

INSPECTION REPORT

GREASBROUGH JUNIOR AND INFANT SCHOOL

Greasbrough

LEA area: Rotherham

Unique reference number: 106927

Headteacher: Mr M Fletcher

Lead inspector: Mr D Gwinnett

Dates of inspection: 4-6 May 2004

Inspection number: 256249

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:	5-11
Gender of pupils:	Mixed
Number on roll:	275
School address:	Munsbrough Rise Greasbrough Rotherham South Yorkshire
Postcode:	S61 4RB
Telephone number:	01709 740751
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Fenwick
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Greasbrough Infant and Junior School is an above average sized school serving the Greasbrough area of Rotherham. The socio-economic circumstances of the pupils are below average. Children's attainments on entry to the reception were below average in the current reception, but were well below average in some earlier year groups. Whilst most pupils are 'white-British', three pupils speak English as an additional language. At the time of the inspection there were 275 pupils on roll. There were 61 pupils with special educational needs, ranging from moderate learning difficulties to autism, dyslexia and speech and communication difficulties. The proportion with special educational needs, including those with a statement of special educational needs, is above average. The number of pupils leaving and joining the school other than at the usual times is broadly average. The school belongs to the North-West Rotherham EAZ (Education Action Zone). It received the School Achievement Awards in 2002 & 2003, Activemark in 2000, 2002 and 2003, the Healthy Schools award in 2003, the FA Charter Standard in 2003 and the Sports Extra Award in 2002 & 2003 for the quality of extra-curricular sports provision.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16548	Don Gwinnett	Lead inspector	Mathematics Art and design Design and technology Music
12682	Jim Griffin	Lay inspector	
32133	Joan Elton	Team inspector	Special educational needs English Geography History Religious education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good**, and it gives good value for money because the school receives below average funding but pupils achieve well. Children entered the current reception with below average standards, but some year groups entered with standards well below average. By the time pupils leave the school at the end of Year 6, standards are average overall. The quality of teaching is good. Whilst most pupils achieve well, higher attaining pupils achieve satisfactorily. The school is well led and is soundly managed. The leadership of the headteacher is very good.

The school's main strengths and weaknesses are:

- Achievement for pupils from reception to Year 2 is picking up well and is now good, following low results in the 2003 national tests.
- The headteacher's very good leadership creates a very happy school.
- Pupils achieve well when comparing their standards on entry to their standards when leaving.
- The outstanding provision for physical education and the very good range of extra-curricular activities, has a significant positive impact on pupils' social development.
- Pupils' very good attitudes and behaviour help them to learn well.
- There is insufficient clarity and rigour in some aspects of management.
- Some higher attaining pupils are not challenged enough.
- Inconsistent marking of written work leaves some pupils unsure of how well they are doing.
- Whilst achievement in science is satisfactory overall, the arrangements for the science curriculum are unsatisfactory.
- Parents are very happy with the work of the school and support it well.

The school's improvement since the last inspection is good. Standards have risen in mathematics and in information and communication technology due to improved planning and teaching. There is more good and very good teaching, and all the key issues have been successfully addressed. There has been sound improvement in using assessment to help pupils understand what they have to do to improve, although some marking of written work lacks clarity.

STANDARDS ACHIEVED

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

*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. Standards in the current Year 2 have improved since last year's disappointing results following intensive efforts to improve the style of teaching. In writing in last year's tests, pupils were in the bottom five per cent nationally because teaching insufficiently addressed the very low levels of speaking and listening on entry to the school. Pupils in Year 2 are on course to reach average standards, which are above those of similar schools. Year 2 pupils achieve well. At the end of Year 6, standards are average in English and science and above average in mathematics. The teaching of English has improved following a whole school focus and pupils are on course to improve on last year's test results. Pupils in Year 6 achieve well. Standards in Year R are average in relation to the goals children are expected to reach by the end of reception in all the areas of learning, and there is good improvement from their below average standards on entry.

Pupils' personal qualities are very good overall. Their spiritual, moral, social and cultural development is good. Pupils' attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall throughout the school, although there are fluctuations between classes. In most lessons, teachers manage their pupils very well and this means that pupils work well independently. Teaching assistants provide very good support and pupils try hard to succeed. When marking is good, pupils have a clear understanding of what they have to do to improve, although the quality of marking is inconsistent. The clear targets in English and mathematics help pupils to achieve well. The curriculum is good overall and is enriched by lots of extra-curricular activities, including competitive sports; these promote very good social development and help pupils to enjoy learning and to feel proud of their school. The science curriculum is blocked in years 1-5 and this means that pupils do not benefit from weekly lessons that sequentially build up their skills. However, in Year 6, pupils have two lessons of science each week and their achievement improves. Pupils feel positive about school because parents are exceptionally appreciative of the school's efforts. The school is very caring; particularly in its support for vulnerable pupils and in the way that it recognises those who try hard. The good provision for pupils with special educational needs helps them to achieve well.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

Leadership is good. The headteacher has a very clear vision and is committed to continual improvement. Other key staff provide good leadership and have a clear knowledge of developments in their subjects. Management is satisfactory: tracking of pupils' progress is improving, but is not consistently good across subjects. The monitoring of teaching is leading to improvement, although fluctuations in the quality of teaching, and in pupils' performance, show that procedures do not always remedy these inconsistencies. The budget is carefully managed so that there are sufficient resources for new developments. The work of the governing body is good. Governors have a clear understanding of the strengths and the weaknesses of the school and provide good strategic support. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are exceptionally positive about the work of the school. They are impressed with the quality of teaching, feel that the leadership of the headteacher is excellent and are appreciative of the wide range of additional activities offered. Parents feel consulted and are happy to approach the school with their concerns. Some parents are a little worried about bullying. Inspectors found that the school has very good arrangements to prevent bullying and these are applied well.

Pupils like nearly everything about the school, but a few think that other pupils should behave better. The inspection team found that behaviour is very good and that teachers are consistently fair and firm despite a minority of pupils who pose a challenge.

IMPROVEMENTS NEEDED

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

- Strengthen the clarity and rigour in some aspects of management so that inconsistencies in the quality of teaching and fluctuations in standards and achievement are addressed.
- Ensure a consistently high level of challenge for higher attaining pupils so that they maximise their achievements.
- Ensure that all marking of written work clearly tells pupils how well they are doing.

- Improve the unsatisfactory arrangements for the science curriculum that adversely affect standards in some classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall by the end of Year 2 and Year 6. For both these year groups, standards were well below average on entry to the school. Achievement is also good in the Foundation Stage, where children started school with below average standards. Standards are average in English and science by Year 6 and are above average in mathematics.

Main strengths and weaknesses

- Standards have risen steadily in mathematics by Year 6 since the previous inspection.
- Standards in physical education are high and in art and design are above average.
- The good number of support assistants and their effective deployment and support provide encouragement for pupils to achieve well.
- Higher attaining pupils do not achieve as well as other pupils in some lessons because their needs are not sufficiently catered for.
- An unbalanced science curriculum has an adverse impact on standards because some pupils are not covering all the areas of learning in sufficient depth.

Commentary

1. Most children start school with below average attainment, although in some years this is well below average. Teachers provide well structured activities that help pupils to relate to each other and to adults, and to gain crucial early skills in the areas of learning for reception pupils so that they can build on these in Years 1 and 2. Most pupils in reception will reach the early learning goals in the six specified areas and have made good progress in their skills during the year from their below average starting base. Children work amicably with one another, listen to the teacher and helpers well and do as they are told. Their listening and speaking skills have improved, and there are clear signs that they have developed socially. Parents of this age group were delighted at their progress when they were spoken to before the inspection.

