

INSPECTION REPORT

HATFIELD CROOKESBROOM PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106705

Headteacher: Mrs C Herring

Lead inspector: Mrs R J Andrew

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 256359

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:	173
School address:	Crookesbroom Lane Hatfield Doncaster
Postcode:	DN7 6JP
Telephone number:	01302 841337
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs R Eborall
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average community primary school in a socially disadvantaged area. The attainment on entry of the pupils is below average. The school provides a family learning programme, funded by the Coalfields Regeneration Scheme. Almost all the pupils are of white British heritage and all speak English as their mother tongue. The number of pupils who leave the school other than at the end of Year 6 is high and in the juniors there are significant numbers of late arrivals in some classes. There is an above average proportion of pupils with special educational needs, mostly moderate learning or emotional and behavioural difficulties. The number of these pupils and the degree of difficulty they experience are both increasing. This, together with the considerable loss of skilled and experienced teachers since the last inspection and problems of recruitment, has posed barriers to raising achievement. The school received a Healthy School Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19120	Derek Pattinson	Team inspector	Science, history, geography, religious education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. It is led very well by the headteacher. It provides good quality education for its pupils, who achieve well in a calm atmosphere conducive to learning. Teaching and learning are both good. Pupils make good progress from a low starting point on entry and achieve average standards. The governing body is effective and the school is managed efficiently. **The school gives good value for money.** Since the last inspection there has been a significant loss of experienced and expert teachers, which contributed to falling standards. This trend has now been reversed.

The school's main strengths and weaknesses are:

- The headteacher has high expectations and her influence is seen in all areas of school life.
- The school is self critical, checks its work rigorously and takes effective action to bring about improvements, although not all subject leaders have a clear overview of their subjects.
- Children in the nursery and reception get a good start.
- Teaching and learning are good overall and highly effective in the oldest class.
- Lower attaining pupils could make a better start to reading.
- Standards in speaking are below average.
- The school does not use information and communication technology (ICT) well enough to support work in other subjects.
- Pupils behave well and have very good attitudes to work and their attendance is above average.
- The pastoral support for pupils is strong and based on good knowledge of individual needs.
- There are strengths in history, art and music that provide a good balance to the appropriate emphasis on English and mathematics.

Improvement since the last inspection is satisfactory. After several difficult years the school has regained its former effectiveness. It has made a good response to the significant weaknesses in ICT identified at the last inspection. It has improved its provision substantially by setting up a good quality nursery.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	D	D	E
Mathematics	D	B	D	E
Science	A	D	C	C

*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.*

The number of pupils taking the test is relatively small so the comparative grades should be interpreted with caution.

Pupils' achievement is good. Standards are average.

Pupils reach average standards by the end of Year 6. This is reflected in national test results in 2003 not shown in the table. The similar schools comparisons in the table, appear to show that pupils in 2002 could have done better. Several pupils with specific learning or other difficulties joined this class too late for the school to help them to catch up and this affected results in the tests.

Children in the nursery and reception classes achieve well and most are on course to reach the goals they are expected to reach by the end of reception.

In Years 1 and 2, achievement is average but pupils make good progress in reading, writing and mathematics in Year 2 to reach standards that are average for their age. Lower attaining pupils could make better progress in the early stages of reading. Their word-building skills are not good enough to ensure they make the progress expected, and hinder accurate spelling.

In Years 3 to 6, achievement in English, mathematics and science is good but better in the later stages than at the start. Achievement is particularly good in Year 6 when there is a significant boost to progress because of high quality teaching.

In Years 3 to 4, higher attaining pupils could do better in mathematics. In Years 1 and 2 pupils could do better in science. Pupils achieve well in history, music and art and reach above average standards in art and aspects of music. Standards in geography are below average.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.

Pupils have very good attitudes to work and behave well. Attendance is above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good and enables pupils to learn effectively.

Teachers expect the pupils to work hard and they do. There are particular strengths in teaching in Year 6 which inspire pupils to work to capacity. Overall teaching is better in the later years but there is good teaching of English and mathematics in Year 2. Teaching in the nursery and reception classes is consistently good. Teachers could do more to develop pupils' speaking skills. The support and guidance the pupils receive are very good and contribute well to achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

The headteacher is a very effective leader. The governance of the school is good. There are effective management systems for the whole school and sound leadership of other key staff. The new deputy head sets a high standard of teaching and is beginning to spread her influence beyond the classroom.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are well satisfied by the school. They feel the teaching is good and that the school is approachable. Pupils hold the school in high regard. In particular they think they are expected to work hard and are confident that teachers will help them. Parents agree with them.

IMPROVEMENTS NEEDED

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

- give more attention to the early reading skills of lower attaining pupils and spelling skills throughout the school by providing more frequent and effective practice in word-building;
- raise standards of speaking throughout the school;
- plan more frequent opportunities for pupils to use ICT to support progress in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage, Year 2 and Years 4 to 6 is good with especially good achievement in the final year. In Year 1 and Years 3 to 4 it is satisfactory. Girls and boys do equally well. Standards in English and mathematics are average at the end of Years 2 and 6. Standards in science are average at the end of Year 6 but they are below average at the end of Year 2.

Main strengths and weaknesses

- After several years of falling standards, there has been a significant improvement.
- Pupils make very good progress in the Year 5/6 class because of the very good teaching.
- Children in the nursery and reception achieve well.
- Good achievement in Year 2 and Years 4 to 6 enables pupils to reach average standards in national tests and results are now better than those in similar schools, but pupils could do better in science in Year 2.
- Lower attaining pupils could make a better start to reading and better progress in spelling.
- Higher attaining pupils could do better in mathematics in the lower juniors.
- Pupils' speaking skills are below average throughout the school.
- Most parents feel pupils make good progress and the pupils themselves feel challenged and think they are expected to work hard.
- There are significant strengths in the provision for art, music and history which enable pupils to achieve well in these subjects.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	13.7 (15.3)	15.8 (15.7)
Writing	13.5 (13.7)	14.4 (14.3)
Mathematics	14.7 (15.6)	16.2 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.1 (26.1)	27 (27)
Mathematics	25.9 (27.5)	26.7 (26.6)
Science	28.7 (27.9)	28.3 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Standards in national tests at the end of Year 2 and Year 6 have been falling over several years. This fall was reversed in 2003 when significant improvements were made especially in Year 2 where the fall has been most marked. The influence of the school's action to improve

standards through its rigorous checking of teaching quality and the tracking of pupils' progress is clearly evident in recent results. The reasons for falling standards are complex. They include:

