

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106772

Headteacher: Mr P McLaughlin

Lead inspector: Mrs P Raja

Dates of inspection: 13th –15th October 2003

Inspection number: 256480

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	230
School address:	Kirton Lane Stainforth Doncaster
Postcode:	DN7 5BL
Telephone number:	01302- 841283
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P O'Neill
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

Holy Family Catholic Primary School is a Church aided school in the Diocese of Hallam. It serves the Parishes of Stainforth and Moorends. There are 239 pupils on roll, of whom 15 per cent are entitled to free school meals, which is below the national average. The school has 25 pupils with special educational needs, including three who have a Statement of Special Educational need. None of the pupils speak English as an additional language. The pupils' attainment when they start school is below average. Many parents choose to send their children to this school and over a third use the coaches provided by the diocese to travel to and from the school. The school also serves a small community of travellers. There are 16 traveller pupils on the roll, of whom 10 are supported through the local education authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6282	Mrs P Raja	Lead inspector	English, art and design, design and technology
1112	Mr P Oldfield	Lay inspector	
30823	Mrs B Clarke	Team inspector	Mathematics, information and communication technology, geography, history; special educational needs
18505	Mr D Matthews	Team inspector	Science, music, physical education, Foundation Stage, English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory. The school's strong caring ethos results in good relationships, good personal development of the pupils and very good opportunities for pupils to be included in everything that it does. Children in the Foundation Stage achieve well and the infants' achievement is satisfactory. In the juniors, pupils' progress has been affected by frequent changes to teaching staff, which has interrupted their learning. Provision has now improved and junior aged pupils are doing as well as they can. The barriers to weak teaching are now removed and the provision is rapidly improving. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Strategies used to raise standards in the junior years are far too narrow.
- Pupils do not do well enough in mathematics.
- The rate of attendance is lower than in other schools.
- Achievement in research, solving mathematical problems and independent investigative skills is unsatisfactory in the junior years.
- Children in the Foundation Stage achieve well. They start the nursery with attainment that is below what is expected for this age, achieve well and most are on course to reach the expected standards at the end of the reception year.
- The provision for pupils with special educational needs is good and there is a high level of commitment to the inclusion of all the pupils in all the aspects of the school's work.
- Pupils are well supported to maintain good standards of behaviour and good attitudes to work but as yet the school does not do enough to seek the views of pupils.

Overall, the school's improvement since the previous inspection is satisfactory. Of the key issues, improvement in the provision for the Foundation Stage has been good. The school now has effective monitoring procedures in place and teaching is improving. Marking and use of homework are generally satisfactory. Effective systems are used consistently through the school to assess pupils' achievements in information and communication technology (ICT). Good improvement has been made to the accommodation for younger pupils.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2003
English	D	D	D	C
Mathematics	D	E	E*	E
Science	C	D	E	D

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

Achievement is satisfactory overall. Achievement in Years 3-6 is uneven with some under-achievement in Year 4 particularly higher attaining pupils in the class are capable of achieving more. Standards are beginning to rise but pupils need to develop their skills to solve scientific and mathematical problems and use their reading skills to gather and sift information. In the 2003 results, the proportion of pupils achieving the expected level for their age has increased in English and science. In mathematics, although better than the previous year, results are still very low. Standards of the current Year 6 are below average in English and science and well below average in mathematics. In ICT standards are average.

The achievement of pupils with special educational needs and some of the lower attaining pupils is good.

Children in the Foundation Stage achieve well. They make good progress through this stage and they are well on course to reaching the expected standards in all the areas of learning. This progress is carried through to Year 1 where good teaching results in pupils achieving well. Standards are maintained in Year 2. At the end of Year 2, pupils achieve average standards in English, mathematics, science and ICT. The 2003 results for this age show good improvement in the percentage of pupils achieving the higher level three in mathematics and writing.

Pupils' personal development is good. It is fostered well by the good overall provision for their spiritual, moral, social and cultural development. Pupils are happy at school and have positive attitudes towards learning. They behave well in lessons and at playtimes. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided is **satisfactory** overall. Teaching is sound, which results in most pupils learning at a satisfactory pace. There were very good lessons in both infants and juniors. The most effective teaching was seen in Year 1 with some good features in the Foundation Stage. In these age groups teachers provide stimulating activities, pupils respond enthusiastically and learn effectively. Some aspects of teaching in Year 4 are weak because strategies for behaviour management are ineffective and on occasions too much time is spent on explaining activities which leaves less time for learning. Teachers know and care for their pupils well, resulting in good relationships between pupils and adults. The very effective use of additional support provided by the support staff helps to improve pupils' learning, in particular, the lower attaining pupils and those with special educational needs benefit the most. The curriculum is soundly based on the national curriculum and the national guidance.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** with some weak features. The headteacher provides effective leadership in creating a school climate in which all individuals feel valued and this fosters good relationships. The governors, headteacher and key staff know the strengths of the school and areas to be developed. There have been successful measures taken for improving standards in English and the attainment of the higher attaining pupils at the end of Years 2 and 6. However, the range of strategies used to address low standards in other areas in the juniors is generally narrow and more could still be done to improve achievement. The governors are very supportive of the school. Finances are managed prudently. The school is well on its way to establish stability in teaching staff and overcome the negative effects this has had on the achievement of pupils in Years 5 and 6. The monitoring of teaching and learning is satisfactory and the school is aware of the inconsistencies in the quality of teaching and is taking appropriate action to deal with them.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in **good** regard. Links with the parents and the community are good. Parents are pleased with receiving information about the topics to be covered in classes this term.

Pupils are happy at school but as yet the school has not established any procedures for seeking their views or involving pupils in decision-making processes about matters that are of concern to them.

IMPROVEMENTS NEEDED

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

- The headteacher and the deputy headteacher need to develop a wider range of effective strategies for improving achievement in Years 3 to 6, particularly in mathematics.
- Provide regular opportunities in mathematics for pupils to investigate and apply what they know.
- Develop pupils' research and library skills.
- Provide opportunities for independent experimentation and investigations in science.
- Improve the rate of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **satisfactory** overall. Lower attaining pupils and those with special educational needs generally achieve well. Higher attaining pupils achieve better in science than in English and mathematics. Achievement is **good** in the Foundation Stage and in Year 1 overall, it is consistent in the infants but uneven through the junior stage and unsatisfactory in mathematics. Standards are below average in English and science, well below average in mathematics and average in ICT at the end of Year 6.

Main strengths and weaknesses

- Achievement is unsatisfactory and standards are low in mathematics at the end of Year 6.
- Standards are below average in English and science at the end of Year 6.
- Achievement in research, solving mathematical problems and independent investigative skills in the junior years is unsatisfactory.
- Achievement is good in the Foundation Stage and in Year 1.
- Pupils with special educational needs and most of the lower attaining pupils achieve well.
- Higher attaining pupils at the end of Year 6 and Year 2 achieve better in science than in other subjects.