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

Standards in:	School results	National results
reading	14 (15.1)	15.7 (15.8)
writing	11.0 (13.3)	14.6 (14.4)
mathematics	15.1 (16.2)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year

2. Despite good early progress, test results were very disappointing in Year 2 last year. Results in reading and mathematics were well below average, and they were in the lowest five per cent in the country in writing. Although the proportion of pupils with special educational needs was significantly higher than usual, and this partially accounted for the low results, the school held an urgent review of teaching and learning strategies, rapidly introducing new ways to improve pupils' progress, especially in writing and particularly amongst boys, whose achievement was a cause for concern. The school had received School Achievement awards in both 2002 and 2003 for its work with older pupils and it wanted to see this excellent practice reflected in its work with younger pupils. All staff contributed to this audit and the governing body, who take a close interest in what happens, were kept fully informed of progress. Inspection evidence shows that this has paid off. An action plan covering the areas of teaching quality, management of Key Stage 1 (reception to Year 2), improved lesson planning, more focused assessment and

clear target setting has resulted in unmistakable improvement. However, inspectors feel that the low results of last year should have been anticipated and corrective action taken sooner. Pupils in the current Year 2 are set to perform considerably better in the national tests and predictions based on regular assessments confirm this.

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

Standards in:	School results	National results
English	24.8 (25.1)	26.8 (27.0)
mathematics	26.6 (26.5)	26.8 (26.7)
science	28.7 (29.3)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

- Results in Year 6 last year placed pupils ahead of similar schools in mathematics and science, but behind in English. New measures that show the amount of value added to pupils' learning since Year 2 indicated well above average progress overall although, again, progress in English was no better than average, whereas progress in mathematics and science was well above. The school has looked closely at the management of English, introducing tighter assessment and target setting and improved lesson planning. Taking into account the higher than average proportion of pupils with special educational needs, Year 6 pupils are likely to repeat the positive value added scores in mathematics and science, and look set to perform better in English. Analysis of pupils' achievement and progress, which is closely woven into the strategies for continually improving the quality of teaching, shows that pupils' confidence is rising. However, despite a particular focus on gifted and talented pupils that has successfully started to stretch them, these pupils are not consistently well challenged in all classes. Where the level of challenge is limited, higher attaining pupils do not achieve as well as they could. A good level of challenge is evident in the Year 6 classes and this is helping pupils to reach the higher levels of the National Curriculum.
- Whilst achievement in lessons seen in science was good, samples of pupils' work show that achievement is not consistently good across all classes or across all areas of work. This is because pupils do not have science lessons every week and so do not learn in a sequential and methodical way. In addition, some teachers do not ensure that all the parts of the National Curriculum are covered as well as they should be. When this happens pupils' learning is sketchy and their achievement in these areas suffers.
- The two subjects that shine out are physical education and art. The art work is above average, showing attention to detail using a range of media and with some delightful large scale sculptures that are visually exciting and great fun. The school excels in physical education, having won many medals and trophies. This results from intensive extra-curricular activities that give pupils a real opportunity to excel in competition with all other schools. Pupils spoke with enthusiasm to an inspector about the pride they feel in themselves and their school because of their excellent sports track record. This, and their enjoyment of art, contributes measurably to the happy atmosphere that is so conducive to good quality learning. Their satisfaction was evident in the pupils' questionnaire conducted before the inspection, and parents who met an inspector before the inspection mentioned how impressed they were with these subjects.
- Pupils with special educational needs progress well. The small number of those with English as an additional language also achieve well. A particularly noticeable aspect of provision is the support given to pupils by support staff. This is very evident for pupils with special educational needs, who benefit from the focused support provided. Overall, work is well matched to these pupils' needs.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils show very good attitudes towards school and their work in lessons. Their behaviour is very good, underpinned by very good relationships among pupils and with adults. Pupils develop well-rounded personalities. Pupils' attendance is satisfactory, whilst punctuality is good. Their spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils are proud of their school and work very well in lessons.
- Pupils' very good behaviour and relationships with each other and adults create a positive learning atmosphere.
- The school's measures to promote positive attitudes, behaviour and attendance are very good.
- Pupils' personal qualities are well developed; their social and moral development is very good whilst their spiritual and cultural development is good.
- There is a significant level of holidays taken during term time, despite the school's very good efforts to promote high attendance.

Commentary

7. Most pupils enjoy attending the school because the school plays an important part in their lives. Very good opportunities to exercise responsibility and access to a very wide range of clubs give pupils a real stake in the school. These features make a powerful contribution to pupils' very positive attitudes towards the school. Year 6 pupils cite sporting achievements and external awards, such as the Sports Activemark and Healthy Schools awards, as other major reasons for their pride. Pupils enjoy most of their lessons and the very positive atmosphere that prevails during playtimes and lunchtime. In lessons, pupils' attitudes towards their work are very good. In most lessons, pupils listen very well and show very good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are challenging and they are able to engage in a variety of practical activities.
8. Behaviour in classrooms, during lunchtime and playtimes, is very good. Staff set high expectations for pupils' behaviour and most pupils are very keen not to let down their teachers or themselves. The very good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning and social development that prevails. A calm, social atmosphere prevails in the dining hall. Parents and pupils confirm that there is no racism and bullying incidents are rare. Pupils know that such incidents, once reported, are thoroughly and fairly investigated. The school very effectively places a strong emphasis on prevention of all forms of anti-social behaviour, through discussions in assembly and regular recognition of good behaviour and attitudes. Exclusions are rare.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British– any other Asian background
Black or Black British– African
Parent / pupil preferred not to say

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
261	3	0
2	0	0
3	0	0
4	0	0
2	0	0
1	0	0
2	0	0

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

9. Very harmonious relationships among pupils, irrespective of background or gender, are a very positive feature. Teachers value pupils' work and effectively praise effort and good work. This significantly assists pupils' learning.
10. Most pupils achieve the early learning goals related to their personal, social and emotional development by the end of reception class. Allowing for pupils' age, there is significant year-to-year variation in the maturity shown by pupils. For example, the current reception pupils' self-esteem and confidence are strikingly positive features. Pupils have a very well developed sense of right and wrong. They hold the rewards system in high regard and fully support school's sanctions, where needed. Pupils justifiably talk of the confidence they get from teachers, who treat them as more grown-up as they get older. Nearly all pupils show respect and care for others. For example, they hold doors open for adults in corridors and are kind to peers who are feeling unwell or left out. They exercise responsibility for themselves and others in a very responsible way. For example, a significant proportion of the older junior pupils are playground leaders or helpers. When questioned in a group, Year 6 pupils listen calmly and with respect to different views expressed by others.
11. The opportunities to play a good range of musical instruments, the range of art they experience and pupils' positive attitudes to learning make key contributions to their good spiritual development. Similarly, music, artwork and religious education are important contributors to pupils' good cultural development. Pupils' involvement in team sports and outdoor education is a key feature in their very good understanding of local culture. There are positive features in pupils' multi-cultural development. For example, Year 6 pupils speak positively about their interest in learning about other world religions. However, the school does not use a full range of opportunities to develop pupils' multi-cultural awareness through displays and its programme of visits, for example.

