readily accessible for all to enjoy. Displays are of a very high standard and enhance pupils' learning. A small number of pupils regularly attend guitar, recorder, flute and clarinet clubs, which are enthusiastically led.

One good lesson was seen for Year 6 pupils in **physical education** and this was in games. The quality of teaching, learning and pupils' achievements was good. Pupils worked hard on practising ball skills and knew the effect this exercise was having on their bodies. Evidence gathered during discussions and a scrutiny of planning indicates that all elements of the curriculum are taught and there are new developments planned for extra-curricular activities to include a wider range of opportunities to learn different styles of dance. The quality, quantity and range of resources are good.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6 and achievement is very good.
- The quality of teaching and learning is very good in Years 5 and 6.
- Sketchbooks are not used creatively enough.

Commentary

86. By Year 6 pupils are painting in the style of different artists with confidence. They know, recognise and can paint well in the styles of several great artists such as Picasso, Klee and Hockney and can use their skills to make good representations of patterns using appropriate colours of arts and crafts from other countries such as Kenya. Pupils are given direct teaching on how to look at their subjects, on the styles of different artists and on how to refine and improve their work through learning how to draw the proportions of figures using people as models. Pupils respond positively to teachers' expertise and concentrate hard on their work, making evaluative and constructive comments on their own and others' achievements. Teachers mark finished work, both orally and sometimes in writing, saying what works well and what to do next to improve; this causes pupils to reflect upon their work. All aspects of the curriculum are planned well, sometimes linking in with other subjects. For example, making three-dimensional models of a bridge and river after a first hand study of a river. Pupils are encouraged to ask questions in writing on 'Post-its' about paintings and artists which other pupils then seek to answer. In Year 2 pupils learn how to take a design and turn it into a clay tile, and to mix colours. In Year 1 pupils have completed some very good work in textiles and in Years 3 and 4, good work on collages using textiles to represent landscapes around the school is displayed well.
87. The quality of teaching and learning in Years 5 and 6 is very good. Of the two lessons seen in Years 5 and 6, one was very good and the other was excellent. No lessons were seen in other year groups but a full portfolio of work was sampled and art work was prominently displayed around the school. The lessons seen were active, exciting, well resourced and well planned. Pupils responded to teachers' knowledge and understanding of the subject, and the tasks set, with concentration and care, resulting in very good achievement.
88. Although pupils have sketchbooks in which they complete set drawing tasks, they are not used as records of pupils' learning in other areas of the art curriculum and are not inspirational. The use of sketchbooks to record learning needs further development to include, for example, samples of printing or postcards and photographs of stages of work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of learning was sampled.

Personal, social and health education is timetabled in Years 1 to 6 and the learning mentor works very effectively with class teachers and other support staff to deliver this aspect of the curriculum. In the one very good lesson seen, led by the learning mentor, pupils explored a range of issues, such as fairness, trust and sharing, through whole class discussion. Sex education and relationships, drugs, and health awareness are planned in the curriculum for older pupils, but there is no curriculum plan for the progressive development of personal, social and health education throughout the school. Aspects of citizenship are discussed during Circle Time, but this is also addressed on an ad hoc basis, rather than as part of the planned curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).