- the loss of several experienced and highly skilled teachers following the last inspection;
 - problems experienced with recruitment of new teachers;
 - high levels of pupil mobility, especially in Year 6 in 2002 when 19 of the 29 pupils who took the test joined the school in their later years and many had significant learning and other problems;
 - there was a particularly able group in Year 6 at the time of the last inspection whose results were much better than in previous years. The significant improvement in standards in that year is noted in the last report.
2. Evidence from the inspection shows that standards are average and the school predicts that results in national tests in 2004 are likely to match the improvements seen in 2003, but they have not recovered to the level in that particularly outstanding year (1999).
 3. Pupils achieve very well in the Year 5/6 class. The work is challenging, and the teaching sets a demanding pace and inspires pupils to work to capacity. Pupils say how much they enjoy the work. The teacher is skilful in making work interesting, enlivens explanations with humour and teaches skills thoroughly. Pupils review their work carefully and know where and how they can improve.
 4. Most children in the nursery and reception classes are on course to reach the early learning goals by the end of reception in all areas of learning, although speaking skills are still weak. This represents good progress from low starting points on entry to the nursery, particularly in personal and social development. It is an improvement on last year and indicates that the new nursery is making a substantial difference to children's progress. Provision in both nursery and reception enables children of all abilities to make a good start to school life and achieve well.
 5. Pupils reach average standards at the end of Year 2 and 6 because of the good progress they make in these classes and in the Year 4/5 class. Teachers are clear about what pupils need to do to achieve these standards and make it known to the pupils. The teaching of new work is thorough and builds well on what pupils know and can do.
 6. Pupils have individual targets to help them to focus on overcoming weaknesses and this boosts their progress. Their knowledge of their own learning contributes to their positive views about their achievements. The small steps for pupils with special educational needs enable them to make good progress in English and mathematics with effective help from learning support assistants.
 7. In the early stages of reading in Years 1 to 3, lower attaining pupils could do better in reading if word-building skills were taught and practised more frequently. Pupils do not do as well as they could in spelling in the later years because these word-building skills have not been firmly established.
 8. The work set for higher attaining pupils in the early stages of the juniors in mathematics does not always build well enough on what they can do already. Sometimes the work is too easy and sometimes independent tasks are not chosen carefully enough to move pupils on or learn what was intended.
 9. Standards in speaking are low. Although pupils make steady progress throughout the school progress is insufficient to make up the deficit seen on starting. Good opportunities are made in many subjects for pupils to speak and their listening skills are developed well but pupils need more help in learning to structure what they want to say.
 10. Pupils achieve well in art, music and history because of the good teaching in these subjects. In art and the performance aspects of music, standards are above average. Pupils are enthusiastic about history which is enlivened by well-planned visits which give pupils insights into the past.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work are very good. Their behaviour, values and other personal qualities are good. Pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes, relationships and good behaviour contribute strongly to learning.
- The behavioural support for pupils and families improves attitudes and self-esteem.
- The school promotes good attendance well and achieves an above average response.
- A significant number of pupils do not have the skills and confidence to express their thoughts clearly.
- An effective school council and other responsibilities promote pupils' personal development well.

Commentary

- Teachers make sure that all pupils know they are expected to work hard. From the start of the Foundation Stage, routines and expectations are firmly established. When in school, pupils show an interest in their lessons and other activities. They pay attention to the teaching and support staff, concentrate on the task or activity given and try hard to please. They say teachers' comments are helpful. Pupils work together in pairs or in groups without any argument and share the equipment or resources the teacher has provided. They happily show their completed work and explain what they have done and learned. They develop very good relationships with their classmates and teachers and show respect for each other. These strong qualities are a positive contribution to pupils' learning and have come about because of the school's clear aims and supportive ethos. The school is a happy community.
- Behaviour in class and around the school in the playground and dining hall is good. This is a result of the school's behaviour policy, which is upheld consistently, and the support and guidance the staff provide for pupils who find behaving well particularly difficult. Any inappropriate behaviour is quickly and fairly dealt with. This is confirmed by the pupils. Pupils are clearly aware of the difference between right and wrong and the kind of behaviour that will not be acceptable to the staff, and try hard to comply. The incidence of fixed term exclusions last year was high with five being recorded. Four pupils were involved. The school uses exclusions as a last resort and makes it clear to pupils and parents when it will be used. The pupils and parents concerned were fully advised and supported throughout and the local authority support team has a member attached to the school to ensure the support continues. There are no recorded exclusions for the current school year. There is little bullying or other harassment. Parents say that when incidents arise they have been dealt with quickly and effectively by the headteacher.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	5	0
1	0	0

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

- Pupils' attendance is good and has improved since the last inspection. There is no persistent lateness. The improved attendance is due to the combined efforts of the school and the educational welfare officer in keeping parents aware of the need to ensure their children come to school regularly and on time. Home contact is made by the school's office manager as soon as any unexplained absence occurs and home visits are made as soon as any problem arises.

Most parents are happy to comply with the school's requirements. Holidays taken in term time are discouraged.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.1
National data	5.4	National data	0.5

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

14. Pupils' personal development is good, but many pupils, particularly in the younger age groups, experience difficulty in being able to express their thoughts and feelings easily because of their limited vocabulary and speaking skills. This difficulty tends to lessen their self-confidence. Teachers use a range of skills to boost pupils' self-esteem and provide good opportunities for pupils to talk, for example in personal and social education lessons. Older pupils from Year 6 read to the nursery pupils. Teachers adopt initiatives such as the 'buddy' system and school council, so that pupils learn to appreciate the needs of others, to provide help where possible and to act on their behalf. The school provides opportunities for pupils to become involved in charity work and to visit the elderly in the local community. Pupils' spiritual awareness is stimulated by art and music, which are strengths of the school, and through carefully planned assembly themes. Pupils show an interest in history and their topic work provides an insight into their own culture, although their knowledge of other cultures is less well developed.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is broad and pupils find it interesting. Children in the Foundation Stage get a good start. Good teaching ensures that pupils are interested in their work and make good gains in learning. The headteacher's regular checking of teaching quality helps teachers to improve. Pupils' progress is tracked carefully and sufficiently demanding individual targets are set to make sure the pace of learning is maintained. Those pupils, of whatever ability, who underachieve are identified quickly and are given additional support.

Teaching and learning

The quality of teaching is good and enables pupils to make good gains in learning. It is better in the Foundation Stage and Years 3 to 6 than in Years 1 and 2, although there are strengths in English and mathematics in Year 2. There is high quality teaching in the Year 5/6 class which gives pupils' learning a strong boost in their final year in school. Assessment is good. Teachers assess pupils' work thoroughly and use the information well to plan for the next steps. This is particularly effective in the nursery and reception.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (22%)	18 (56%)	7 (22%)	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.

Main strengths and weaknesses

- Teachers have a good grasp of subjects and areas of learning so that they explain new work clearly and teach basic skills thoroughly, and most pupils achieve well.

- Learning support assistants are deployed well and are effective.
- Teachers' planning does not give sufficient attention to the regular practice of word-building and spelling skills, especially in the early stages of learning to read.
- Pupils want to learn because teachers make the work interesting.
- Pupils concentrate well and work hard, even when they work independently, because teachers set high standards of behaviour and encourage pupils to do their best.
- Teachers assess pupils' work thoroughly so that they have the information they need to set sufficiently demanding targets although they do not all provide sufficiently helpful comments in pupils' books and reading diaries.