Attendance in the latest complete reporting year (93.8%)

Authorised absence		Unauthorised absence	
School data:	6.0	School data:	0.2
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2002/3).

12. The school's measures to monitor absence and promote high attendance are very good. The key features are close data monitoring, regular recognition of high attendance and sensitive

'first day absent' contact with parents. As a result, parents clearly understand that the school places great emphasis on attendance and most contact the school in the event of absence, and unauthorised absence is below the national average. Whilst attendance has been below average for several years, the level of absence during the current year is average and analysis of absence data shows that it is the significant level of holidays taken during term time that sometimes causes the attendance to drop below the national average. Nearly all pupils arrive routinely on time for school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching enables all pupils to make good gains in their learning and achieve well. A sound curriculum is enriched by a very good range of extra-curricular activities. Pupils are cared for very well and links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are good throughout the school. They are good in all subjects where judgements could be made except physical education, where they are very good, and music, where they are satisfactory. Assessment is satisfactory.

Main strengths and weaknesses

- The very good teaching for pupils in Year 6 contributes very strongly to their overall achievement.
- Teachers' very good management of pupils results in high levels of motivation, very good behaviour and a happy learning atmosphere across classes.
- In some of the satisfactory lessons, tasks were not always as closely matched to the needs of higher attaining pupils as they might be.
- Teaching assistants support teachers well and contribute to the good achievement of most pupils.
- Some teachers do not mark pupils' work regularly enough or include sufficiently helpful comments that help pupils to improve.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	11 (29%)	15 (39%)	11 (29%)	0	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.

13. The best lessons seen during the inspection, a high proportion of which were in Year 6, were characterized by very high expectations of all pupils, a very brisk pace and excellent relationships that promoted personal and academic growth. As a result, in these lessons, the pupils know they are expected to work very hard; they rise to the challenge and are eager to learn. An example was a Year 6 mathematics lesson where pupils were required to test each other and themselves, promoting responsibility for their own learning and a keen appreciation of what they needed to do further to improve. Quick fire mathematics games brought the learning alive and excellent management skills meant that pupils were fully absorbed and involved throughout. In a very good science lesson with Year 6, the teachers' very good use of open questions and lively manner and pace kept the pupils on their toes and eager for more.

14. A noticeable feature of many lessons is the teachers' high expectations of behaviour. This results in lessons that are orderly and calm with a very positive impact on learning. Teachers manage pupils in a purposeful but welcoming way that encourages mature, considerate and attentive responses. As a result, the ethos for learning in nearly all classes promotes good levels of achievement with little disturbance or interruption. An example was a physical education lesson with Year 2 where the teacher gave very clear instructions and praised all the pupils, who worked hard even though some of them found the exercises demanding. The inclusive learning atmosphere ensured that all pupils were successfully nurtured and developed. A particular ambitious aspect of the teaching was the use of words such as 'parallel' and 'synchronize' that challenged all pupils, including higher attaining pupils, to think carefully about how to work successfully with a partner.
15. However, in some lessons, not enough thought has been given to how to challenge higher attaining pupils. It was clear from a scrutiny of work in mathematics exercise books, for instance, that some teachers had not give enough clear written feedback to gifted and talented pupils in order to spur them on. In a Year 5 mathematics lesson, the teacher gave too much praise when it was not deserved and this left higher attaining pupils content with work that was not their best. In a Year 3 art lesson, the teacher didn't use follow-up questions when pupils gave obvious answers to easy questions that didn't fully extend them. Where teaching is more imaginative, teachers extend all pupils. In one very good history lesson with Year 5, the teacher used the maxim 'Risk, Resilience, Resources, Reaction' to encourage pupils to be bold in their writing and this successfully encouraged higher attaining pupils to be more adventurous in their choice of vocabulary.
16. Teachers' effective use of support assistants ensures that most pupils derive maximum benefit, especially those who need additional support in their learning. Special needs assistants and learning support assistants provide skilled and focused support. They work well with teachers, understanding what needs to be done and the particular needs of individual pupils.
17. Whilst the school has developed clear assessment procedures since the previous inspection and there is now much greater clarity about what pupils need to do to improve, this is not always reflected in teachers' marking. In better lessons, work is marked regularly and there are comments that help pupils to know what to do to improve. This is particularly evident in the marking of Year 6 pupils' work, with some excellent marking of mathematics books. However, the quality of marking across the school is inconsistent. Some books, for instance some mathematics books in Year 2, do not contain regular comments about either the accuracy or neatness of pupils' written work. Whilst pupils mark their own work, and this helps them to develop independence, some work remains unmarked and so pupils do not always know whether their work is accurate. Also, lack of marking means that some pupils do not have enough pride in what they do and the verbal feedback, which is of much better quality, is not reinforced with helpful written comments.

The curriculum

There is a satisfactory curriculum in the school between Years 1-6 and a good curriculum in reception. There are very good opportunities for enrichment and participation in sport is excellent. There is also very good support for learning outside the school day and very good participation in other activities. Accommodation is very good and good resources meet the needs of the whole curriculum.

Main strengths and weaknesses

- The curriculum in science is unbalanced.
- The provision for pupils with special educational needs is good.
- Pupils have very good opportunities to take on responsibility and show initiative.
- Extra-curricular provision is rich and varied.
- The very good accommodation is well used to promote learning.

Commentary

18. All pupils have full access to the statutory curriculum, including a daily act of collective worship. In reception, pupils work on some very interesting activities in all the six areas of learning. These activities are usually linked to a central theme. Speaking and listening are encouraged across the curriculum and there is good focussed development within communication, language and literacy.
19. In Years 1 to 5, priority is given to English and mathematics and extra time is spent on them. In Year 6, priority is given to science also. Pupils make good progress in English and mathematics and achieve well. Science is not as well organized, except in Year 6: the curriculum in Years 1-5 is taught in blocks rather than as weekly lessons and this means that there is insufficient continuous reinforcement of learning in a methodical or sequential way before Year 6. This is particularly the case in Years 1 and 2. This also happens in history and geography. Physical education and art are, however, strengths in the curriculum and ICT is well developed across all subjects in both key stages.
20. Provision for pupils with special educational needs is good. They achieve well and have positive attitudes to their work. There is early identification of needs and parents, pupils and staff work well together to compile individual educational plans, which are clearly defined with sufficient detail for targets to be relevant and achievable. These are incorporated into general lesson objectives and pupils receive additional support from teaching assistants to achieve them. They are also helped to work effectively with other pupils. This support is usually provided in the class but there are occasions when withdrawal is a more beneficial option, for example when the particular emphasis in classroom teaching is inappropriate for such pupils.
21. Progress is regularly monitored and pupils, parents and staff are given regular feedback. A specialist teacher visits the school on a weekly basis to check the progress of a learning support initiative for identified pupils and to maintain regular dialogue with the co-ordinator and general teaching staff. The newly appointed co-ordinator for special educational needs leads and manages her role positively and has begun to make innovations to improve general effectiveness and efficiency.
22. The curriculum provides appropriate sex and relationships education and attention to alcohol and drugs misuse across the age range. Personal, social and health education is provided by an effective citizenship programme in which pupils are encouraged and trained to take responsibility. There are managers for playtime, for first aid, for ICT facilities, for litter control and for energy. Infant and lower junior classes use 'circle time' to discuss social issues and help resolve conflict. There is also a learning mentor available for individual counselling and a quiet and restful area of the school has been designated for this purpose. All this helps to make pupils more willing learners.
23. The school excels in sport: it offers a wide range of opportunities across the age range and has won many local and county trophies. Extra-curricular provision is outstanding; there are between seventeen and twenty-seven clubs a week; these, together with visits and visitors considerably widen the curricular experience on offer to the pupils.
24. Accommodation and outdoor areas are safe, attractive, spacious and well resourced. They very effectively meet the needs of all pupils. Sufficient staff are available to teach the curriculum and these work well as an enthusiastic team. Hard working and competent teaching and clerical assistants support them.