Commentary

1. When children start in the nursery, assessment data shows that their knowledge, skills and understanding are wide ranging. The overall profile is below average with some children having particular difficulty in the area of communication, language and literacy. Last year the Foundation Stage children made good progress and most reached the early learning goals in all areas of learning. This year the children are well set to reach the levels expected for their age.
2. Overall standards in the national tests have risen in Year 2 but have progressively declined in Year 6 with results being the lowest in 2002 since the last inspection. This is because of frequent changes in staff in the junior years and a lack of direction for evaluating the influence of teaching on pupils' learning by the senior managers. The difficult situation in relation to stability in Years 5 and 6 has now been resolved, there is renewed vigour in raising standards and the headteacher and key staff are now beginning to take appropriate action to address this decline. This is adequately reflected in improved standards in the 2003 end of Year 6 tests in English and science. However, low standards in mathematics continue to be a concern. At the end of Year 2 there has been good improvement in the proportion of pupils attaining the higher than expected level 3 in reading, writing, mathematics and science.
3. The tables below show that in 2002 standards by Year 2 were close to average in reading, writing and mathematics. By Year 6, standards were below average in English and science and low in mathematics.

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

Standards in:	School results	National results
Reading	82 (79)	84 (84)
Writing	86 (66)	86 (86)
Mathematics	89 (86)	90 (91)

There were 28 pupils in the year group. Figures in brackets are for 2001.

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

Standards in:	School results	National results
English	56 (62)	75 (73)
Mathematics	31 (50)	73 (71)
Science	78 (85)	86 (87)

There were 32 pupils in the year group. Figures in brackets are for 2001.

4. The school sets achievable targets for English and mathematics, which match the abilities of the pupils. Targets were met in English in the 2003 tests but in mathematics results were much lower. The targets for 2004 reflect the abilities of the present Year 6 with the school being on course to meet the targets in English and science. However, the school is likely to miss its target of 20 per cent achieving level five in mathematics. The school's trend in the national tests is below that of schools nationally.
5. The current Year 6 cohort has only 20 pupils of which 25 per cent are registered for special educational needs. The attainment of this cohort at the end of Year 2 was well below the national average in reading and mathematics and very low in writing. The achievement is satisfactory in English and science but unsatisfactory in mathematics.
6. Some gaps in the provision in junior classes do not help pupils to achieve more than what they are doing at present. Pupils have very few opportunities for researching information. This is due to a lack of use of the library to gather information, and limited access to computers to increase the range of information available to them. Pupils have little chance to initiate their own learning or to follow their interest through experiments and investigations in mathematics and science. Discussions with pupils show that many lack the confidence in making informed choices. This weakness in provision particularly hampers the achievements of the higher attaining pupils.
7. In the nursery and reception class children are provided with a good range of interesting activities. The accommodation and resources, which have recently been improved, enhance children's learning opportunities in language development and physical development. Teachers and support staff have high expectations and provide focused support to individual and groups of children which helps them to work with enthusiasm and enjoyment. Children achieve well and attain the expected standards in all the areas of learning. The good teaching and overall good provision in Year 1 successfully build on the secure foundations laid in the previous years and pupils continue to achieve well. Parents' regular help in these classes contributes well to children's learning because they give explanations, ask questions that check pupils' understanding and extend their ideas. Achievement in Year 2 is satisfactory. Higher attaining pupils respond well to challenges. Currently standards in Year 2 are average. Standards in physical education are average through the school.
8. Pupils with special educational needs receive good support in lessons from learning support assistants who are briefed well. They also receive very good support when withdrawn for specific activities outlined in their individual education plans, enabling them to achieve well. The traveller pupils' needs are identified and met effectively with support from specialist staff from the local education authority. They achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **good** and is supported successfully by the **very effective** assistance they receive for their spiritual and moral development. Pupils' social development is **good** and cultural development is **satisfactory**. Pupils have **good** attitudes towards their schoolwork. The pupils' attendance rate is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher promotes good relationships in all aspects of school life, is a very good role model for staff and pupils and relationships in the school are good.
- There are limited opportunities for pupils to use initiative and develop independence in lessons.
- The attendance rate is unsatisfactory and continues to be low.
- There is very good provision for pupils' spiritual and moral development.
- Pupils have consistently good attitudes to learning and their confidence and self-esteem are promoted well.
- The school provides limited opportunities for pupils to gain a perspective about life in multi-cultural Britain.

Commentary

9. The school is a very orderly and disciplined community. The headteacher maintains an active presence at key times in the school day. For example, he greets parents and pupils each morning. This open door policy promotes good relationships, develops confidence levels and mutual trust between home and school. Effective supervision at play and lunchtimes also promotes good behaviour.
10. Teachers plan effective lessons, building on previous learning so that most pupils approach new work confidently. Teachers' good behaviour management in most lessons results in pupils listening attentively and behaving well. There are sound opportunities for pupils to work in pairs and groups where they learn to listen to others' views, and how to take turns. However, because pupils do not routinely use the library or access classroom computers, opportunities for independent learning are limited. Pupils willingly take on additional responsibilities. Older pupils support younger children at lunchtimes, and there are job schedules in all classrooms. The caretaker involves older pupils in simple care and maintenance tasks, such as litter collection, and this successfully promotes respect for the school environment.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.3	School data	0.2
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.

Attendance is unsatisfactory. It is well below the national average for similar schools. Low attendance has a negative impact upon pupils' learning overall. Most parents ensure good attendance for their children and follow the school procedure for reporting absence when it occurs. There are a few parents who do not fully support regular attendance, which affects the attendance figures overall.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Asian or Asian British – Indian

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
229	0	0
1		

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

11. The family atmosphere engendered promotes a very supportive structure in which all pupils are valued and treated equally and this contributes significantly to pupils' self-esteem. Children in the Foundation Stage achieve well in their personal, social and emotional development. Throughout

the school, pupils' achievements are recognised and celebrated. For example, in the weekly school assembly, class members are chosen for their good work or deeds. Pupils are also encouraged to share family successes by placing news articles and photographs in *The Family Book*. Discussions with traveller pupils indicate smooth transition on return to school. Pupils with special educational needs receive good support and they are included in all aspects of school life.