Commentary

15. Pupils make good gains in learning because teachers explain new work well and teach basic skills thoroughly. For example, pupils learn effectively how to structure their writing so that they write well for different purposes and audiences. They calculate quickly and accurately because they have been taught a range of mental and pencil and paper methods. They use computers competently because they have been taught the skills they need to make good use of them. Teachers give good attention to investigative skills, particularly in science in the older classes, so that pupils take a keen interest in their work and develop a good understanding.
16. Learning support assistants are well informed about what pupils are expected to learn because teachers make this clear to them and to pupils. The guidance they receive enables them to contribute well to pupils' learning, explaining next steps, guiding them through difficulties, encouraging them to concentrate and dealing with misunderstandings. When guiding pupils with learning difficulties they make sure that the work is in small steps so pupils can achieve success. They do not allow pupils to become dependent on them. They encourage them to think for themselves by prompting rather than telling pupils answers. When pupils are getting on successfully alone, teaching assistants know when to draw back. The action taken by the school to improve the effectiveness of learning support has been successful.
17. Most pupils achieve well in reading and writing but lower attaining pupils could do better in reading in Years 1 to 3 and better in spelling throughout the school if teachers planned for more frequent and regular practice of word-building skills. These skills are carefully taught but there is insufficient consolidation of this learning through frequent practice, so pupils forget. A poor grasp of these skills by lower attaining pupils slows progress in reading in the early stages.
18. Pupils show a high level of interest in their work and are keen to learn because teachers make it interesting. This is particularly the case in mathematics, history, science, ICT, art, design and technology and music. Pupils say these are their favourite subjects and it is notable that they do rather better here than in other subjects. The vast majority say they like school. The teaching in the Year 5/6 class is a particular inspiration to pupils and they work with enthusiasm and a sense of enjoyment. Their interest extends to homework that contributes well to progress.
19. Teachers set high expectations of behaviour and make it clear to pupils that they will accept nothing less. Pupils say that teachers deal well with misbehaviour in class. As a result behaviour in lessons is good. It is very good in the Foundation Stage and Years 1 and 2. It is good at Years 3 to 6 even though there is a small minority of pupils with known behavioural difficulties. Teachers manage pupils very well so that there are few disruptions to lessons and most proceed without the need to remind pupils how to behave. This allows teachers to concentrate on teaching. The atmosphere in the school is strongly conducive to learning. Teachers praise pupils when they deserve it and encourage them when they find work difficult although pupils say they sometimes receive praise when they could have done better. Teachers are good humoured and fair so pupils respect them and try their hardest. From the earliest years in the Foundation Stage children are taught to work alone quietly, and to co-operate and help each other. Their capacity to do this increases as they get older so that by Year 6 pupils can be trusted to work without direct supervision, for example in the computer

suite. Collaborative work in Key Stage 2 contributes to good progress. Pupils help each other to overcome problems.

20. Teachers' ability to set appropriate targets for individual pupils based on accurate assessments of their work is helping to underpin progress. Pupils know what the next steps in learning are, especially in English and mathematics, and try hard to achieve them. In the nursery and reception classes, teachers and other staff keep running notes about children's achievements and discuss progress at the end of each session. They build up a comprehensive picture of each child's progress and use the information to plan the next steps. Teachers in the school as a whole usually ensure that work in English, mathematics and science is closely matched to the needs of individual pupils. This includes pupils with special educational needs. This helps pupils to work to capacity. This is not always the case for higher attaining pupils in Years 3 and 4 where the work in mathematics does not always move them on sufficiently. In Years 1 and 2 in science, and in geography and religious education throughout the school, the work is much the same for all the pupils and hinders high achievement.
21. The use of individual planners helps pupils to check their own progress in English and mathematics and remind themselves of their targets. Pupils have a good grasp of their own learning and what they need to do to improve. Teachers' marking in other subjects is not sufficiently subject based to be helpful. For example in their science books, there are comments about spelling but few to show pupils how to improve their scientific skills. In reading diaries, there is plenty of praise and encouragement but little indication about how reading skills could be improved.

The curriculum

The curriculum is satisfactory. It is broad, balanced and interesting, with an appropriate emphasis on English and mathematics. It provides good opportunities out of normal lesson time to enrich pupils' learning and extend their skills. The accommodation and resources are good and enable the curriculum to be taught effectively.

Main strengths and weaknesses

- Provision is good in art and design, history, and music.
- In English and mathematics, provision for special educational needs is good and enables pupils to make good progress.
- The school has an effective personal, social and health education programme.
- The school organises a good range of visits, visitors and after-school clubs to enrich pupils' experiences.
- Accommodation is good and enables all activities in the curriculum to be taught effectively.
- The school lacks a planned programme for the development of pupils' speaking and listening skills.
- There are too few opportunities for pupils to use ICT to support the work in other subjects.
- Mapping skills are unsatisfactorily represented in the geography curriculum.

Commentary

22. Over the past four years, the good implementation of the curriculum for art and design, history and music has been an important way that the school has maintained the high standards in art and music, and raised the standards in history. Pupils are enthusiastic about history, and the strong focus and the development of pupils' skills in art and singing have resulted in standards which are above national expectations for pupils in Year 6. In art and design and music pupils have good opportunities to learn from a range of styles and techniques from artists and musicians.
23. In other subjects, the curriculum is satisfactory to the extent to which it provides worthwhile opportunities and meets statutory requirements. However, in geography there are weaknesses

in the development of pupils' mapping skills, which has a negative effect on standards. Although planning for the development of pupil's literacy skills is satisfactory, there is no planned programme for the development of their speaking and listening skills, which are identified as weak when pupils enter the school and remain below average throughout. Opportunities are planned for pupils to use ICT to support the work in other subjects but they are not frequent enough to realise the potential they have to boost progress.

24. Planning in English and mathematics gives careful regard to different groups of pupils. It is adapted to the needs of pupils with special educational needs in core subjects. However, despite the good support they receive from learning support assistants, they sometimes do not achieve as well as they could in other subjects because work is not always matched to their precise needs. Specific intervention programmes are used well to support learning, for example 'Springboard' in mathematics.
25. There is a planned programme of lessons that develop pupils' personal and social skills well and help them to lead healthy lives. This has contributed to the Healthy School Award. Pupils learn how to identify and resolve difficulties, how to work well together as a group and to express their thoughts and feelings on a range of topics and issues.
26. The school provides a good range of after-school clubs and activities. This includes a variety of games classes, art club and opportunities to take part in music making, as well as a homework club. These make a significant contribution to pupils' personal development as well as their academic learning, because teachers provided good support and advice. Visitors to the school and visits out to places of interest are carefully linked to different subjects of the curriculum. These provide an effective way in enhancing pupils' experiences and extending their skills, for example, opportunities for role-play when visiting places of historical significance. Pupils say how much they appreciate the very good opportunities the school provides for residential visits. They recognise the importance visits give to gaining independence and self-confidence.
27. The school's accommodation is good. Careful planning and preparation ensures that space is efficiently used. The accommodation with the new nursery supports the Foundation Stage curriculum very well. The spacious ICT suite is very well equipped and has made an important improvement to provision for the subject and the standards achieved since the last inspection, although opportunities for pupils to use these skills across the curriculum could be extended.

Care, guidance and support

The school provides a good level of care, welfare, health and safety for its pupils. Support and guidance is very good and based on secure knowledge of individual needs. The school has good systems for involving pupils in its work.

Main strengths and weaknesses

- The support and guidance given to pupils is very good.
- Welfare and child protection are good.
- Provision for pupils with special educational needs is good and the provision of specialist help to guide their learning and behaviour is effective.
- Pupils are involved in setting their own targets and are consulted about the work and routines of the school.