Care, guidance and support

The school cares very well for its pupils. Pupils get good support, advice and guidance. There are very good measures to involve pupils in the school's work and development, through seeking and acting on their views.

Main strengths and weaknesses

- The school's very good care of its pupils has a positive impact on the culture of learning.
- The good support, advice and guidance for pupils help them to feel secure in their learning.
- The school regards the views of pupils as important to its work.

Commentary

25. Levels of minor accidents, mainly in the playground, are low. Separate play-areas for infant and junior pupils contribute to accident prevention. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked-after children. The arrangements for induction to reception as well as the transfer arrangements to secondary school are well established and effective. Staff know the pupils well and address their needs very effectively. They act quickly if a pupil is unhappy or under pressure and are careful to make sure new arrivals are helped to settle in. Additional mentoring support for the minority of pupils who are vulnerable is very good. As a result, nearly all pupils have a good and trusting relationship with one or more adults, and the pupil survey confirms this.
26. The support of pupils' achievement, through monitoring, is frequent and effectively shared with pupils and parents. Good attitudes, work and achievements beyond school are effectively recognised at weekly celebration assemblies. Teachers and other staff work very closely with pupils and their parents to identify how any concerns can be overcome. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school. They do. Pupils are directly involved in identifying their personal development targets. Pupils also have academic targets in reading, writing and mathematics, but they are not involved in their identification.
27. The very good relationships among pupils and their teachers create a very positive atmosphere in which to seek pupils' views. Year 6 pupils confirm that staff seek their views in assemblies on issues such as the level of interest in possible clubs. The headteacher values pupils' views on all aspects of school life. As a result, the school council has been exceptionally effective in introducing a very wide range of playground equipment and activities as well as greater food choice. Not surprisingly, the great majority of pupils surveyed strongly agree with the statement that the school listens to their ideas.

Partnership with parents, other schools and the community

There is a very good partnership with parents. Links with the local community make a very good contribution to pupils' personal development. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Parents are exceptionally positive about what the school provides and achieves.
- Most parents also contribute well to the very successful partnership.
- Visitors, visits and church links contribute strongly to pupils' personal development.
- There are very good links with schools in the primary cluster and two local secondary schools.

Commentary

28. Very well led by the headteacher, parents' concerns or complaints are dealt with promptly,

thoroughly and sensitively. Teachers are accessible, approachable and take on board parents' views about their children. The practice, in infant classes, of inviting parents to work with pupils for ten minutes at the start of the day is a powerful way of creating very good links with parents. The school regularly surveys its parents, gives feedback on the outcomes and addresses any issues identified. The exceptionally positive parents' questionnaire confirms that the school maintains very effective and responsive links with its parents. Parents get termly information on how pupils are getting on, as parents' evenings are held in autumn and spring terms and written annual reports are issued in the summer term. Curriculum information is regularly provided. Pupils' annual reports are of good quality. They clearly identify pupils' effort, interest, understanding and progress. There is no identification of improvement targets, however.

29. Parents of nearly all pupils attend the termly parents' meetings. Through the 'Community Association' parents organise successful fundraising and social events. These events also contribute to pupils' personal development and the good sense of community that prevails, as staff, parents and pupils are involved in many of them. The group also provides an important sounding board on parents' views.
30. There are close links with the local churches. Pupils sing at Christmas services, whilst the vicar takes assemblies. Pupils' learning benefits from a wide range of visits and visitors. For example, sports coaches and volunteers significantly enrich the extra-curricular activities in sport. The exceptional range of clubs, trips and sports teams provide a large number of opportunities for pupils' development beyond lessons. Parents are very positive about the school's part in helping pupils become mature and responsible. They are justifiably very positive about the fully rounded education provided. An ethnic minority visitor enriches the assembly program by providing insights into Islamic festivals such as Ramadan. Public services such as the police, fire service and school nurse enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a very good range of sponsored events and collections for charity. Pupils' active part in the events organised by the 'Community Association', including junior discos, contributes significantly to their social development.
31. Good links with the on-site playgroup, as well as other local playgroups and nurseries, contribute to the good induction arrangements into the reception class. As part of the North West Rotherham Education Action Zone (EAZ), there are very good links with over a dozen primary schools. These links make a very good contribution to the learning of staff and pupils. For example, additional support is provided in literacy, art, science and ICT. Meetings between headteachers and other key staff are well established. There is useful sharing of workload, when some common policies are created or reviewed. The school benefits from close links with the local secondary school to which the majority of pupils transfer and a specialist sports' college. For example, Year 6 pupils speak very positively about the wide variety of physical education lessons provided with the help of the sports' college staff. The school provides placements for secondary school pupils on work experience. Student teachers from Leeds Metropolitan University take part of their teaching practice at the school. These links provide good additional support for pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very effective leadership. The leadership of the senior staff and that of the governing body is good. Management is satisfactory overall, but has areas requiring development.

Main strengths and weaknesses

- The headteacher's very good leadership results in a happy and caring atmosphere in which pupils thrive personally and educationally.
- The headteacher and staff promote an inclusive ethos that values and supports all staff and pupils irrespective of their circumstances.

- The governors have a good understanding of the school's strengths and weaknesses and use their own skills well.
- A lack of clarity and rigour in some aspects of management result in fluctuations in pupils' achievement between year groups.

Commentary

32. The headteacher provides very diligent and caring leadership that has a major impact on the ethos of the school. Before the inspection, parents and governors were quick to point out the inspirational impact of the headteacher and inspectors agree that his vision creates a most happy and caring atmosphere in the school. The headteacher is well supported by the deputy headteacher and senior staff, who share his vision and work as a team to improve standards and provision. As a result, pupils trust adults and feel very secure and valued. This was evident in a questionnaire done before the inspection where pupils showed obvious enthusiasm for, and pride in, their school.
33. Staff are committed to the inclusion of all pupils, irrespective of their background or prior levels of attainment, and this is evident in the good support shown to pupils with special educational needs and the recent drive to improve provision for those who are gifted and talented. However, whilst the school is working to improve provision for higher attaining pupils, a commitment to this is not fully evident in all lessons. This is because some teachers do not provide work that is specially prepared for these pupils and monitoring does not always pick this up. In some subjects, formal monitoring does not take place and the school has agreed that all subjects will be monitored from September so that weaknesses in teaching and the curriculum can be more readily addressed.
34. Governors provide good strategic support to the development of the school. Several governors visit the school regularly to help in classes and most governors attend the regular school functions. The chair of governors has a very good grasp of the school's strengths and weaknesses and helps the headteacher to provide a firm steer to the work of the school by offering critical advice and support. The governors' diligence is shown in the way that they comply with all statutory requirements. Financial planning is secure. The school manages its below average budget prudently, ensuring that there are sufficient resources to meet needs. The headteacher and governors work closely together to ensure that there is a close correlation between the school's financial planning and development planning. For instance, the school intentionally had an above average carry forward in 2003 so that it could fund improvements to information and communication technology and respond to the national initiatives regarding workforce reform.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	711,108	Balance from previous year	37,009
Total expenditure	675,454	Balance carried forward to the next	72,663
Expenditure per pupil	2,200		