12. The unique Catholic ethos of the school promotes very good spiritual development. Daily assemblies contribute significantly to pupils' developing understanding of their faith. There are good opportunities for reflection and to respond to the needs of others less fortunate, for example, orphans in Zambia. Pupils independently use the small school chapel for prayer, demonstrating very good spiritual awareness.
13. Pupils know the difference between right and wrong. Incidences of bullying and harassment are few, and are dealt with speedily. Weekly class discussion times provide good opportunities for pupils to explore moral issues. Provision for pupils' social development is good. The school provides good opportunities for pupils in Years 4, 5 and 6 to undertake residential visits where they participate in challenging activities, encouraging team spirit and independence. Lunchtimes are very pleasant, when seated in family groups older pupils serve the meals. However, there are insufficient opportunities for pupils to develop leadership skills through, for example, a school council or to take account of their views. Pupils' cultural development is satisfactory overall. Pupils develop a sound understanding of their own heritage through visits to interesting places such as a steel works or railway museum. Theatre groups and visiting musicians enhance this provision. There are limited opportunities to develop awareness and understanding of living in a multiracial society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of education provided by the school is **satisfactory**

The instability in staffing and staff absence, particularly at the senior management level have had a negative impact on the quality of teaching. It is not as good as it was at the time of the last inspection, resulting in some inconsistency in the junior classes but is now improving.

Main strengths and weaknesses

- Quality of teaching in the Foundation stage and Year 1 is good.
- Activities are not sufficiently varied in challenge to match the differing needs of pupils in most classes.
- Pupils spend too much time listening to lengthy introductions, explanations and instructions.
- There is very good use of additional support mostly targeted at helping the lower attaining pupils and those with special educational needs, which results in very effective contribution to pupils' achievement.
- Teachers manage the pupils well and consequently they behave well and concentrate on their work.
- Provision in developing independence and initiative in some of their learning is limited.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (8%)	15 (39%)	17 (45 %)	3 (8%)	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.

14. In the Foundation Stage and in Year 1 a calm, purposeful and orderly environment is maintained. Staff in the Foundation stage have a good understanding of the children's needs and as a result focus on language development and social skills which helps children to achieve well. A good range of interesting activities is provided in these classes. Daily routines are used very well to develop independence such as self-registration and to practise mathematical skills, such as sorting, matching and counting, and extend learning in other areas. Staff use time efficiently to support individual and small groups by skilfully using questioning and talk which helps young children to explore their ideas and extend learning. Good procedures are in place for assessing children in the nursery and reception class. Assessment information is used well to inform planning.
15. Teaching throughout the school has some positive features but these have not been shared well until recently. Teaching has benefited from the support provided by the literacy and numeracy consultants and teachers incorporate a wider range of ideas in planning. However, most teachers do not always vary the activities to set the appropriate challenges which match the achievement levels of pupils and the pupils generally do the same work. This provides little opportunity for pupils to exercise independence and valuable time is used in either working at a leisurely pace, waiting for their turn or struggling to complete the task. When teaching is effective as in Years 1 and 5, teachers make skilful use of questions, using them well to draw out pupils' ideas and to check pupils' understanding. In the best lessons, teachers present activities in an exciting manner that generates interest and enthusiasm. Teachers manage the pupils well and this results in good standards of behaviour and good attitudes to work. In the unsatisfactory lessons seen, strategies for behaviour management were ineffective and on occasions pupils spent too much time listening to the teacher and consequently pace in lessons was slow and pupils did not achieve as well as they could.
16. Pupils with special educational needs are taught satisfactorily in lessons. Teachers know pupils well and ensure they are fully included. Pupils are taught very effectively by learning support assistants when withdrawn individually or in small groups. Here they receive work at exactly the right level and make good progress. In lessons, teachers do not consistently plan work specifically in line with pupils' individual needs, rather completing the same work as others in the class, but with good additional support. Whilst this enables pupils to complete similar work to their peers, it reduces the progress they make in some lessons.
17. The recent focus on setting learning targets for English and mathematics is effective in pupils developing understanding of where they are and what they need to do to improve their work. The school has reviewed this practice and is aware that the targets need to be more sharply focused on individual needs and pupils' achievements should be checked over a half term rather than the termly reviews. Throughout the school teachers provide little opportunity for pupils to undertake independent research, to set up scientific investigations or to engage in solving mathematical problems. This hampers the development of initiative and independence in learning for many pupils and inhibits their achievement. Homework is used satisfactorily but generally pupils do not receive prompt feedback, which helps them to extend and consolidate their learning.

The curriculum

The curriculum provides a **satisfactory** range of activities. The residential visits provided for the junior pupils contribute well to pupils' learning but the range of activities outside school is generally limited. The accommodation for the Foundation stage is **good** and **satisfactory** for the school. The quality and range of resources is **satisfactory** overall.

Main strengths and weaknesses

- The personal, social and health education provision contributes well to pupils' personal development.

- Provision for pupils with special educational needs is good.
- Some aspects of reading skills, such as library skills and problem-solving skills in mathematics are not provided systematically through the school.
- Some curriculum time is not always used efficiently.

Commentary

18. At the heart of the school's values is a concern for the individual child. This concern is demonstrated well in its provision for pupils' personal, social and health education throughout the school. Teachers provide a range of interesting activities to promote personal development. These cover a wide range of aspects relevant to the pupils dealing with issues such as diet, and the dangers of smoking and alcohol abuse, as well as how people need to respect others and places where they live. This approach towards developing pupils' personal skills and attitudes effectively contributes to fostering very good relationships and a disciplined and purposeful learning environment. Assemblies are used well to promote personal and social development.
19. The school has fully implemented the new requirements for pupils with special educational needs. Pupils' individual needs are reflected well in their individual teaching and learning programmes. Visiting specialists are used very effectively to review pupils' achievements and develop provision through well-structured plans for learning. Learning support assistants work conscientiously to ensure effective delivery of these programmes, enabling pupils to achieve well. Pupils are included in all aspects of the curriculum and are given good additional support in lessons.
20. The National Literacy and Numeracy Strategies are implemented well throughout the school. However, while some teachers are now beginning to provide planned opportunities for developing reading skills for finding information from books and the internet, research skills are not developed systematically and consistently through the school. This gap in provision together with a lack of opportunities for using the library regularly has a negative effect on the achievement in reading for most pupils. Consequently some pupils continue to need support in accessing activities over long periods. In mathematics pupils are provided with few opportunities for solving problems and practical work so that they can apply their knowledge and mathematical skills to consolidate and extend learning.
21. The timetable for classes is organised to take account of different break times, assemblies and lunch period for infants and juniors. The different timings are due to a smaller than usual hard surface outside play area. Periods allocated to subjects tend to be long and teachers are constrained in their planning of activities for very short periods. The end part of the lessons generally become slow in pace or time is used more generously to tidy up. Over a long period, pupils lose prime learning time, particularly older pupils and some younger pupils are not always able to sustain concentration in lessons.

Care guidance and support

The provision for pupils' well being, health and safety is **very good**. There are **effective** measures in place for support and guidance for all pupils. As yet the school **does not satisfactorily** involve pupils in its work and development.

Main strengths and weaknesses

- Health and safety and child protection procedures are very effective.
- Arrangements for supporting pupils and monitoring their personal development are satisfactory.
- The school does not actively seek pupils' views to involve them in its work.