Commentary

28. Staff know each pupil as an individual, and pupils say they would be confident to approach a staff member for help or advice if the need arose. In both infants and juniors there are teachers with responsibility for pupils' pastoral care, who exercise their roles conscientiously. The tracking of pupils' progress enables teachers to identify quickly and support individual pupils who are falling behind their potential. Children in the nursery are very well cared for. Staff make great efforts to settle these youngsters into the class routines as soon as possible during their part-time attendance. The induction is carefully planned to help children quickly gain trust and confidence in the staff and is made much easier through daily contact with parents and weekly contact with the parent and toddler group, which uses the premises.
29. The staff and governors act together to take effective action to ensure the safety and well-being of all pupils. The caretaker is a governor and is on hand each morning to welcome pupils and watch over their safety as they fill the corridors on the way to the classrooms. He regularly inspects the premises jointly with an experienced member of the high school and any potential risks or hazards are identified for action. The usual annual checks on school equipment are carried out systematically. The school is actively involved in the Healthy Eating initiative. Fresh fruit is issued daily by a parent helper. The school has effective child protection arrangements in place, including Internet security.
30. The school supports pupils with special educational needs well. Teachers make good use of a range of visiting specialists to supplement their own expertise. Behavioural support is particularly good. The school also makes good use of outside professionals from the local fire and police services to instruct pupils in home and personal safety and drugs awareness. The school monitors the work and personal development of all pupils thoroughly.
31. Pupils have individual targets or aims for English and mathematics. These targets are agreed and entered in their new planners. Teachers then agree a weekly target that will contribute towards the overall aim and the week's work is checked to see the amount of progress made. In this way pupils are constantly aware of the progress they are making. Older pupils speak with enthusiasm about this system and how it helps them. The school actively seeks pupils' own suggestions on how they would like to improve the school routines and facilities. The present school council has already made an impact on the internal decoration of the entrance walkway and are planning more initiatives for improving the library and cloakroom. Early this year the school issued its own pupils' questionnaire and the 128 responses clearly indicate that pupils feel challenged, well advised and fairly treated.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and the community but is working hard to further increase the involvement of both in the life and work of the school. Links with other schools are good and provide benefits to pupils' learning.

Main strengths and weaknesses

- The school provides good information to parents, in particular the information on pupils' progress and their future targets.
- The links with partner schools and colleges contribute to teaching and learning.
- Few parents make a regular commitment to helping in school and some pupils make slower progress because they get insufficient help at home.

Commentary

32. The headteacher ensures parents are kept well informed about the school and its work. Useful and relevant written information in the prospectus and governors' annual reports is supplemented by regular newsletters. Pupils' annual reports give clear information on the progress pupils have made during the year and include individual targets for English and mathematics. The school provides a full information pack for all new parents and organises special meetings for parents of Year 2 and Year 6 pupils to explain national tests and how parents can help. Two parent consultation evenings are provided each year. The first, in late autumn, gives parents an opportunity to see their children's work and discuss any problems with the class teacher. Targets are also discussed and agreed. Unfortunately, these meetings are not very well attended and the school is trying to vary times or dates to enable more parents to attend. Parents of children with special educational needs are kept fully informed of their children's progress and are involved in the periodic review of the individual educational plans prepared for these pupils. The school seeks parents' views and acts on them. Responses to the school's and the pre-inspection questionnaire show most parents feel well informed of their children's progress and feel quite able to approach the staff if they have any concerns or problems about their children. All agreed that the school encourages parents to become involved with the school.
33. With the opening of the new nursery, the school now attracts more parents into the school. Free accommodation is provided for a parent and toddler group, establishing early links with future pupils and their parents. To increase the contact with the community, the school has become involved with local regeneration schemes. Year 6 pupils have helped in the design of an improvement scheme for a local welfare ground. Pupils sing in public and visit local elderly citizens to give them produce after the harvest festival service.
34. Whilst the school recognises the range and effect of links with the community can still be improved, and is working to do that, the established links with other local schools have developed well and provide benefits to both staff and to the pupils. Regular and separate meetings of the headteachers and the deputy headteachers have provided useful opportunities for joint discussion and resolution of problems that all the schools share, such as improving attendance and sharing information on the availability of extra funding. The school has a very good link with the high school and benefits from the services of its ICT technician, and A-level pupils come to help in classrooms as part of their work experience. Year 6 leavers join in sports activities and pay regular visits to the high school site. This helps greatly to ensure their transfer into Year 7 can be done without pupils being anxious.
35. The school also has established mutually beneficial links with universities and colleges. These links have provided help in the classroom. Student teachers come in to gain practical experience and their help gives staff additional time for valuable work such as lesson planning and curriculum development. Doncaster College has helped with computer courses for parents. The school has provided its own courses for parents in connection with family literacy and numeracy. The early courses were fully attended but the current course still has vacancies. The school tries hard to promote these courses so that they will bring more parents into school and the parents completing the courses will have more confidence and ability to help children at home.
36. While a small nucleus of parents gives active support to the school by running the parent teacher association and giving help in school, listening to children read and providing practical help with sewing and cookery activities, support for pupils' learning at home and in school is not as good as in many schools. Lack of support especially for children experiencing difficulty with the early stages of reading further hinders their progress. A family literacy project has been established by the school, and parents who join find it enjoyable and highly beneficial in enabling them to support their children. Unfortunately the take-up is poor.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is providing very effective leadership. Management is effective. However, there have been significant barriers to raising achievement since the last inspection. These have included increasing numbers of pupils with special educational needs and the loss of many good teachers. This has led to a downward trend in national test results until this year when results have greatly improved, and now compare favourably with similar schools. The governance of the school is good.

Main strengths and weaknesses

- The high quality of the headteacher's leadership and management is ensuring that all staff work together well in the drive to raise standards.
- The school checks the quality of its work regularly and thoroughly and this is a strong feature of its work in raising standards. However, subject leaders are not yet as effective in managing their subjects as they could be.
- There have been significant barriers that have affected the drive to raise standards and achievement.
- Finances are well analysed and used, so the school makes the most of the money it has.
- The well-led governing body carries out its responsibilities conscientiously, but is not yet proactive enough in holding the school accountable for what it does.

Commentary

37. The headteacher has welded staff, both new and longer serving members, into a cohesive group which is starting to work effectively as a recently established team to help drive up standards. Her energy and enthusiasm inspire a sense of shared purpose among staff and governors who are keen to make the school successful. She has secured the commitment of all to school improvement and initiated strategies and approaches to make this happen. For example, a review of the performance of learning support assistants, working under the direction of the special needs co-ordinator who is their line manager, is helping to improve their effectiveness. Through the regular review of school aims, she has created a strong sense of teamwork. The relatively new deputy headteacher leads through the example of her own class teaching and has the capacity to inspire and motivate others. Her pivotal responsibilities, involving tracking pupils' progress and assessing what they know and understand, are helping to sustain developments and to maintain a clear focus on improvement. Now she is established, the school proposes to extend her leadership role.
38. The determination and capacity of the school to raise achievement are seen in the way that the headteacher is putting into place good systems to support a rigorous approach to all aspects of monitoring and evaluation. For example, very good systems are established and undertaken by the headteacher for checking the quality of teaching and learning. They ensure rigorous, analytical and regular monitoring of all teachers with detailed outcomes communicated to them to help them improve. The headteacher compares the school's performance with similar schools nationally to review whether targets set are challenging enough. The monitoring of the achievement of individual pupils is a key feature leading to improving standards. However, subject leaders do not have a thorough overview of the subjects for which they are responsible. This is because they do not monitor teaching and learning, or check pupils' work for consistency, quality and quantity. These initiatives are planned for, however, to help them identify what works well and what requires improvement.
39. School improvement planning provides a useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. It is used well to determine the best use of funds available to the school to support the priorities for school improvement, and is closely linked to the planned provision of training of teachers and support staff. It has been effective in moderating the negative impact of the loss of skilled and experienced teachers

since the last inspection, but this has inevitably slowed improvement. Careful and regular monitoring of spending patterns helps ensure that finance is used to benefit pupils. The principles of best value are consistently applied, and the governing body works effectively to ensure all funds are wisely spent. The governors have wisely kept a healthy balance to retain teachers for as long as possible during a fall in pupil numbers and school income.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£384,860
Total expenditure	£345,194
Expenditure per pupil	£2,067