35. The management of the school is satisfactory overall, although there are areas for development. There has been good improvement since the last inspection and all issues have been addressed. For instance, assessment of pupils is now better planned for and standards in mathematics and information and communication technology have considerably improved. However, there are fluctuations from year to year in pupils' standards because management tends to react to events rather than looking ahead and forecasting where things are not going so well. The disappointing results in last year's Year 2 national tests are an example. Whilst good corrective action was taken, and this has been very effective in raising standards in the current Year 2 and Year 3, more robust monitoring would have shown where the weaknesses

were before the pupils took the tests and the low results could have been avoided. Whilst staff development and performance management are successfully administered, with all teaching and non-teaching staff receiving regular performance reviews, there is an over-reliance on the headteacher to initiate new developments and middle managers are not sufficiently accountable for standards within their subject areas. The school has been clarifying and strengthening its procedures, but accepts that further work is needed to ensure that improvements occur in a predictable and assured way and that possible problems are anticipated well in advance.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the Foundation Stage is good, representing good improvement since the previous inspection. Children now start school in the reception class in the September after their fourth birthday so that they all receive three terms of schooling before the start of Year 1. The attainment on entry of the current group was below average, although in some other year groups, attainment was well below average on entry. All children achieve well overall because of the good quality of teaching and the caring relationships between adults and children. There is an appropriate balance between free-choice and guided work in the interesting activities provided and the balance is now developing towards more guided activities to prepare children for entry to Year 1. The provision is well led and managed and good assessment systems ensure that children's progress in all areas of learning is carefully monitored. However, these assessments are not always used effectively to match work to the needs of different groups of children. Good links with parents are established from the outset and many parents support their children in carrying out the activities set out for them on arrival. The accommodation is very good, providing a bright, spacious and stimulating environment, and resources are well used to promote learning.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children respond well to the high expectations of behaviour set by teaching staff.
- Children are encouraged well to work together and share equipment and as a result they achieve well in developing their social skills.

Commentary

37. Children are on line to meet the goals expected for their age by the end of reception. They respond well to responsibilities such as taking the register and tidying up and choose activities independently, demonstrating good concentration in completing tasks. Children play well together in the home corner and when building with bricks. They share well and co-operate in activities, taking an interest in each other's work. For example, children showed great interest in photographs of each other's homes and talked about features they had noticed.
38. Children achieve well because of the good systems in place and the high expectations set by the teacher. The quality of teaching and learning in this area is good. Children know that they are expected to walk in the classroom and talk to each other and they remember to say 'please' and 'thank-you' when sharing milk and biscuits. They change their clothes for physical education sensibly with little support. The good relationships established between adults and children help develop children's confidence. They feel secure and tackle new experiences with enthusiasm.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.

Commentary

39. Children attain average standards in speaking and listening, reading and writing by the end of reception and some children exceed the goals expected for their age in writing. They achieve very well because teaching is very well focused to meet their needs. Work is well matched to children's abilities and provides very good challenge for higher attaining children. Teachers take every opportunity to develop speaking and listening skills. They use questioning very well to draw out children's responses and set high expectations of listening in news sessions. Teachers encourage children to use their phonic understanding well to identify words in their reading. For example, they distinguish between 'house' and 'home' by recognising the sounds 'm' and 's' in the words. In a very good group reading session, the teacher encouraged children to talk about the pictures and the story and explain what they think might happen. They made good progress in understanding the story.
40. Children make good attempts at writing sentences. They are able to suggest a sentence of their own to write and to count the number of words in the sentence. They know that sentences start with a capital letter and end with a full stop and they can write some simple words unaided and make good phonic attempts at other words. The teacher provided very good individual support to children making their own books about 'Our homes'. They responded with enthusiasm and demonstrated very good concentration and care in completing the task.
41. Teaching and achievement have improved since the previous inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Whole-class teaching effectively develops children's mathematical language and understanding.
- Small group activities with a mathematical focus are not well matched to individual needs. They do not provide sufficient challenge for higher attaining children.

Commentary

42. Children attain standards that are just below average by the end of reception. Most children will meet some of the goals expected for their age by the end of the reception year. The quality of teaching and learning, and pupils' achievement, is satisfactory. These are similar findings to the previous inspection. Whole-class sessions to develop mathematical understanding are well planned. Children are able to count objects to ten and to sort things into sets. They make good progress in learning mathematical language and use the terms 'taller', 'shorter', 'most common' and 'least common' with confidence. In a good lesson, children went on a 'shape walk' to identify two- and three-dimensional shapes. They could find and name squares, circles, triangles and rectangles with confidence, and higher attaining children identified cylinders, spheres and cones. However, when children move from whole-class to free-choice and guided activities, the tasks set lack focus and challenge. They have opportunities to make patterns when threading beads and to sort objects, but these activities do not challenge them or develop their understanding. There are too few planned activities to develop their skills in counting and calculation through small group activities matched to their needs. As a result, pupils' achievement does not rise above satisfactory and is not as good as in some other areas of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting activities are provided, linked well to topics, and children achieve well.
- Children have lots of opportunities to develop their skills in using the computer.

Commentary

43. Children are on course to meet the goals expected for their age by the end of reception. The teaching and learning are good. They are provided with interesting and varied opportunities to find out about the world around them through first hand experiences. During the inspection, one class learned successfully about growth, while children in the other class studied homes and buildings with interest. Children plant seeds and know that they need sun and water to grow. They look at photographs of themselves to see how babies change as they grow, make models of birthday cakes and make sets to show when their birthdays occur. Children learning about homes have been on a worthwhile walk to visit everyone's home and taken photographs using a digital camera. They design rooms for houses and make furniture from reclaimed materials. Displays show their paintings of the local church and photographs of the places of worship of different religions.
44. Children have two sessions in the computer suite each week which are used well to develop their skills. They use the computer in their classroom with confidence and enthusiasm to develop their counting and phonic skills. Their achievement in the development of ICT skills is good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop their physical skills through planned physical education lessons and outdoor play activities.
- Children achieve and learn well because the good quality of teaching interests and challenges them.

Commentary

45. Children attain average standards in physical development by the end of reception and their achievement is good. The outdoor play area was out of action during the inspection because of flooding during the previous week, but children were able to use the infant playground for their outdoor activities. In a good physical education lesson, they achieved well in learning to balance on different parts of their body because of the clear directions and good control of the teacher. They climb sensibly and confidently on the apparatus demonstrating good co-ordination and an awareness of space and other children. In the classroom, they demonstrate good pencil control and the ability to use small tools such as scissors, glue sticks and paintbrushes confidently and with good control.

CREATIVE DEVELOPMENT

46. It was not possible to make an overall judgement of provision or standards in this area of learning since no specific teaching was seen. However, work on display indicates that children achieve the standards expected for their age. Children produce paintings and drawings of their homes and families. They make models of birthday cakes and furnished rooms. They produce repeating patterns using printing and collage and play with clay and other modelling materials.