Commentary

22. Arrangements for child protection and for ensuring pupils' welfare are very good. The school exercises its responsibilities with sensitivity, vigilance and care. Risk assessments are carried out regularly for the premises, school trips and residential visits and are effective in identifying potential hazards. Accident and emergency procedures, including arrangements for first aid are very good.
23. The headteacher provides good leadership in this area and is very knowledgeable about individual pupils. There are effective measures in place to ensure support and guidance for all pupils. This shows in the way the staff and other adults make pupils the very centre of their work and know the pupils well. As a consequence pupils feel well supported and happy in the school. Pastoral care particularly is to a high standard. Good links are maintained with the designated officers for traveller pupils, which ensures teachers have good guidance and that these pupils are well cared for and supported. This very good care is extended at the end of the day when pupils travelling on buses are very well supervised.
24. There are good induction procedures in place, both when children start school and when they move to the high school. These procedures enable pupils to settle quickly into the school environment and develop good and trusting relationships, which gives them the confidence to seek support and guidance when they have concerns about their work or personal problems or when they want to share news or something special. Staff response is good because they have good knowledge of pupils as individuals and through monitoring of pupils' personal and academic development, provide well-informed support, advice and guidance.
25. The support for pupils with special educational needs is good. The effective liaison between all members of staff ensures that pupils receive appropriate support. The systematic tracking of pupils' progress is now contributing significantly to the early identification of pupils with special educational needs and to the development of early intervention programmes.
26. The school recognises that as yet, the school has no formal system to actively seek pupils' views and identified as key priority establishing a school's council in order to take account of pupils' views.

Partnership with parents and other schools and the community

The school has an **effective** partnership with parents and **good** links with the community and other schools.

Main strengths and weaknesses

- Parents hold the school in high regard and are very supportive of the school.
- Parents are keen to learn more to support their children's learning and respond well to school initiatives such as Family Learning programme.
- The quality and range of information provided to parents is good.
- Links with the community are good.

Commentary

27. The very positive views of parents reflect an overall high level of satisfaction with all aspects of school provision. The school works hard to involve parents in their children's learning and as a result, a number of parents regularly help in classes, and make good contribution to pupils' learning in lessons. Homework is well supported by parents, which enhances their children's achievements. The school makes good effort to maintain good relationships and foster strong links with them as partners in their children's education. Parents are welcome at all times by staff who are approachable to parents in the playground. The headteacher is freely available before and after school for parents to share concerns. He maintains a high profile about the school and

is known well to most parents and children. Some parents feel that they would like more regular information about their children's work. The school has addressed this concern and has introduced a termly newsletter from each class with details of the work to be covered.

28. The school keeps parents well informed about its activities, including routine administrative matters in a relevant and effective manner. The school makes a good effort to enable parents to actively support pupil learning and has organised a series of workshops to increase their skills and understanding of approaches to teaching and learning. National initiatives such as Family learning programme and the short training courses focusing on technology have helped parents to improve their skills in these areas and given them confidence to support their children's learning. Parents of pupils with special educational needs are invited to attend planning meetings each term and the annual review. The co-ordinator is currently working on a letter and questionnaire to make the links between home and school more effective.
29. Good links with the local and the wider community including the parishes it serves, together with a wide range of visits and visitors provide good enrichment of the curriculum. These links effectively contribute to pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. Links with other schools are good. Links with a Beacon school provide good opportunities for teachers to share good practice in teaching and learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The governing body provides **satisfactory** governance of the school.

Main strengths and weaknesses

- The governors, headteacher and all staff work successfully to create a school community where everyone feels secure and valued as individuals.
- The headteacher, governors and staff have a clear understanding of the school's strengths and weaknesses.
- Although the headteacher and deputy head have effectively taken steps to raise pupils' achievements, they have not rigorously and systematically considered a wide enough range of strategies to bring this about as quickly as possible.
- The governing body is not always at the centre of shaping the future direction of the school.
- The headteacher and staff with responsibilities provide good role models for other staff and pupils.

Commentary

30. The governors and all the adults in the school are particularly good at fostering a climate in which staff, adult helpers and pupils feel secure and valued. A strength of the school is the way that it fully includes all pupils in its life and work. For example it embraces non-Catholics with equal concern and care and it provides good support for traveller pupils and those with special educational needs.
31. The governors have a clear view of what is good about the school and what needs to be improved. All know and value the school as a caring community where everyone is respected and valued. At the same time there is a strong awareness that pupils' achievement in the junior classes is uneven, despite the improved test results of Year 6 pupils in 2003.
32. The headteacher and deputy headteacher have introduced measures that are helping to raise the standards achieved at the end of Year 6. These include support from outside the school that has contributed to the rising standards in English and mathematics. The headteacher has visited a similar local school to compare pupils' achievements with those at Holy Family and to find out

how the school strives to raise attainment. As a result, while standards have begun to rise, more could still be done, for example, the school has yet to evaluate the effects of the way it groups its pupils, notably the older ones, to cater more accurately for the needs of pupils of different abilities. Some teachers with responsibility for a subject throughout the school have limited impact on raising pupils' standards. For example, despite the school's focus on improving standards by the end of Year 6, the science co-ordinator has not been able to observe lessons in the older classes so that she can see what is working well and spot how teaching could be improved.

33. Subject co-ordinators have a satisfactory role overall because they keep a close eye on pupils' learning by looking at examples of their work and they regularly check teacher's planning. The school looks very carefully at pupils' achievements and it has detailed records that clearly show whether or not it considers each pupil is making good progress. The limited range of strategies for driving up standards, however, makes it difficult for the school to always make best use of the information provided by these records in improving standards more quickly.
34. There is good co-ordination of special education needs provision. The co-ordinator has good subject knowledge and proactively seeks further training as needs arise, enabling her to offer good support and advice to colleagues. Special educational needs support staff are managed effectively, and best use made of their time by bringing together pupils with similar needs for small group tuition.
35. The governors play a satisfactory role in the school's life and work. They very strongly support the school's Catholic nature while being keen to fully include non-Catholics in its nurturing approach. Governors are aware of trends in pupils' achievements and they ask questions about the school's performance, such as why standards are as they are. However, they are not always fully involved in the school's plans for development. For example when the school considers what it needs to do to develop, the governors tend to rely on information from the headteacher. Their role in supporting the school is very strong, while they do not always challenge as rigorously as they might, particularly about the range and effectiveness of steps that the headteacher and staff are using to drive up standards quickly.
36. The headteacher and staff with responsibilities provide very good role models for other staff and pupils because they form positive relationships with each other and with pupils and set a good example with regard to treating others with respect and courtesy. As a result, the school is a harmonious community where pupils behave well and relate positively to adults and to one another.
37. The management of the school's finances is good. The school has carried a small cohort of 20 in one of the year groups now in Year 6. This has meant managing a tight budget resulting in very low spending on learning resources. Prudent financial management has contributed to resources for learning being adequate. The recent agreement with the local education authority to set a deficit budget has provided more flexibility in planning to spend on improving the quality and range of resources, particularly books.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	541107
Total expenditure	551452
Expenditure per pupil	2570.88