Balances (£)	
Balance from previous year	£40,892
Balance carried forward to the next	£39,666

40. The governing body, including the seven newly appointed governors, is committed and supportive of the school and carries out its statutory duties well. It is committed to the school's principles of raising achievement and inclusion, key elements of the headteacher's vision. All committees are properly structured, meet regularly and have clear terms of reference to help ensure that they support the headteacher through the decision-making processes in the constant drive to raise standards. It is placing increasing emphasis over time, because of the leadership qualities of the headteacher, on strategic planning, monitoring and evaluation to ensure that raising pupils' achievement remains the key priority. However, the governing body as a whole does not challenge important issues enough and tends to rely heavily on the headteacher's guidance.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. A new nursery was opened in October 2002. It has been planned and established with considerable skill by the headteacher and Foundation Stage leader, working closely with outside professionals. It provides half-time places for 18 children over the age of three. Another eight children will take up early start places after Christmas. Leadership of the Foundation Stage is very good. Together with the existing experienced reception teacher, the Foundation Stage leader has built up a strong team of two teachers and two classroom assistants who plan together effectively for the six areas of learning. Planning is carefully linked to the stepping stones, sets out what children will learn, what they will do and notes key words to be introduced. It ensures that adults extend children's vocabulary whenever they work with them and in their informal talk. It involves adults in working and playing alongside children to stimulate ideas and actions and developing their skills. Good links are made between each area so that no opportunities are lost to develop children's skills. Planning requires staff to make running notes of children's achievements or difficulties so that the next steps can be planned for individuals. It contributes strongly to good progress in both nursery and reception.
42. The curriculum embraces the 'High Scope' system which aims to develop early independence and confidence. Children are trained to plan what they are going to do, make informed choices, carry out what they have planned and review their experiences afterwards, with the teacher. At this early stage in the year the system has not been introduced to the children in nursery but it is operating in reception. Induction arrangements are very good. Staff visit children in their homes before admission. They gather and provide useful information so that parents and their children benefit from this contact. The children have been introduced to the nursery setting gradually over the first three weeks of term and had only started a full week just before the inspection took place. Evidence was gathered from a small number of observations and detailed planning. In nursery, lesson observations concentrated on the provision for personal, social, and emotional development, and in reception on language and literacy. In the past the children's attainment on entry to reception has been below average and language skills at this stage have been poor. This year, children's attainment is broadly average, except in speaking, indicating that they have benefited from their time in nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision, teaching and learning in personal, social and emotional development are very good. The children's achievements are very good. They are on course to meet the early learning goals by the end of reception.

Main strengths and weaknesses

- In nursery children settle in quickly and form secure and trusting relationships with the adults.
- Many classroom routines are already firmly established.
- In reception children have benefited from the High Scope approach introduced to them in nursery last year and have made a confident start to the year.

Commentary

43. In spite of children in the nursery being at a very early stage of their school lives, there was no sign of any of them feeling insecure or unhappy away from home. This is because of the calm atmosphere, the warm and encouraging approach of the staff and the carefully structured morning. There is a well-planned balance of free choice activities and activities led by the adults. Children respond well by sampling what is offered with growing confidence, some

already spending up to 15 minutes absorbed in an activity either by themselves or in a small group. Their achievement is very good. They move about the room sensibly, help to clear up and take turns when necessary. The children are making rapid progress through the small steps that lead them towards the goals expected for their age. They show curiosity and are keen to explore new experiences.

44. Adults in the nursery make it quite clear to children what is expected of them now they are working and playing alongside other children. They know how to collect their name cards and register themselves on arrival. They are beginning to anticipate that it will soon be snack time and look forward to it. They know that they must wait until a member of staff sees a parent or carer before they are allowed to leave. They wait patiently. As yet they tend to play alongside others, with little interaction or co-operation but some of the more confident children are beginning to help others with aprons or show them how to operate the computer programs.
45. Children in reception are well established in their new class and appear to have been there for ever! This is where the preparation of the nursery class has come into its own. As a result the teacher has been able to make an early start to the High Scope work and children are already making confident choices and readily accept when an activity is full. Their achievement is very good. They follow instructions carefully, volunteer to do classroom jobs, sit still and listen carefully when adults explain activities. They are making good progress over the stepping stones, because the teacher has high expectations of them and makes these clear. The quality of the provision has improved since the last inspection. Children are on course to exceed the early learning goals by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision, teaching and learning in communication, language and literacy are good.

Children's achievements are good. Most children are on course to meet the early learning goals though a significant minority have immature speaking skills.

Main strengths and weaknesses

- Listening skills are developed very well.
- All adults use each activity in all the areas of learning to develop children's vocabulary and understanding of language.
- Adults make good opportunities for children to talk but do not always plan sufficient structure for talking times to enable children to make the most of them.
- There is thorough and effective teaching of word-building skills in the reception class to support reading and writing.
- Teachers involve parents well in supporting the learning at home.

Commentary

46. From the start children are expected to listen carefully and respond well. When adults explain and lead activities children sit quietly and concentrate. They respond well to other opportunities to listen, for example in music sessions and story times. They listen to taped songs and rhymes with rapt attention, joining in when they can. Computers with talking programs are used effectively as another tool to develop listening skills. Teachers draw children into stories skilfully, hold their attention and encourage them to join in action rhymes and songs. Children learn to listen carefully to the sounds that different instruments make and to the sounds around them when they play outside.
47. The good quality of the provision, teaching and learning has been maintained since the last inspection in the reception class. Children in reception answer confidently when asked questions. Adults are careful how they frame questions so that children must answer with more than a single word. Not all the children in nursery can do this. Some still nod or gesture.

Because of poor speaking skills when they start school it takes time for children's speaking to become fluent, even with the good progress that is being made. Adults take every opportunity in both classes and each activity to develop children's vocabulary. For example, when they play 'Lotto' with the children, they do not simply show the picture or name the object, they describe it so that children learn the names of things and the words to describe what they look, feel or sound like. Adults could do more to help children to ask their own questions in many activities as they are rather passive unless prompted.

48. In the reception class children have made a good start to learning letter sounds and names. This work was begun in the nursery and is now taught more formally. Children learn an action as a prompt for each letter and remember them well. Many children give examples of the words they know that begin with a given letter and confidently draw, in the air or over the shape, how to write the letter, paying good attention to starting points and direction. This is helping them with the early stages of reading and writing. In both settings there are opportunities for children to practise their emergent writing skills in the context of different activities. The children in the current reception class are well on course to reach the early learning goals in reading, writing and listening. This has not often been the case before the nursery opened. Not all are likely to do so in speaking.
49. Parents are encouraged to borrow from the tape library as well as reading with their children. The tapes provide a good model of story reading and the matching books are included for shared reading. Parents are also involved in a project to develop children's speaking skills. This involves keeping a diary of what 'Little Ted' has done over the weekend, when it is their child's turn to take him home. The child is then given the opportunity on the following Monday to tell the other children what 'Little Ted' did.