There are good opportunities for role play. In one classroom, the home corner was set up as a bakery shop and in the other there was a 'shape shop' with cartons and boxes of different shapes. Children enjoy dressing up and playing together in the home corner.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievement throughout the school is good as most start school life with well below average standards but reach average standards by the time they leave.
- Teaching and learning are good overall.
- Marking of pupils' work is not done consistently well by all teachers.
- The work for higher attaining pupils is not always challenging enough.
- Pupils with special educational needs are well supported and achieve well.

Commentary

47. Year 2 pupils attain average standards. They show increasing confidence when talking and use a growing vocabulary. They listen carefully to adults and respond thoughtfully to what others say. Higher attainers confidently use phonics, context and syntax to read new words whereas the lower attainers tend to use initial sounds and picture clues. Most pupils spell the high frequency words correctly and make recognisable phonic attempts at unknown words. Most pupils write in sentences, which are often correctly punctuated, and most are confident writing dictionary lists, invitations and diaries. Many use the time connectives 'once', 'then', 'after', and 'the next day', and all are confident using 'and'. Handwriting is a legible script, sometimes uneven in spacing but correct in size and formation, with upper and lower case clearly distinguished.
48. Year 6 pupils attain average standards. They listen carefully during discussions, making thoughtful contributions and asking questions that are responsive to others' ideas. They closely read a single source for information and gain suitable information for research topic work from books and the Internet. They spell regular polysyllabic words accurately and a large majority writes clearly in paragraphs for a variety of purposes and audiences. These include multimedia presentations, mystery stories, formal reports and letters. They use a very neat, joined script and their writing is often lively and thoughtful.
49. In Years 1-2, teachers use good questioning skills so that pupils have experience of explaining, predicting and summarising. They also use role-play most effectively to help pupils project into the thoughts and feelings of others. New vocabulary is introduced wherever possible and pupils are given time to make extended answers, which supports their independent learning. Teaching is particularly good when strategies such as 'talk partners' and whiteboards are used to maximise pupil participation. Phonics, spelling and handwriting are successfully taught and monitored systematically through the week so that pupils learn to express themselves accurately and clearly.
50. In Years 3-6, staff build successfully on these skills and by Year 6 pupils' work habits are well established. The pace of lessons is normally brisk. Teachers model quick planning very well. For instance, pupils have learnt some helpful writing prompts for organisation, word choice, voice and tense. This knowledge supports their writing and helps them to manage their time well in order to complete the task. To secure pupils' understanding of expectations, teachers often use a successful writing example.
51. Whilst teachers assess and mark work supportively against objectives on a regular basis, the monitoring of reading is not sufficiently continuous or analytical enough to assess the need for

specific attention. Nor does the marking of written work in Years 1 and 2 provide sufficient individual help for pupils to make improvement. In Years 3-6, teachers indicate where and how general progress needs to be made and pupils try to act on this advice. However, there is little close marking of sections of writing to ensure pupils appreciate how all aspects interrelate to provide an overall impression. This is particularly critical for higher attaining pupils, who usually fulfil general writing requirements but are insufficiently challenged by expectation or task.

52. In all lessons, pupils with special educational needs achieve well because they are well supported by teaching assistants. The content of project work is well matched to their abilities and they enjoy presenting their writing using laptops. Good progress has been made since the last inspection because of improvements in teaching and learning. The subject is satisfactorily managed and led by the co-ordinator. The school has introduced some measures to improve results, particularly in the reception to Year 2, and these are having a beneficial effect on pupils' achievement.

Language and literacy across the curriculum

53. Speaking and listening are given successful priority across all lessons and teachers use texts from across the curriculum effectively to teach literacy skills. When pupils write in English lessons, the context, inspiration and purpose are also linked to other subjects. For example, after a history lesson using drama, Year 5 pupils described in a writing lesson the conditions experienced on board a Tudor sailing ship. Similarly, after a project on Florence Nightingale, Year 2 pupils wrote a comparison between nursing conditions then and now.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching throughout the school supports good learning and achievement and this has resulted in a significant improvement in standards since the last inspection.
- The subject is well led and progress is carefully monitored.
- Good application of mathematics to everyday situations brings the subject alive.
- The variability in the quality of marking holds some pupils back.
- Some higher attaining pupils are not challenged enough.

Commentary

54. Standards are average by the end of Year 2 and are above average by the end of Year 6. There are several reasons why standards have improved by Year 6 compared to the last inspection. Teachers are well organised and ensure that most pupils are well challenged. In addition, the subject manager gives good leadership, closely monitoring standards in partnership with the headteacher. Areas of potential weakness are successfully identified and addressed. Teachers and support assistants work effectively as a team and know their pupils very well. As a result, most pupils are given tasks that are well matched to their capability.
55. The quality of teaching and learning seen during the inspection was good overall. In one very good lesson with Year 6, the teacher had a very engaging manner that caught the pupils' attention. New information was presented in a clear and easy to understand way. The teacher had tight time deadlines, which intensified the pupils' efforts, and the teacher's excellent management skills ensured that there were no interruptions or diversions from the tasks in hand. As a result, pupils learnt well, rising well to the teacher's positive challenges.
56. In most lessons, teachers try hard to give the pupils problems that reflect those they will face in real life. In a good lesson with Year 2, pupils had to transfer water between vessels to help them to estimate how much fluid is needed to make a vessel 'half full', 'nearly full' or 'full'. This

was a preparatory lesson to help them use formal measures of mass and capacity. Because the pupils were given a concrete situation with real vessels and measuring jugs, they were well prepared to use the more abstract concepts of litre and millilitre. In less successful lessons, for instance in a Year 3 lesson, the teachers dominated and pupils were not given enough opportunities to explore and develop their own understanding of mathematical principles. When this happened, pupils' progress slackened because they were not given enough initiative for their own learning.

57. The subject co-ordinator provides good leadership and management. She monitors pupils' progress regularly; pupils in Years 1-2 are tested three times a year and those in Years 3-6 are tested twice each year. Following on from the tests, all pupils are given targets. The progress towards these targets is closely monitored. The co-ordinator carefully selects the resources and books that are used in lessons and provides good help to colleagues needing support in teaching mathematics.
58. Whilst teaching is overall good, several aspects are not done consistently well by all teachers. Some marking of pupils' work is weak. Teachers rely too much on pupils to mark their own work and do not check that this is being done well. As a result, occasional work in some books is not marked at all and teachers have not picked up slipshod presentation. This reduces the pride that pupils have in their work and leads to a lowering of standards. In some classes, higher attaining pupils are not sufficiently challenged; the work they are given is too easy and when they are praised for this work, they don't feel they have to try hard to do their best.

Mathematics across the curriculum

59. Numeracy has been well developed in other subjects. For example, in science, pupils use calculations when completing experiments and in design and technology, they have to use accurate measurements and predictions when designing and making articles. For instance, when they designed and made shelters, pupils in Year 6 used accurate measurements and estimations of the strength of the structure. In dance and music, they count the beats as they move. Data handling skills are satisfactorily developed in information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 achieve very well because of the very good teaching.
- The current unsatisfactory arrangements for the delivery of the curriculum adversely affect achievement in some classes.
- Higher attaining pupils are not sufficiently challenged in some classes.