Balances (£)	
Balance from previous year	5724
Balance carried forward to the next	-4621

38. The school has good procedures to ensure that it applies the principles of best value well. For example, fair competitive tendering and the securing of goods and services are managed very well to ensure that competitive quotations enable the school to obtain best value in its use of resources. The school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is good. Children have a good start to school. They are provided with a good range of interesting activities and teaching is mostly good. As a result, children make good progress and they achieve well, most reaching the learning goals that are set for their age by the time they leave the reception class. Many children start nursery with below average attainment, particularly in their speaking skills. The nursery teacher and support staff through effective assessment procedures, quickly get to know the needs of the children. Children with special educational needs and children from traveller families are cared for well and given good support. Adults in the nursery and the reception class contribute well to children's development, notably through encouraging children to talk and by helping them to grow in confidence. The co-ordination of this stage is satisfactory but there is a lack of opportunity for the reception teacher to see teaching and learning in the nursery. For example from monitoring of planning, she is aware of new ideas being introduced in the nursery, such as giving children more opportunities to make decisions for themselves but has not yet seen the effects of these arrangements in practice. Since the last inspection the school has made good improvements to the accommodation and resources for outdoor play and other activities are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children in this area of learning is **good**

Main strengths and weaknesses

- Children achieve well because of the good teaching and the high expectations set by the staff.
- Every opportunity is taken to foster independence, particularly in the nursery and to promote development, and children are in line to reach the expected goals by the end of the reception year.
- Good relationships are formed so children feel happy and confident.

Commentary

39. The school has good induction procedures in place, which help children to settle quickly and form good relationships with adults. They become confident, know the routines well, settle to tasks with a minimum of fuss and behave sensibly. Very good teamwork of the adults provides effective role models for co-operation, and a calm but rigorous approach to work. Even though some nursery children have limited communication skills, they make friends easily and relate well with others. In nursery and reception children share equipment, take turns and enjoy getting on with each other and with the many adults who help them. Children are expected to clear up after themselves which they do without prompting. A strong focus in the nursery on developing independence effectively helps children to choose activities with confidence and interest, which fosters good attitudes to learning, and consequently children achieve well. The gains in learning already evident in this area are as a result of the continued reinforcement of rules by the adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships, and helps the children succeed.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for children in this area of learning is **good**

Main strengths and weaknesses

- Teachers and support staff makes good use of talk to promote children's language skills and help them to become competent readers.
- Teaching is good and support staff make very effective contribution to learning.

Commentary

40. Most children are on course to attain the early learning goals at the end of the reception year and achieve well through this stage. When children in both classes are engrossed in a practical task, adults engage them well in talk, notably through skilful questioning. This effectively develops their listening and speaking skills in addition to extending their learning. At this early stage in the term, many nursery children do not spontaneously talk to others. However, adults encourage them to speak, for example by asking children whether their buckets are 'full' of sand or 'empty'. There are plenty of chances in the nursery for children to begin to make marks as a start to writing, and this continues effectively in the reception class where, for example, children write 'receipts' for bread they have sold in the 'baker's shop'. By the end of the reception class, the higher attaining children are able to write in complete sentences written in well-formed letters. Pupils who have recently left the reception class and are now in Year 1 read with levels of skill that are expected of pupils at this early stage in the term. This indicates that children have achieved well in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision for children in this area of learning is **good** in the nursery and **satisfactory** in the reception class.

Main strengths and weaknesses

- Adults question children well and use a wide variety of activities to support learning which ensures children achieve well.
- Teaching in the reception class does not always cater well for children's differing learning needs.

Commentary

41. Teaching and learning are good. Adults take every opportunity to develop children's mathematical skills and particularly the development of mathematical language. Adults question the children while they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. Teaching in the nursery makes learning fun, motivating children and inspiring them to take part and try things out for themselves. Teaching in the reception class was effective when children were put into small groups and given work that closely matched their needs. This involved one group, for example, making play-dough biscuits and then 'adding one more' to find out how many they would then have. Children could clearly see the 'biscuits' and this helped them to understand the idea of what they were expected to learn. Adults supported these small groups well by talking to them about their learning so that they developed good understanding. Teaching was less successful in one lesson when children sat for too long, the teacher aimed the questions at the 'average' children and time for hands-on experience was limited. This approach resulted in some children not achieving at an appropriate level. In the follow up group work, some children did not have to hand the resources that they needed to add 'one more' so they could not see the answer in a practical and meaningful way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children in this area of learning is **good**

Main strengths and weaknesses

- The school uses visits to places of interest and visitors well to develop children's understanding of the world around them.
- The good organisation gives children many chances to develop their knowledge and understanding of the world.

Commentary

42. Teaching and learning are good and children achieve well. Teachers lay good foundations for the future by providing a good range of activities that cover aspects of science, history, geography, design and technology and religious education. Teachers make good use of visits to the immediate locality and places of interest to extend children's knowledge of people and places. The nursery children's visit to a cafe and the reception children's visit to a bakery give them good first-hand knowledge and understanding of the world beyond school and home which extends their understanding of the familiar landmarks in their immediate locality. Work like this is further extended in the reception class where children play in their own 'baker's shop' selling bread and counting loaves, effectively combining mathematical and language skills development in imaginative and meaningful situations. Visitors such as the nurse enrich the children's growing awareness of the role people play in helping others to keep fit and healthy. Teachers give children ample opportunities to use the computers in both classes and with support they develop good skills when using the mouse. Children are well on course to reach the early learning goals at the end of the reception year.

PHYSICAL DEVELOPMENT

Provision for children in this area of learning is **good** and children achieve well.

Main strengths and weaknesses

- There is good provision for outdoor play.
- Adults, particularly in the nursery, are good at intervening to help children to improve their physical skills.

Commentary

43. Good teaching leads to most children achieving well in this area. The school has improved its provision for outdoor play since the last inspection. There are good resources that nursery and reception children use which help children in developing control and confidence in their movements and handling of small and large equipment. For example, there are plenty of wheeled toys for children to ride on as well as larger equipment that enables them to play energetically. There are plans to extend the amount of grassed area that children can use as part of the school's vision to develop the nursery and the reception class as a more cohesive Foundation Stage Unit under the leadership of the reception teacher. The adults in the nursery are notably good at demonstrating and suggesting different ways of engaging in energetic physical play and raising children's awareness of space and others when playing with large toys or using other apparatus. Adults give constructive feedback, while at the same time noting how well children are doing. For example, they noticed that the children needed more practice in using scissors. This led to a focus on this skill. At the end of the reception year standards are in line with what is expected for this age and achievement is good.

