

# INSPECTION REPORT

## HOYLAND MARKET STREET SCHOOL

Hoyland

LEA area: Barnsley

Unique Reference Number: 106609

Headteacher: Mrs E Cross

Lead inspector: Mrs P Raja

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> September 2003

Inspection number: 256518

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:	193
School address:	The Gables Bondfield Crescent Wombwell Barnsley
Postcode:	S73 8TL
Telephone number:	01226 219990
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Appropriate authority:	Governing Body
Name of chair of governors:	Councillor D Hawkins
Date of previous inspection:	9 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Hoyland Market Street is an average size primary school that serves the community of Hoyland but is at present situated in Wombwell, which is about two and a half miles from Hoyland. Currently all the pupils except the nursery children are bussed to the school. There are 190 pupils on roll, of whom 39 per cent are entitled to free school meals, which is well above the national average. The school has 50 pupils with special educational needs, including six who have a statement of special educational need. None of the pupils speaks English as an additional language. The pupils' attainment when they start school is below average. The school has a growing problem of parents moving their children to schools near home, as places become available. Eighteen pupils left at other than the usual time of leaving or transfer and only nine children are going to join the reception class although the nursery is full. The school received an Achievement Award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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14404	Alan Rolfe	Lay inspector	
4676	Mary Griffiths	Team inspector	Mathematics, art and design, physical education, special educational needs
33056	Joanna Stuart	Team inspector	Science, information and communication technology, music, religious education, English as an additional language
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's **effectiveness is sound**, and its value for money is satisfactory. Its strong caring ethos results in good relationships and good personal development of the pupils. Results are low because the school has managed exceptionally challenging circumstances to relocate premises several times since the previous inspection and most pupils missed too much time from school. The teaching and learning were adversely affected and progress was hindered by a lack of adequate resources as well as pupils taught too frequently by temporary teachers. The barriers to providing quality education are now removed and the provision is rapidly improving.

#### The school's main strengths and weaknesses are:

- Standards are below average throughout the school in English, mathematics, science and information and communication technology (ICT).
- The management of the school is good. The headteacher has effectively taken the school through difficult issues with clear focus on maintaining standards and minimising impact on pupils' achievements.
- The provision for pupils with special educational needs is very good and a high level of commitment to the inclusion of all the pupils in all aspects of the school's provision.
- Pupils are well supported to maintain good standards of behaviour and good attitudes to work.

Overall the school's improvement since the last inspection is satisfactory, in spite of its immense problems. The key issues relating to improvement in boys' attainment and the provision for the Foundation Stage children have been dealt with well. Assessment is now used more consistently and the role of the subject leaders and senior management team members is developing well. However, standards in English, mathematics and science still need improving.

### 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	E	E*	E
Mathematics	E	E	E*	E
Science	E	E	E*	E

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is satisfactory overall.** Although results have been in the lowest five per cent nationally, in 2003, the proportion of pupils achieving the expected level for this age and beyond has increased significantly and a small percentage have achieved at the higher Level 5. Taking account of the very high proportion of pupils on the register for special educational needs and other contributory factors, pupils' achievements are satisfactory. Achievement in writing is better than in other aspects of English. There are weaknesses in reading because pupils did not have access to books and materials for about a term and some skills are not taught systematically.

Standards of the current Year 6 are below average overall in English, mathematics, science and ICT. Achievement in Years 3 to 6 is adequate with some pupils achieving well in Years 5 and 6. The achievement of pupils with special educational needs and some of the lower attaining pupils is good.

Standards in Year 2 are below average. Standards in nursery and the reception year are below average in relation to the goals children are expected to reach by the end of reception in

communication, literacy and language, mathematics and knowledge and understanding of the world. Standards are average in personal, social and emotional development and physical development.

Pupils' personal qualities are **good overall. Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good. Attendance continues to be unsatisfactory.**

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory and is rapidly improving** because the school recognises what teachers are doing well and where they need to make improvements, and is taking appropriate action.