Commentary

60. Pupils attain average standards by the end of Year 6 and below average standards by the end of Year 2. Given that pupils' attainment on entry varies between below and well below average, their achievement is satisfactory overall, but in Year 6 the high standards of teaching and high expectations result in very good achievement for all pupils. Findings are similar to those seen in the previous inspection.
61. The quality of teaching and learning is satisfactory overall, but with several areas for improvement. Although teaching was good in lessons seen, work in books and discussions with pupils indicates that children's learning is inconsistent throughout the school. In some lessons seen, and in their work in books, pupils all produce the same work with the result that

higher attaining pupils are not sufficiently challenged and do not achieve as well as they could. The current situation of mixed age classes means that teachers do not always plan carefully enough to provide work that is well matched to pupils' differing needs. In some classes, planning is not sufficiently rigorous to ensure that all pupils achieve as well as they can.

62. Teachers in Year 6 work very hard to address the deficiencies in pupils' learning. They set high expectations and support pupils very well in their learning, using marking appropriately to indicate what pupils do well and how they can improve their work. In a very good lesson seen, the teacher's lively style and very good questioning techniques developed pupils' learning very well. Higher attaining pupils were able, independently, to plan a fair test to carry out an investigation about the strength of carrier bags, taking account of safety issues and designing a format for recording their evidence. The teacher's well focused guidance enabled all pupils to achieve very well in developing their investigative skills.
63. The quality of the leadership in the subject is satisfactory, although management of the subject is unsatisfactory. The subject leader successfully raises the profile of science by taking part in Science week and involving outside speakers and specialists. However, the current systems of planning are not sufficiently robust to ensure adequate progress for all pupils and there are no systems in place for monitoring the impact of teaching and learning on achievement. In Years 1 and 2, the curriculum is unbalanced, with pupils spending a year learning about life processes and living things and covering the whole of the rest of the curriculum in the following year. In discussion, Year 2 pupils had difficulty recalling the work they had covered during the previous year. There were also significant gaps and misconceptions in their understanding. For example, while they could name a variety of animals, they believed that insects and humans were not animals. Whilst pupils were slow to use common scientific vocabulary such as 'electrical circuit', 'transparent' and 'force', they had an adequate understanding of some of the scientific concepts involved, which they describe using non-specific everyday vocabulary.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Teaching and learning are good and, as a result, pupils achieve well.
- ICT is used well across the curriculum.
- Good leadership and management of the subject ensure pupils make good progress in the development of skills.

Commentary

64. Standards are average by the end of Years 2 and 6. There has been good improvement in standards, achievement and teaching since the previous inspection. ICT work is well planned to develop pupils' skills across the full range of the curriculum and teachers plan interesting activities related to other subjects of the curriculum to make learning meaningful. For example, Year 6 pupils use ICT to present their geographical work on mountains and pupils in a Year 5 lesson made good gains in their understanding of a drawing program by producing a bird's-eye plan of their classroom linked to mathematical work on area and perimeter. Teachers have good knowledge and understanding of the subject and, in lessons seen, their clear demonstrations and explanations helped pupils to achieve well.
65. The subject leader has introduced sound assessment systems, including a helpful portfolio of work at different levels, which successfully support teachers' planning and assessment. However, this has recently been introduced and it is too early to evaluate the impact on standards and achievement. The school is playing an active part in the South Yorkshire e-learning initiative which has funded new resources in several areas. The school is well

resourced with interactive whiteboards in several classrooms that teachers use well to support learning.

Information and communication technology across the curriculum

66. The computer suite is well used by all classes, including the reception class, to develop ICT skills and to apply them in different areas of the curriculum. For example, Year 3 pupils applied word processing skills well in an English lesson, learning the correct use of commas. In a Year 6 lesson, pupils made good use of a mathematics program which enabled them to work at different levels, to support their revision of multiples, division, square numbers and sequences. Pupils regularly use the Internet for research across a range of subjects.

HUMANITIES

Religious education was inspected individually and is reported in full below. Inspectors only saw one history and one geography lesson. Further evidence was also gathered from discussions with pupils and staff and work scrutiny. Insufficient work was seen in either history or geography to make overall judgements about provision or standards.

67. In **history**, pupils study a range of topics over the year in suitable depth so that knowledge and understanding are secure. They appreciate different viewpoints and understand the chronology of events within each period. Teachers use a good range of resources and strategies to make their lessons interesting. Using photographs and pictures of discovered treasure, Year 6 pupils wrote believable journals to describe archaeological investigations in the ancient city of Mohenjo Daro. In other lessons, pupils handle original artefacts, interview relatives about their memories, use role-play to gain insight into the lives of other people and make visits to museums and historical sites such as the plague village of Eyam. One very good history lesson was observed in a Year 5 class. In this, pupils used empathy gained through drama and knowledge of life at sea to effectively compose a letter home describing sixteenth century conditions.
68. History and geography are often studied in combined projects involving fieldwork. For example in Years 1 and 2 the seaside is successfully studied as a habitat and as a place for holidays over the centuries, whilst in Years 3 and 4 work on the Eyam plague is supplemented by effectively contrasting the village of Eyam with the locality of Greasbrough. Discrete **geography** topics are also studied: the adventures of Barnaby Bear in Years 1 and 2 and mountains in Years 3 to 6 exemplify this. Pupils study Ordnance Survey maps, road and street, world and country maps. By Year 6, most pupils know and can locate the main features of the United Kingdom, the continents and many countries. In the one geography lesson observed, pupils studied maps of the British Isles and correctly identified seaside resorts. They also discussed seaside pictures and by the teacher's skilled questioning, pupils were supported as they identified human and physical features of these locations.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils enjoy this subject and achieve well.
- The quality of teaching and learning is good.
- Pupils make few visits to places of worship.

Commentary

69. Standards at the end of Year 6 and Year 2 are in line with the requirements of the locally agreed syllabus. All pupils have a secure knowledge of the life of Christ and its principal events. By the

end of Year 6, pupils explain the growth of Christianity through its followers, its significance over the ages and its relevance today. They describe the five pillars of Islam and the significance of the mosque. By the end of Year 2, pupils talk knowledgeably about Judaism and describe Shabbat and the importance of the synagogue. All pupils appreciate how religion can affect people's lives and older pupils were particularly enthusiastic about the visit of a Muslim dentist who explained what his religion meant to him.

70. Many pupils enjoy this subject and, in an interview with Year 6 pupils, learning about other religions was identified as an enjoyable activity. Many pupils said that assemblies contributed to their understanding. These are mainly Christian, but do contain detailed aspects from other faiths and provide opportunities for pupils to share their learning or achievements with others.
71. Pupils are encouraged to reflect on their learning and in this way they achieve well. One younger pupil explained how Joseph was Jesus' father, but that God was his 'special Dad'. Older pupils used anecdotal evidence to explain the commandment, "Love God and love one another", and its relevance today.
72. The quality of teaching and learning has improved since the last inspection. Much of the teaching of religious education successfully involves drama and discussion. This helps teachers to engage pupils' attention and they use opportunities well to develop pupils' speaking and listening skills. The subject is satisfactorily managed. However, there is little use of formal assessment and recording of how pupils are progressing and so some opportunities are lost to develop pupils' writing skills.
73. Most pupils do not visit places of worship in order to provide first-hand opportunities for learning, but teachers use a wide range of artefacts and resources, including video, to make their lessons interesting. Two lessons were observed in junior classes, each using the chronology of Christ's ministry, one to contrast the shortness of his life with the magnitude of its effects and one to consider the significance of the resurrection period in understanding his life. Both were good because they were well planned and structured; teachers used effective resources such as measuring rods, symbols and labels to revise the chronology and both challenged thinking and created a suitable atmosphere for reflection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected individually and are reported in full below. Only one music lesson was seen, in Year 2, although pupils were seen having a hymn practice and a small group were seen having instrumental lessons. No lessons were seen in design and technology, although samples of pupils' completed work were examined. Insufficient work was seen in either music or design and technology to make overall judgements about provision or standards.