CREATIVE DEVELOPMENT

Provision for children's creative development is **good**

Main strengths and weaknesses

- Teachers provide good opportunities for children to develop skills that they can use independently.

Commentary

44. Teachers, particularly in the nursery, provide a good balance between telling and showing children and giving them the chance to try things out for themselves. This helps children to explore and develop ideas and practise skills through using a range of techniques and resources. Teachers provide ample opportunities for children to explore musical instruments, which extends their experience of instruments and knowledge of their names and the ways in which they can be played to produce different sounds. Role-play activities enhance their imaginations and help them to talk about their experiences and feelings and describe actions in imaginative situations. Resources in the reception class are well organised so children can choose independently from a range of equipment such as brushes, paints and papers. Good teaching leads to most children achieving well and attaining standards expected for their age.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is generally **satisfactory** with some weakness in the library provision.

Main strengths and weaknesses

- Standards are improving in the junior years.
- Achievement is good in Year 1 and contributes well to most pupils attaining average standards at the end of Year 2.
- Target setting for speaking and listening, reading and writing contributes well to learning.
- The use of library and teaching of library skills in both infants and juniors is unsatisfactory; the range and quality of books in some classes is poor.
- English is well linked to other subjects and literacy skills are developed well across the curriculum.

Commentary

45. Standards in English are rising because of the school's focus on improvement in this subject. In Year 2 more pupils are achieving at the higher than expected level in reading and writing. There has been some decline in the juniors, year by year because in Year 5 and Year 6 there has been a lack of consistency in the quality of teaching and learning and too many staff changes have affected progress over time. Effective support by the literacy consultant has contributed well to improving the provision and teaching of literacy skills. Although standards have improved over the previous year they are still below average by Year 6.

46. The inspection found that pupils including those with special educational needs achieve satisfactorily. Pupils with special educational needs and some of the lower attaining pupils are supported particularly well and every effort is made by staff to raise their attainment by carefully planned work, good support and encouragement. In Year 1, pupils achieve well because of the good provision made for their development in literacy skills.

47. Overall standards in speaking and listening are broadly average throughout the school. Most pupils speak confidently and make themselves understood but many pupils use limited vocabulary when, for example, explaining their work, relating news or retelling stories. Consequently their ability to communicate effectively is hampered. Standards are improving because teachers:
- Set targets for pupils to achieve skills in speaking and listening.
 - Encourage pupils to talk to each other and discuss tasks with a partner.
 - Repeat and explain unfamiliar words.
 - Teach key words in lessons.
48. Staff have worked hard and successfully to drive up standards in writing, particularly in Years 1 and 2. These are average in Years 1- 4 and below average in Years 5 and 6. Achievement is good in Years 1-3 and satisfactory in Years 4 - 6. Factors that have contributed to improving standards are:
- Effective in-service training.
 - Revised detailed planning used consistently through the school.
 - A good range of interesting writing tasks set.
 - Opportunities for pupils to write across a range of genres.
 - Effective strategies taught to draft and edit writing.
 - Pupils' writing celebrated in displays and scrapbooks and shared with others in form of story and factual books.
49. Standards in handwriting are variable but improving. Use of dictionaries and thesauruses and teaching of spelling patterns help to improve spellings. Achievement in handwriting, spellings and presentation is good in Years 1 and 2. In Year 3, pupils are beginning to experiment with new vocabulary and spelling and sentence structure is improving which helps pupils to write with growing fluency and accuracy. In Year 4 achievement is uneven because pupils are not given enough opportunities to write at length and practise writing skills. In Years 5 and 6 there is a wide ability range and while standards are improving on occasions achievement is hampered because activities are not sufficiently varied according to the range of individual needs.
50. Pupils' achievement in reading is satisfactory overall. In Year 1 and Year 2 the development of their knowledge and enjoyment of books goes hand in hand with the development of their reading skills. Standards are average in Years 1 and 2 and below average in Year 6. Teachers provide regular opportunities for pupils to read with adults, classmates and by themselves. In discussions, pupils said how much they enjoy reading. The recent professional development for staff has improved teachers' expertise they now choose interesting and challenging texts for introductory sessions, which offer good opportunities for pupils to experience new vocabulary and explore subtle meanings. As pupils become more independent, fluent and confident in reading, teachers spend less time evaluating how well pupils are doing. As a result, targets set for reading are generally broad and not specific enough to help individual pupils improve. The school has made a good start in promoting skills for skimming and scanning text to gain meaning and find key information as well as note taking to help pupils gather information quickly and effectively. In some junior classes the books chosen for guided reading are not well matched to the level of pupils' reading skills and provide little challenge, which does not help pupils to achieve as well as they could.
51. Opportunities for choosing books regularly and practising library skills are too limited. The range and quality of books in some classes is unsatisfactory. The junior library is very rarely used to develop pupils' skills in gathering information, as it is used for other activities. The infant library is located in the reception area, which makes it inaccessible for Year 2 and is not suitable for a large group library session.
52. Teaching is satisfactory, there is well focused and stimulating teaching in Year 1. Here activities are interesting and maintain pupils' interest which results in most of the pupils working with concentration and lessons moving at a brisk pace. Almost all teachers manage their pupils well, which results in good standards of behaviour. Throughout the school support staff work very

effectively to assist different groups of pupils, mainly low attaining pupils in their learning. They are well briefed and effectively lead groups on specific tasks.

53. The co-ordination and management of the subject is satisfactory. The co-ordinator has worked well with the consultant and the impact has been effective in improving provision. Homework is used satisfactorily but lacks the rigour in using it as a tool for improvements because there are limited opportunities for pupils to receive feedback on how well they have done.

Language and literacy across the curriculum

The school has successfully introduced systematically planned development of literacy through other subjects. There is good practice in history and geography. Teachers identify key vocabulary in each topic and link this well into the literacy lessons, which effectively helps to extend pupils' vocabulary. When discussions are planned and questioning is used well, this improves achievement in speaking and listening. Teachers make good use of topic work to link literacy lessons, for example, teachers used the newspaper articles about Tutankamun 'Boy King Dies' and the Victorians for English work. Lack of computers in classrooms limits the use of ICT in language development. Assemblies, extracurricular activities and visits by theatre groups to the school contribute well to pupils' language development.

MATHEMATICS

The provision for mathematics is **satisfactory**. Standards are typical for pupils by the end of Year 2 and are similar to those reported at the last inspection. Standards of attainment by the end of Year 6 are well below national averages, indicating **unsatisfactory** achievement over time and a decline in standards since the last report.

Main strengths and weaknesses

- Recently introduced systems for assessing and tracking pupils' performance are enabling the school to focus more closely on the attainment and progress of groups and individuals and to take appropriate action.
- In most lessons over time, there is insufficient variation of tasks to cater for the different levels of attainment in the class.
- There is consistently good teaching in Year 1.
- Teaching and learning are satisfactory overall in Years 2, 4 and 6, but too much time on teacher input reduces the amount and scope of pupils' work.
- There are insufficient opportunities for pupils to solve problems involving numbers, data handling, geometry and measures.