Good teaching and learning were seen in all the classes and in the nursery and no unsatisfactory teaching was seen. The very good lessons seen were spread in both infants and juniors. The best teaching was seen in Year 6. In the best lessons, the pupils know exactly what they have to learn because teachers explain the learning intentions for the lesson well. The pupils work with high levels of enthusiasm and concentrate well. When teaching is satisfactory, on occasions teachers take too long to introduce work and pupils spend much time listening. Teachers work very well with support staff who make a good contribution to pupils' learning, in particular the lower attaining pupils and those with special educational needs.

## **LEADERSHIP AND MANAGEMENT**

Leadership of the school is **satisfactory** and management is **good**.

The opportunities and the direction for school development have been hampered significantly by the health and safety issues facing the school over a prolonged period. Most of the school's resources, energy and effort have been spent in overcoming the difficulties such as staff absence, safety matters and having to close classrooms.

The headteacher's management of the school's difficulties is very good, with good support from governors and key staff. The headteacher provides clear direction to the whole school community and has created a calm and caring ethos, where pupils' achievements are recognised and celebrated. This has resulted in fostering good relationships. Her strong emphasis on improving standards has helped the staff to raise their expectations of themselves and of the pupils, and to improve their teaching. It has also minimised the negative impact of the circumstances on pupils' achievements.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The **parents hold the school in good regard** and recognise and respect the way the school has dealt with its problems. Links with the parents and the community are currently unsatisfactory because of the special circumstances where all pupils except the nursery children arrive at and leave school in coaches organised by the local education authority.

## **IMPROVEMENTS NEEDED**

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

- Provide planned opportunities for pupils to develop their speaking skills systematically through the school and focus on teaching subject specific vocabulary.
- Develop pupils' advanced reading skills.
- Provide regular opportunities in mathematics for pupils to investigate and apply what they know.
- Extend opportunities for independent experiments and investigations in science.

- Provide opportunities for pupils to speak, read and write for a variety of purposes, audiences and real situations.
- Implement the ICT action plan to ensure increased teacher confidence and procedures for checking pupils' achievements are used consistently so that planned work is well matched to pupils' needs.
- Use marking procedures that will help pupils to improve their work.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Throughout the school, standards are below average in English, mathematics, science and ICT; pupils' achievement is satisfactory. Standards in the Foundation Stage are below average in communication, literacy and language, mathematics and knowledge and understanding of the world, with most children achieving well in personal, social and emotional development and physical development. Standards in art and design, and design and technology are average.

#### **Main strengths and weaknesses**

- Standards are below average in the core subjects<sup>1</sup> and ICT throughout the school.
- Achievement in relation to prior attainment is satisfactory throughout the school.
- Pupils with special educational needs and lower attaining pupils achieve well in English and mathematics.
- Achievements in art and design and the work seen in design and technology are good and standards are average in both infants and juniors.
- Achievement is generally good in Year 6.
- Pupils' literacy and ICT skills have a negative impact on achievement in the other subjects.

#### **Commentary**

1. Since the last inspection, the school has made a small improvement in the percentage of pupils achieving the average standards in English, mathematics and science and successfully minimised the impact of challenging circumstances. However, standards in English, mathematics and science continue to be below average. Throughout the school there is a greater proportion of pupils with special educational needs. Since the last inspection there has been much higher than usual staff absence and classes have frequently been taught by supply teachers. Pupils in their years in the infants and juniors have missed education equivalent to more than a term when the school changed premises. These factors have contributed significantly to low standards.
2. Children's achievement is sound in the nursery and reception year and in the infants. Through the junior stage pupils achieve at satisfactory levels with many pupils achieving well in Year 6. Nonetheless, standards are currently not high enough. The school is well aware and committed to raising standards. However, the headteacher, governors, staff and parents have channelled their effort and resources into managing the problems related to the contamination of the previous school building. The 2003 national test results for the eleven year olds show good improvement over the 2002 results. The boys' performance in science improved very well with all the pupils achieving the expected Level 4 and above. The number of pupils with special educational needs was high in the year group and all these were girls, which alters the picture significantly when compared to boys' performance. The 2003 national assessment results for the end of Year 2 declined over the previous year because the Year 2 class had missed a lot of time from school in Year 1.
3. The school set achievable targets for English and mathematics which match the abilities of the pupils. Attainment in English was close to the targets but in mathematics results were slightly lower than the target. Pupils work with interest and enjoy practical work; this is evident in their achievement in subjects such as art and design, and design and technology but they do not achieve the same standards in humanities because of underdeveloped literacy skills, as seen in their workbooks. Due to the inadequate provision in ICT, pupils do not have enough

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<sup>1</sup> The core subjects are English, mathematics and science.

opportunities to research topics on the Internet and use other sources to extend their knowledge and understanding and practise reading for information.