MATHEMATICAL DEVELOPMENT

Provision, teaching and learning in mathematical development are good. Children are on course to meet the early learning goals. They achieve well.

Main strengths and weakness in the work seen

- Thorough planning for indoor and outdoor areas ensures that teachers develop the mathematical potential of many activities.
- Good opportunities are made for number work in the nursery through counting activities and action rhymes.

Commentary

50. Teachers are good at exploiting the possibilities each activity offers for counting, introducing the language of mathematics and solving problems involving numbers in play situations. In reception, the teacher challenges children to count the number present so that children confidently count to 20. She asks "Which number comes next?" in many situations. Number activities are skilfully planned in the nursery and involve children in action rhymes and drama that provide good starting points for problem solving with small numbers. Children pegged socks in pairs in the role-play area as a preparation for counting in twos. Children achieved well in these activities. Teachers and assistants always keep an eye on the next steps.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision, teaching and learning in knowledge and understanding of the world are good.

Children are on course to reach the early learning goals. They achieve well.

Main strengths and weakness in the work seen

- Planning ensures that children experience a full range of activities that develop an understanding of the immediate past, the area around them and the beginnings of science.
- Good use is made of the indoor and outdoor area.

Commentary

51. Reception children have planted bulbs in their outdoor garden. The activity and the discussion helped to build children's scientific knowledge well. They know that bulbs provide food for the growing plant and that plants also need water to grow well. Baking activities provided good opportunities for talking, using a range of small tools and developing counting and manipulative skills. Children know that changes take place to the ingredients when they are mixed and baked. They have learnt about old toys and gained an idea of the passing of time. They have walked in the immediate area to observe the changing seasons and listened to different sounds. Play with small-world toys and construction kits has given them an understanding of the built environment which is developed further when they venture into the area beyond the school. Children gain from the regular use of computers to explore text, sounds and graphics. They develop good skills with the mouse and keyboard.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory. Teaching and learning are good.

Children's achievement is satisfactory.

Main strengths and weakness in the work seen

- Good use is made of the outdoor area but there is no climbing equipment outside to develop more adventurous activities.
- The planning of a range of activities provides good opportunities for children to develop manual dexterity.
- Use of the school hall develops the physical skills of the children in reception well.

Commentary

52. Nursery and reception children use the outdoor space well to develop good co-ordination skills when they ride tricycles and play with other wheeled toys. As they get older they learn to take more notice of what others are doing, to co-operate in their use of space and to play adventurously but safely. They develop hand and eye co-ordination well when they play target games with bean bags and gain a sense of balance when they use the hopscotch markings. Indoor activities are designed to provide children with good opportunities to use their hands and fingers to make fine movements. In many areas of learning children use small tools and manipulate materials and equipment well, although many find scissors difficult. The playground is marked out well for a variety of games to support these skills but there is no climbing equipment to enable children to develop climbing, swinging and balancing activities at more adventurous levels. Reception children made good use of the hall in a successful lesson that developed their movement skills and sense of space well. Children made good progress in all the activities seen.

CREATIVE DEVELOPMENT

Provision, teaching and learning in creative development are good. Children achieve well and are on course to reach the early learning goals.

Main strengths and weakness in the work seen

- There is good planning for art, music and role-play activities.
- Music sessions in the nursery are led well.

Commentary

53. In both classes activities are planned well to enable children to explore a range of instruments and to experiment with the sounds they make. The teacher in the nursery leads music sessions skilfully. She sings well herself and helps the children to develop a good sense of rhythm and pitch. Children become familiar with the different moods that music portrays and this is consolidated further when they listen to a range of classical and popular music. Children have the opportunity to move to music in different ways and gain confidence in doing so. By the time children reach reception age, they know a range of songs and nursery rhymes by heart. Small groups of children listen to tapes of nursery rhymes without supervision. They listen intently and join in confidently. From an early age in the nursery, children learn to mix paints to produce different colours and to work with malleable materials. They learn different techniques with brushes and other tools and materials. These skills are developed well in reception and children's art work in pastel, paint, pencil and thread is of good quality. There are many opportunities for children to play in role as teachers plan well for changing scenes, for example a hospital, in the separate, well-equipped role-play area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Pupils make good progress overall and achievement is good.
- In reading the development of pupils' word-building skills is not as good as it could be.
- Opportunities for speaking are not sufficiently structured.
- The teaching of English is good overall.
- Pupils' attitudes to learning are very good.
- The management of English is good.

Commentary

54. By the age of seven, pupils attain average standards in reading and writing. Pupils in Year 6 achieve well in relation to their below average attainment in language and literacy skills, which many have when they start school. By the time they leave, pupils' standards in English are average. This is not as good as at the time of the last inspection. Throughout the school standards in listening are above average, but, for many pupils, standards in speaking are below average. This reflects the lack of confidence in speaking that many have on entry to the school. However, the development of pupils' speaking is not sufficiently structured. Pupils are given good opportunities to speak for a range of purposes in English and other subjects but with few exceptions they find this difficult. They struggle to find the right words as their vocabulary is narrow. Many lack the confidence to ask questions. They have difficulty with structuring and

ordering what they want to say, for example when explaining how they arrived at a solution in mathematics. These skills are not being built on systematically through the school.

55. Pupils progress well in most aspects of the subject, particularly in Year 2 and the upper juniors, because of the consistently good teaching they receive in these year groups. By the time they leave school, most pupils communicate their ideas clearly in writing. They structure their writing satisfactorily because teachers give good guidance through pertinent use of good examples. However, their work tends to lack vivid description and exciting vocabulary. Pupils demonstrate a satisfactory grasp of grammar and punctuation, but make too many errors with spelling, which reflect the weaknesses in pupils' word-building skills. Pupils do not practise word-building skills frequently enough to enable lower attaining pupils in Years 1 to 3 to make good progress in the early stages of reading. However, the school has introduced a new programme of work to address this problem and the skills of the youngest pupils are improving rapidly. In Years 3 to 6, pupils are beginning to take a greater interest in books, because the co-ordinator has begun to update the resources, so that pupils have access to a more interesting variety of texts for personal reading and to provide examples from which they can learn different styles of writing. As a result they not only have a satisfactory knowledge of what they read, but are now looking beyond the immediate text to make deductions and develop a deeper understanding of the characters and events.
56. All teaching demonstrates good planning and preparation that ensure a good match of work to pupils' individual needs. This enables pupils of differing abilities to progress towards the targets set in lessons and achieve well. This is because of the very effective assessment and monitoring procedures that are in place. Pupils with special educational needs have specific targets and receive good levels of support within the class and, at appropriate times, for short periods outside lessons. This enables them to make good progress. Lessons are interesting and teachers' thorough questioning challenges pupils' thinking, engages them well and encourages them to do their best.
57. Pupils' attitudes to learning are very good. This reflects the knowledge and understanding that teachers and teaching assistants have of pupils, the good relationships and the support provided. Pupils are well behaved, work hard and concentrate well.
58. The subject leader is enthusiastic and knowledgeable and leads and manages the subject effectively. The regular checks on pupils' standards and progress, the rigorous analysis of national test results and of how teaching and learning can be improved inform targets and are important reasons for the recent improvement in standards.

Language and literacy across the curriculum

59. The use of pupils' literacy skills is not as well developed across the curriculum as it could be, although it is effective in history and science. In some lessons pupils use ICT to support their learning and pupils have opportunities for drafting and editing their writing.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- There is a strong emphasis on number work, especially mental methods for calculating, and this has helped to raise standards in the last two years.
- Teaching is good overall but there are variations. It is better in Year 2 and Years 4 to 6 than elsewhere.
- Good opportunities are made to involve pupils in applying their number skills in investigations and this develops their understanding further.