Commentary

54. A number of reasons contribute to the decline in standards at the end of Year 6. Significantly, staff absence has led to inconsistencies in provision and gaps in pupils' learning. The introduction of an inappropriate scheme of work for Years 3 to 6 resulted in the pitch of lessons being too low so that pupils made insufficient progress over time. Through the effective use of a numeracy consultant, weaknesses in provision have been identified, and some aspects effectively addressed. The careful analysis of pupils' attainment and progress, and setting realistic targets for improvement has provided quality information. This is now used effectively so that the pupils who are dropping behind are identified and given additional classroom support. Most pupils are now achieving satisfactorily against their targets, although many have still much ground to make up.
55. The monitoring and evaluation of teaching and learning in classrooms has been effective overall. However, weaknesses in teaching at Year 4 and the lack of adaptation in pupils' work in most classes have been insufficiently addressed. Because lower attaining pupils are given additional

support they frequently complete similar tasks to others in the class, but this provision does not take account of their specific learning needs. High attaining pupils lack challenge because they frequently complete the same work as their peers. This is a key reason why a significant minority of pupils achieve unsatisfactorily. The school has appropriately focused on raising standards in English and concentrated less on mathematics. The current subject development plan is insufficiently detailed to drive up standards.

56. Teaching is satisfactory overall. It is stronger in Year 1 because the teacher plans stimulating activities that interest and engage pupils. The good mix of teacher demonstration and pupil activity makes best use of time. There is a sense of rigour and challenge so that pupils work with real purpose. Most teachers have good behaviour management and consequently pupils behave well. There are sufficient good quality resources, used effectively by teachers to reinforce learning. Because teachers clearly explain what pupils are to learn, pupils see purpose in their learning. Weaknesses in Year 4, related to managing behaviour and providing too few opportunities for pupils to work independently, mean that time is wasted in ensuring pupils take notice. Teachers have sound subject knowledge but lack a sense of rigour in their teaching. Teachers do not always challenge pupils sufficiently, so that at times many pupils listen but do not take part and only a very few answer questions. A significant weakness in pupils' learning is their lack of ability to use what they know in solving mathematical problems. For example, most pupils add and subtract, but do not identify the correct number operation when solving a multi-part question. Overall, teachers provide too few opportunities for pupils to investigate and solve problems, especially for shape and measure, for example reading measurement scales or interpreting graphs.

Mathematics across the curriculum

Teachers provide satisfactory opportunities for pupils to apply numeracy skills to other subjects. Pupils often use mathematics as part of their work in other subjects and consequently develop some appreciation of the practical uses of these skills. For example, they use graphs and tables to record science and geography work. However, opportunities tend to occur coincidentally rather than as part of systematic planning. Pupils use computers insufficiently in lessons to support their learning.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Standards at the end of Year 6 are below average and some pupils do not yet achieve well enough.
- Regular opportunities for experiments and investigations contribute well to improving standards.
- Teachers do not provide work that is varied to match the wide range of pupils' learning needs and opportunities for pupils to use initiative and work independently on investigations are limited.
- Good opportunities are provided for discussion and to focus on key vocabulary.

Commentary

57. Standards at the end of Year 2 are average and pupils' achievement is satisfactory but standards are not as high and are below average at the end of Year 6. The school's drive to raise standards has benefited the higher attaining pupils and resulted in good improvement in tests in 2003. Following a period of staff changes and absences, mainly affecting junior pupils, the school now has a more stable staff and results have begun to improve. The provision for experimental and investigative work is a recent development and while the higher attaining pupils have benefited, this has not had the same impact for other groups of pupils. Moreover, pupils' skills are not

sufficiently developed in using their own initiative to devise and carry out investigations with increasing independence at their own level. With class lessons aimed at the average, even with additional support some pupils do not achieve as well as they can.

58. The school's introduction of national guidance has enabled teachers to plan science that shows clearly what pupils will learn in each class. This has provided the necessary consistency in teachers' planning and has effectively built on prior learning for many pupils. However, there are important differences in the extent to which teachers vary the amount of challenge in activities and investigations to match the spectrum of learning needs. While teaching overall is satisfactory, some teachers do well to emphasise the importance of pupils finding out for themselves and being able to make mistakes, which provides effective contexts for pupils to apply what they know and consolidates and extends their learning well. Pupils' achievement in these lessons is good. For example, in a very good Year 1 lesson, pupils found learning about materials exciting because they handled materials and explored properties. Most pupils enjoyed the activity and the lesson moved at a very good pace. Most pupils carried out tasks which were challenging but achievable. Analysis of Year 6 pupils' work shows that activities are not varied for different attainment levels.
59. The school's current focus on improving pupils' skills in speaking and listening is well represented in lessons and contributes effectively to improving achievement. For example, in a Year 6 lesson pupils raised well-structured questions about dissolving substances. Because of these opportunities for discussion, the higher attaining pupils are developing good skills at explaining their scientific ideas and using correct science terms such as 'evaporation' in their explanations.
60. The subject co-ordinator effectively monitors teachers' planning and examples of pupils' work to track pupils' progress across the school and provides constructive feedback to colleagues. This has raised the subject's profile in the school, although there is more focus on raising standards in English and mathematics. The co-ordinator is well aware of the mismatch between teacher assessments and test results and the newly introduced assessment procedures are effective in increasing teachers' confidence and improving accuracy in information.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- A well resourced computer suite enables effective whole class teaching.
- Pupils receive a broad, balanced and stimulating curriculum.
- Pupils are enthusiastic about the subject.
- Because there are no computers in classrooms, pupils have insufficient opportunities to apply and revise skills.

Commentary

61. Pupils' standards are in line with expectations at the end of Years 2 and 6. This is a similar picture to the last inspection. However, the developing confidence of teachers and the current provision is enabling pupils to achieve well, so that a significant minority are achieving above national expectations. Scrutiny of pupils' work over time indicates that standards are rising. The school developed the computer suite three years ago, and since this time pupils have received regular weekly provision. The curriculum is well planned to ensure that pupils receive a broad and balanced programme of work. These arrangements enable pupils to approach new work confidently because they develop, and build on, new skills in a consistent way.