74. The single lesson and hymn practice seen in **music** showed that pupils sing unself-consciously and with enthusiasm. Pupils in Years 3-6 enjoyed adding actions to songs. They sang tunefully with accurate intonation and clear diction. In a Year 2 music lesson, pupils successfully managed to hold their parts when singing a simple two-note ostinato against a melody. A small number of pupils have instrumental lessons on keyboards, flute and clarinet and several played confidently in assembly during the inspection.
75. Work scrutiny in **design and technology** indicates that standards are likely to be average by the end of Year 2 and Year 6. Pupils in reception successfully use large building blocks to make houses for their toys. By Year 3, pupils have made simple electronic circuits for electric buzzers and lights. By Year 6, pupils have made meticulously crafted slippers with felt, cardboard and decorative features such as pom-poms, feathers and stars.

Art and design

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

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and achievement is good because the quality of teaching is good and teachers have an enthusiasm for the subject.
- High expectations and a good range of resources contribute to the vibrant work on display that clearly shows how pupils develop their skills as they get older.

Commentary

76. The walls of classrooms and corridors have many exciting pieces of art work displayed. This shows that pupils benefit from teachers' enthusiasm and commitment to the subject. In the art club, for instance, which is supervised by the headteacher, pupils have constructed delightful large-scale sculptures using plaster and papier mache on wire frames. These characterful pieces, with names such as 'Ozzy the Silver Winged Owl', 'Harry the Hedgehog' and 'Pippin the Park Keeper', are richly adorned with fur, feathers and other decorative features that bring them to life. Making these was great fun and shows the good achievement that typifies much of the art work in the school.
77. In Year 2, pupils have produced various animal designs for a 'Rumble in the Jungle' project. These include imaginative computer-generated snakes and intriguing view boxes containing small animal pictures with green cellophane jungle foliage that create a tiny evocative world of imaginative colour and animal fantasy. Some pupils have made mini books containing their own pictures of animals, which support literacy development. In another project, pupils have made accurate and detailed pencil portraits by copying a half photograph to create a full facial picture. Like much of the work in the school, these have been done with care so that the finished picture is precise, accurate and visually pleasing.
78. By Year 6, pupils have produced good quality charcoal drawings of rock climbers. These represent limbs in an accurate way, which is a difficult task when drawing people who are in various climbing positions. Good use is made of tonal variation to create a three-dimensional effect and the space on the page is used well. A number of finely detailed drawing and paintings are displayed including good pen and ink studies of snails that accurately capture the texture of the shell, and carefully drawn pictures of trees that successfully trace the complexity of the branches. It is very noticeable that all art work is done carefully with close observation of detail.
79. The quality of teaching and learning is good overall. In the lessons seen, teachers were well prepared and were enthusiastic about the subject. This communicated itself to pupils, who thoroughly enjoyed what they were doing. In one interesting lesson with Year 3, pupils used a computer graphics program to create paintings in the pointillist style based on work they had looked at by the artist Seurat. With help from the teacher, pupils successfully used the various features of the program and were delighted when their results were shown to the whole class through a digital projector. The teacher successfully helped pupils to consider technical aspects of their paintings, such as facial tone and proportion. As a result, pupils achieved well.
80. The subject is well led and managed by a capable co-ordinator. The quality of art has improved since the last inspection and is now a strength of the school. The range of art work, with two- and three-dimensional pieces using a wide range of media, gives pupils lots of opportunity to explore different ways of creating imaginative ideas. Pupils who spoke to inspectors said how much they enjoy art lessons because most teachers are enthusiastic about the subject, and this makes them even more eager to succeed.

Physical education

Provision in physical education is **excellent**.

Main strengths and weaknesses

- Pupils' achievement is outstanding because of the excellent teaching provided in lessons and outside the school day.
- Pupils are highly enthusiastic and are inspired by the excellent commitment of the staff and the headteacher to attain standards that are well above average for their age.
- The range of extra-curricular activities and participation in competitive sport at local and regional level are exceptional.
- Pupils, parents and staff are justifiably proud of the outstanding sporting achievements of the school, which have been recognised by the national Active Mark award.

Commentary

81. Standards are above average at the end of Year 2 and well above average at the end of Year 6. Pupils' achievement is so high because of the exceptional quality of teaching and learning. In all lessons seen teachers set very high expectations and an excellent pace, engaging pupils' interest from the outset and promoting enthusiasm to succeed. The very well focused teaching of skills and techniques enables pupils to understand how to improve their own performance so that all pupils achieve very well.
82. Pupils' attitudes to learning are exceptional. They evaluate and encourage each other's performances with enthusiasm and sensitivity and take a genuine pride in their achievements. The subject contributes very well to pupils' social and spiritual development by effectively promoting self-esteem and self-confidence and by encouraging team work and respect for each other's performance. For example, pupils in Year 6 worked very well in pairs to practise and develop their athletic skills, monitoring each other's performance and offering encouragement and constructive criticism. Pupils in Years 1 and 2 co-operated very well to produce parallel and synchronised movements in a sequence, showing very good understanding of the ambitious task set for them.

Example of outstanding practice

Pupils in Years 3 and 4 made excellent progress in developing their fielding skills because of the exceptionally clear and well focused teaching.

Through excellent use of demonstration, questioning and clear explanation the teacher showed pupils how to improve their skills in throwing and catching. As they practised this in pairs, she circulated, providing very well focused support where needed and challenging higher attaining pupils by making the task more complex. In this way, she ensured that all pupils achieved to the best of their abilities. The lesson progressed to include bowling and batting techniques and throughout, the teacher used pupil demonstration, praise and constructive criticism sensitively and meaningfully to develop learning. Pupils were also encouraged to evaluate each other's performance, which they did with exceptional understanding and sensitivity for their age, following the excellent role model provided by the teacher. Finally, pupils consolidated their learning by working in small groups to devise a game to use the skills they had been learning. Overall, planning and delivery of the lesson was excellent, resulting in outstanding achievement.

83. The headteacher leads and manages the subject exceptionally well. He is an inspiring role model for staff and pupils and ensures that every opportunity is taken to develop and enhance provision. A very wide range of extra-curricular clubs include basketball, sailing, 'Frenzy' and table tennis, all of which are supported enthusiastically by pupils. The school's achievements in local and regional competitions are very impressive and they have been awarded the Active Mark and the FA Charter Standard. The improvement in provision, standards, achievement and teaching since the previous inspection is very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only two lessons of personal, social and health education (PSHE) were observed, one in a Year 1&2 class and one in a Year 3 class, and so no judgements can be made about overall provision.

84. The school has made effective provision for the teaching of PSHE and this helps pupils to develop a safe and healthy lifestyle and to interact in a positive way with other pupils and with adults. In the good Year 1&2 lesson, pupils sensibly discussed those things that worry them, such as nightmares, being lost and being picked on. They showed good social and spiritual awareness. In the good Year 3 'circle time' lesson, pupils openly talked about friendship and took it in turns to share their ideas, showing consideration and sensitivity to each other. The school council provides pupils with a good opportunity to understand and take part in the democratic process.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

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