- Other aspects of mathematics are not as strong and would benefit from more effective use of ICT to boost progress.
- Rigorous monitoring by the headteacher, careful analysis of test results and assessments and the tracking of pupils' progress have enabled the subject leader to bring about improvements.
- Pupils enjoy mathematics and work with enthusiasm and take a pride in their work.

Commentary

60. Pupils are good at calculating mentally because teachers demonstrate a range of methods and teach them which is the quickest and most reliable in different circumstances. Pupils learn multiplication tables methodically in school and for homework, and work for awards. This gives the work a strong impetus. At the beginning of each lesson, most teachers use the time well to give pupils the opportunity to use different methods and explain their thinking so that they become more adept. A significant number of pupils, however, find the explanation difficult because speaking skills are weak and this slows the process for them and others.
61. Teaching and learning are good. Teachers are clear about what they want pupils to learn and explain new work well. They set tasks which help pupils to practise new skills and apply them to problem solving. The teaching in Year 2 and Years 4 to 6 is particularly effective. Work in lessons and in pupils' books shows that the work builds on what pupils already know and challenges different groups of pupils to move on at an appropriate pace. Pupils in Year 6 make particularly good progress because of the high quality of the teaching which incorporates challenging work, skilful explanations, pace, interest and enjoyment. The teaching in Year 2 and 6 has been instrumental in raising standards in national tests so that these are now broadly average. Pupils make substantial progress in these years. Achievement is good and standards compare favourably with those in similar schools. Teaching in the Year 4/5 class is thorough and prepares pupils well for the next class.
62. Teachers set targets for individual pupils at the start of each year. These are based on their previous achievements. Pupils' progress is tracked very carefully through each year so that teachers know who is making the expected progress, who does better and the few who lag behind. This enables them to take prompt action to deal with underachievement. Underachievers, whether of a high or low ability, are watched more closely and teachers and learning support assistants intervene effectively to keep their work up to scratch and ensure that all pupils do their best, whatever their ability. Learning support assistants support the learning of pupils with special educational needs well so that they make good progress towards the realistic and achievable targets set by the teachers.
63. All pupils are given opportunities to carry out mathematical investigations. This challenges them to put their skills into practice in different contexts including real-life problem solving. It develops thinking skills and understanding well. The work is displayed well in corridors so that all get a chance to see what others can do and to learn from it.
64. The work in shape and data handling is not as strongly represented. Although pupils cover the work set out for each age group in national guidelines, there are too few opportunities to extend this and apply it in different contexts. ICT is not used as well as it could be to boost progress and extend pupils' thinking in these areas of mathematics.
65. The analysis of tests results has identified general strengths and weaknesses and enabled the subject leader to develop an action plan to remedy weaknesses. Subject leadership is sound. All teachers know what they must do to play their part and it is evident in their teaching. The headteacher has monitored teaching and learning rigorously. This has improved its quality overall, since the loss of experienced and expert mathematics teachers following the last inspection. Standards have not recovered to the above average levels seen at that time but they are now moving in the right direction.

66. Pupils enjoy mathematics. Many say it is their favourite subject because teachers make it interesting. As a result they work with enthusiasm and complete a good amount of work. They take a pride in their work and record it carefully so that unnecessary mistakes are not usually made in calculating. The high expectations set by teachers have a strong influence here.

Mathematics across the curriculum

67. Satisfactory use is made of mathematics across the curriculum. There are good example of pupils using mathematical skills in science, for example to measure and record numerical information. There are a few examples of graphs being used to present information in geography. In design and technology opportunities are missed, for example to show measurements on design drawings.

SCIENCE

Provision in science is good overall, but it is better in Years 3 to 6 than in Years 1 and 2.

Main strengths and weaknesses

- Pupils make good progress in Years 3 to 6.
- Teaching in Years 3 to 6 gives good emphasis to investigative skills as a means of developing understanding.
- Teaching in Years 1 and 2 does not give sufficient emphasis to investigative skills or physical processes.
- Leadership is not fully effective.
- Links with literacy and numeracy are good, but links with ICT require further development.

Commentary

68. Most pupils make sound gains in learning as they move through Years 1 and 2, although standards do not quite reach national levels by the end of Year 2. However, they make good gains in learning in Years 3 to 6, and, as a result, reach the national average by the end of Year 6. Results in the most recent national tests are above those of similar schools. Pupils achieve well by the time they leave the school because science is well represented within the school's curriculum. Teaching, especially in Years 3 to 6, places good emphasis on important skills which facilitate understanding, and most teaching is good. However, standards are not as high as they were at the time of the last inspection because of the relatively slower progress in Years 1 and 2. There is a secure framework to ensure that pupils gradually develop knowledge, skills and understanding as they move through the school. Test data is thoroughly analysed to help identify weaknesses to help pupils to achieve well.
69. Teaching and learning are sound in Years 1 and 2, enabling pupils to make satisfactory progress. However, despite identifying the need for more investigative work and work on physical processes, neither is represented well enough within the curriculum in Years 1 and 2. Some worksheets given to pupils do not challenge the more able pupils enough. Marking focuses more on improving standards in English than in science. As a result of these weaknesses, pupils do not learn the skills of scientific enquiry well enough to help them to make the best possible progress, and there are some gaps in pupils' learning. Teaching and learning are good in Years 3 to 6, enabling pupils to make good progress overall. Essential skills, such as predicting, deciding what makes a fair test, and recording accurately, are given good emphasis. As a result, pupils acquire knowledge and understanding well. Other good features of teaching in Years 3 to 6 are a good choice and use of resources, secure subject knowledge and good marking, which often helps pupils to move on to the next stage of learning as well as celebrating their achievements. Teachers throughout the school require pupils to record their work neatly, and as a result, most take pride in their achievements, which helps to ensure that attitudes to learning are good.

70. The subject leader has produced a good action plan, which focuses on the needed priorities to raise standards further. However, she is not given time away from her class to enable her to check the quality of teaching and learning in different parts of the school.
71. There are good links with English and mathematics, especially in Years 3 to 6, which help pupils to develop literacy and numeracy skills. For example, pupils record investigations thoroughly and in logical sequence, often including accurate measurements and graphs of obtained results. However, links with ICT are under-represented.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is satisfactory.

Main strengths and weaknesses

- An effective programme of skills teaching has been introduced and the new suite is used well.
- Computers are not always used to advantage to boost progress in other subjects.
- The quality of provision and the standards reached have improved substantially since the last inspection.
- The new interactive whiteboard is not yet in use for demonstration purposes.
- The training provided since the last inspection, especially within school, has given the teachers the skills they need to teach all aspects of the curriculum successfully.
- Teachers set high expectations of behaviour and this leads to lessons which proceed at a good pace. Pupils co-operate well with each other, often solving problems without recourse to the teacher.