62. In the four lessons observed, teaching was judged to be satisfactory overall, with very good teaching seen at Year 6. In this lesson pupils animated pictures, manipulated text and added sound to their slide presentation. Good revision consolidated pupils' learning well. Because the teacher used the current work of two pupils to demonstrate the next stage, learning was very relevant. The lesson built consistently on earlier work enabling pupils to make very good progress. Good behaviour management ensured that pupils listened carefully to instructions. Attitudes to learning were very good, and pupils showed enthusiasm for their work.
63. Teachers are confident practitioners, giving secure demonstrations, with good use of correct vocabulary. For example, when cutting and pasting, the teacher used words such as 'folder', 'text' and 'scroll down', so that pupils also used these words to describe their work. In Year 3 and 4, teachers conducted demonstrations whilst pupils sat at computers; this reduced the scope of the work because pupils were tempted to carry on working rather than listen attentively to new instructions. The current layout of equipment results in pupils sitting with their backs to the teacher as they watch the screen. This sometimes makes the overall control of the class less effective. The good range of applications provided in the curriculum plan such as word processing, computer generated pictures, manipulating sound, importing digital photographs are a strength of the provision. This good balance lays firm foundations for pupils' developing knowledge and understanding. The use of control mechanisms, for example powering a model in design and technology, is limited.
64. The headteacher has effectively developed provision for the subject and has provided appropriate staff training so that staff confidence levels are high. He has a good understanding of the subject's strengths and weaknesses and a clear vision for future developments. Since the last inspection there has been satisfactory improvement overall. There are now sound procedures for monitoring and assessing pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

Teachers use ICT appropriately to support work in other subjects, for example, creating *Punch and Judy* pictures in a year two history topic. Because there are no computers in Years 1 to 6 classrooms, pupils have too few opportunities to use ICT for practise and revision purposes. Opportunities for pupils to access information are also reduced.

HUMANITIES

History and Geography

Provision in history and geography is **satisfactory**.

Main strengths and weaknesses

- Subject leadership is good and there are clear guidelines on the skills and knowledge to be taught.
- The curriculum is well planned, providing pupils with a broad base of constructive learning.
- Provision is enriched by visits to interesting places.
- There are insufficient resources at Key Stage 2 for whole class teaching purposes.

Commentary

65. Inspectors did not see any lessons in geography and only one in history. Judgements about pupils' standards have been made by scrutiny of past work and discussions with teachers and pupils. Standards are typical of those expected by pupils aged seven and eleven.

66. The co-ordinator is a skilled practitioner who leads by example and effectively supports staff. A suitable long-term curriculum plan ensures that all aspects are covered so that pupils build skills, knowledge and understanding in a consistent way.
67. In the history lesson observed, teaching was good. Pupils acted out scenes from a Victorian classroom, experiencing differing aspects, for example Victorian playground games. These first-hand experiences brought the subject alive, pupils enjoyed their work and requested more activities! The good relationships established between teacher and class ensured pupils worked hard and behaved well. An effective plenary enabled pupils to reflect on the lesson, consolidating their learning. Teachers plan many relevant activities for pupils to compare life today with times past, and in geography, to make comparisons with their village and an increasing number of contrasting environments. This adds relevance because learning builds on pupils' experiences.
68. A good range of visits to interesting places supports and enriches pupils' learning. For example, in history, Year 1 pupils visit Cusworth Hall, where they engage in activities such as washing clothes or preparing food in the Great Kitchen. Year 5 pupils undertake a five-day residential visit to Derbyshire. Here they contrast and compare the village of Edale with the town of Doncaster. They learn the key features of rivers and undertake orienteering exercises.
69. Resources to support learning in history are satisfactory overall because the school makes good use of a local museum service. In geography, there are few plans and world maps appropriate to the ages and stages of pupils' learning. Limited numbers of textbooks have a negative impact on learning because groups of pupils have to share. Pupils apply writing and word processing skills effectively in these subjects. For example, Year 6 pupils are developing powerful computer generated slide shows to support their work on Ancient Greece.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN, DESIGN AND TECHNOLOGY AND MUSIC

There was not enough evidence to report on these subjects individually, because no lessons were seen in art and design or music and only one in design and technology. A very small amount of work from Years 3, 4 and 5 was sampled in art and design but no work was available in design and technology.

70. The subjects were discussed with the co-ordinator responsible for art and design and technology but the co-ordinator for music is on leave. The school has recently adopted the national guidance for both subjects but these have not been modified to suit school needs as yet, and planning is linked to units for the age groups. The adoption of these schemes has increased teacher confidence in providing a wider range of activities. In art, sketchbooks have recently been introduced but their use is inconsistent. The sample of sketchbooks in Year 3 is used more as a record of the techniques learnt by the pupils rather than planning their designs and drafting sketches. The samples of work seen for Years 3 - 5 show satisfactory standard of work. Art is effectively linked to other subjects particularly history, geography and English for illustrating work. Samples of work were not available for design and technology as most classes have focused on teaching art and design this half-term. Resources for both subjects are adequate.
71. In design and technology, discussions with pupils showed that they are gaining experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products. In the lesson seen, Year 6 pupils showed satisfactory knowledge of designing, making and evaluating process in products. Some used specific vocabulary confidently when explaining their findings. Most pupils achieved satisfactorily in the lesson.

No music lessons were seen during the inspection so that it is not possible to make a judgement about the school's provision in this subject

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- While teaching is mostly satisfactory, there is some unsatisfactory teaching and some very good teaching.
- Sporting opportunities for pupils outside normal lessons are limited.

Commentary

72. Pupils' skills are similar to those found nationally. At the end of Year 6 pupils have a satisfactory understanding of simple tactics in games such as rugby, and most are aware of the importance of working as a team.
73. Teachers generally have warm relationships with pupils so that they are keen to learn. They give them suitable advice about how they can improve their skills and provide adequate time for them to practise. Teachers do not always ensure that pupils listen carefully to instructions and as a result they sometimes miss important teaching points such as in a Year 3 and a Year 4 games lesson. Teaching was unsatisfactory in Year 4 when it did not establish firm control of pupils and did not provide sufficiently clear coaching points. As a result, pupils made insufficient progress in developing hockey skills. Most teachers are good at helping pupils to become familiar with and to understand subject terms such as 'intercept' and 'defend' so that they develop an increasing appreciation of tactics. Teachers often use demonstrations well to set examples of good performance. Sometimes, however, they miss opportunities for pupils to evaluate their own and others' performances as a way of improving their skills.
74. Teaching was very good in a Year 5 basketball lesson. The visiting coach was highly skilled with very good expertise in the game. As a result, the lesson had many effective features:
- Very good management resulted in pupils being highly responsive and the lesson moved at a very brisk pace;
 - There was a high degree of challenge so pupils increased the speed and accuracy of their skills at a very good rate. "This time, bounce the ball with your weak hand" was one challenge;
 - Discussion developed pupils' understanding of tactics well.
75. The school provides few opportunities for pupils to take part in competitive sport outside the school day but has now made links with other schools to plan a series of inter-school games.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in this area of the school's work and so no judgements are made about overall provision.

Commentary

76. The school places a high emphasis on pupils' personal development because it sees it as an important part of its work. There is a good programme of activities, including work on healthy diets, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. It is satisfactorily supported by visits from outside agencies.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
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	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupil needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
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).