Commentary

72. The new suite is spacious and accommodates whole classes comfortably. The suite has been planned with care and thought so that it provides the best possible aid to learning. This is a significant improvement since the last inspection and has contributed strongly to improvements in teaching and learning. Skills are taught well and pupils are set purposeful tasks which provide opportunities to put them into practice.
73. Teachers currently gather pupils round a single computer to demonstrate. This poses difficulties. Not all pupils see well enough what the teacher is doing. The school has a recently installed interactive whiteboard which would make this process more effective but this is not yet in use.
74. The subject manager has ensured that the national guidelines for teaching ICT have been modified to suit the school and introduced to provide an effective skills-teaching programme. Computers are often in use in classrooms and provide good opportunities for pupils in Year 2, for example to practise spelling skills. However, planning for computer use is not yet good enough to ensure that the best possible use is made of technology to boost progress in other subjects, for example data handling in geography. There is as yet no time for the subject manager to check the quality of ICT teaching and learning in lessons and so spread the best practice.
75. Teaching and learning are satisfactory. Teachers have received the training they need to teach all aspects of the curriculum confidently. Teachers report that the training received through the New Opportunities Fund was not always sufficiently well geared to their needs to be useful. The school responded to this promptly by making up the deficit through school-initiated training. Pupils achieve well. In Years 3 to 6 especially, there has been a lot of catching up to do as standards were low at the last inspection. Progress over time is good and pupils now reach

average standards. The introduction of individual assessment diaries has been instrumental in improving progress.

76. Teachers have high expectations of pupils – that they listen carefully, concentrate on their work, work sensibly with their computer partner and treat expensive equipment with care. Pupils respond very well and this ensures that no time is wasted in dealing with behaviour problems. Pupils refer to their computer partners when difficulties arise. They have the confidence to try different approaches when things do not go according to plan and often manage to solve problems themselves. This means that they remember what to do next time, leaving the teacher free to teach the next steps to pairs or groups. Pupils with special educational needs are helped effectively by learning support assistants.

Information and communication technology across the curriculum

77. This is unsatisfactory. There are some good examples of ICT in use in art, especially using graphics programs to investigate patterns, in history to record the work done on a visit, and controlling lights in connection with design and technology. Pupils' word-processing skills are good enough to enable them to edit written work successfully. There are good examples of this in Years 5 and 6. Opportunities are missed, however, to plan for a more extensive use of ICT to boost skills in many subjects, especially mathematics and science.

HUMANITIES

78. Inspectors saw one lesson in geography, one in history and two in religious education. These lessons, along with examples of pupils' completed work and discussions with pupils, form the basis for judgements.
79. Provision in history is good. Provision in geography and religious education is satisfactory. Weaknesses in geography prevent pupils from reaching national standards, although pupils make satisfactory progress overall.

Main strengths and weaknesses

- In history, the work of more able pupils, following individual research, provides evidence of high quality learning.
- Teaching is good in history and pupils are enthusiastic about the work.
- Weaknesses in the teaching of geography lead to gaps in pupils' learning.
- A good range of visits and visitors help to bring history alive for pupils, but there are very few visits in geography and religious education.
- Pupils are given good opportunities to develop literacy skills in history.
- Subject leaders are not given time away from their classes to check the quality of teaching and learning in their subjects.
- Pupils do not use ICT enough to improve understanding.

Commentary

80. Teaching and learning are satisfactory in geography and religious education, and good in history. There are notable strengths in the quality of relationships forged with pupils, the enthusiasm of teachers and the encouragement given to pupils, which ensure that they have positive attitudes to work. In a very good history lesson in Years 5 and 6, the teacher showed high expectations and work was challenging to help most pupils to achieve very well. In geography, mapping skills are not given enough emphasis or taught in logical sequence, which restricts pupils' progress and leads to gaps in their learning. Teachers do not use marking consistently to help pupils move forward with their learning, especially in Years 1 and 2, and unnecessary colouring, such as of maps and pictures, does not extend understanding.

81. Visits, such as to Gainsborough Old Hall, Kelham Island Museum and Ripley Castle, bring **history** alive for pupils. However, there are few visits and visitors in **geography** and **religious education** to help enrich pupils' learning or broaden their cultural experiences.
82. Pupils develop their literacy skills well in history, such as when pupils write diaries as evacuees during the Blitz and compile interview questions for Henry VIII. However, there are too few opportunities for the development of literacy skills in geography and religious education at present. Sometimes teachers use worksheets that require single word answers. Such worksheets do little to reinforce pupils' literacy skills and do nothing to extend the thinking of more able pupils.
83. The leadership of all subjects is sound, although subject leaders do not regularly monitor teaching, learning or pupils' work to help them to gain an effective overview of their subjects.
84. Pupils are increasingly using ICT for research purposes. However, it is not used widely enough at present to support work in any of the three subjects, although it has been prioritised for development.
85. Portfolios of assessed work have been compiled which show the standards expected at each stage. As a result, there is an agreed approach to assessing pupils' progress as they move through the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Three lessons were seen in music and two in art and design and design and technology. These lessons, together with evidence of pupils' completed work, form the basis for making judgements. It was possible to observe only one lesson in physical education so overall judgements are not reliable. Planning in physical education is satisfactory and covers the areas required. In the Year 4/5 gymnastics lesson seen, the teaching was good. Pupils of all abilities worked together very well and achieved average standards of movement and control.

Provision is good for art and design, music and design and technology.

Main strengths and weaknesses

- Throughout the school pupils' reach good standards in art and design.
- Pupils achieve well in some aspects of music.
- There is a good range of extra-curricular opportunities.
- The teaching of skills in art and design, music and design and technology is good.

Commentary

87. Standards in **art and design** are above national expectations at the end of Years 2 and 6. Standards have been maintained since the last inspection. All groups of pupils achieve well. Pupils throughout the school display a good range of skills and techniques using a variety of materials. By Year 6, pupils' skills have progressed well and their very good observational skills result in careful attention to detail, including very effective use of tone, shade and line in their drawing and painting. However, better use could be made of sketchbooks. Pupils do not have sufficient opportunities to gather and record information in sketchbooks. This hinders the exploration of these ideas in different media.
88. By the end of Year 6, pupils' achievement in **musical performance** is good and standards are above national expectations in singing and playing. Standards have been maintained since the last inspection. Across the school pupils make good progress in the development of their singing skills, because the teaching of this is good. Pupils sing in two or more parts, matching their voices well to the melody, although pitch is not so secure when using the upper range of their voices. Singing is rhythmic and diction is clear.

89. Standards in **design and technology** are in line with national expectations by the time pupils leave the school. Standards have been maintained since the last inspection. Infant pupils make a sound start in their model making, getting an early understanding of the need to plan their designs and of accuracy in their building. Year 6 pupils work methodically to gather information about a project, and their designs are clear and well labelled. Their descriptions of the processes required to make the products do not always contain sufficient detail about each stage of the making and opportunities are missed to use mathematical skills to record measurements on design drawings.
90. Pupils' learning in **art and design, design and technology, and music** is effectively planned, particularly the development of pupils' subject-specific skills. Pupils' experiences in these subjects are broadened very effectively by opportunities to work with artists, and to take part in local community musical events and technology projects. In all three subjects pupils learn from the work of others, for example, from artists such as Van Gogh. They carefully apply the knowledge and skills to their own work. Other activities outside normal lessons, for example the choir, opportunities to learn instruments and art and sports clubs, broaden pupils' experiences and develop their skills further.
91. The headteacher provides very effective leadership of **art and design and music**. She makes good use of her own skills to support teaching and learning. The subject leader for design and technology is enthusiastic and has informally gained a sound grasp of what is happening in the subject, but has not been given time out of the classroom to check the quality of teaching and learning.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
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	4
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	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
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	4
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).