- Children enter the nursery with a wide range of attainment levels, which are mainly below average. Children are only provided with three part-time sessions in the nursery, which constrains opportunities for learning. Teachers and staff provide a range of suitable activities and good support to the children in the nursery and reception year. They achieve some aspects of the early goals.

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

*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.*

- In the 2002 tests for eleven year olds, standards were in the lowest five per cent. There was a very high proportion of pupils with special educational needs. Out of the 36 per cent on the register, 21 per cent had a statement of need. The cohort had a number of pupils with challenging behaviour and the class was taught by supply teachers. The disruption of taking the tests in an unfamiliar setting had a negative impact on attitudes, and pupils' performance plummeted. A very high proportion of pupils attained Level 3 in mathematics with only 33 per cent attaining Level 4. In English, a high percentage came below Level 3. In science the percentage of pupils reaching Level 4 was better than the other subjects. No difference in standards attained by boys and girls was evident during the inspection. Trends in attainment over the last three years show that the improvement in attainment in the core subjects has been below the national picture.
- On the basis of 2002 national test results for the seven year olds, pupils' attainment in reading improved markedly over the previous year with pupils attaining average standards in reading and writing compared to all schools and above average standards compared to similar schools. In mathematics, standards were well below average in comparison to all schools and below average when compared to similar schools. In science, teacher assessments showed below average standards.
- Throughout the school pupils with special educational needs are well supported, achieve well and make good progress.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **good**. Their, spiritual, moral and social development is **good**, and their cultural development is sound, making these aspects of personal development **good overall**. Their attendance is **well below average** and punctuality is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' good attitudes to learning help them to take advantage of the learning opportunities provided for them.
- Pupils are engaged in deciding rules that are relevant to their class and school.
- The importance of good relationships is promoted regularly.
- There are good opportunities for pupils to develop personally, take responsibility and learn to work and play together.
- Attendance is unsatisfactory, well below the national averages, but punctuality is satisfactory.

## Commentary

8. Throughout the school, pupils have positive attitudes to learning. They are interested in their work and share and co-operate with one another. Most pupils show good levels of effort and concentration in lessons. Pupils listen attentively, often responding enthusiastically to the challenges that are set. A good example includes the mathematics workshops where games are used to improve their skills and levels of understanding. Pupils worked with concentration, listened to instructions and explanations carefully, completed the tasks briskly and achieved well. However, in some lessons teachers take too long over introductions and pupils have fewer opportunities to participate in discussions. Throughout the school pupils are well behaved and polite, and generally show a purposeful approach to their work.
9. There is an orderly and friendly atmosphere which is all the more remarkable since the most pupils travel to and from school by bus on a daily basis from the area in which they live. Pupils respond well, to high expectations of conduct, which are achieved through staff setting consistent targets.
10. Pupils are well aware of the class rules displayed as a constant reminder of what is expected. Positive reinforcement of good behaviour serves to influence those who are reluctant to comply. Bullying is rarely evident, pupils feel that the school deals with these issues promptly and fairly.

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	148	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	2	0	0

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

11. The religious aspects of school assemblies, and occasions that celebrate pupils' achievements and commend perseverance and personal success, contribute well to promote spiritual awareness. Studies that include environmental awareness, pollution and conservation help pupils to think more deeply about issues affecting people and their part in the future of the world. Carefully prepared acts of collective worship allow pupils to reflect and pray. Music is used very effectively to provide a spiritual uplift for the beginning and end of assemblies. Pupils develop good understanding of right and wrong. Stories and lessons about dangers of drugs and alcohol are used well to reinforce moral development. The consistent use of the school's rules by all staff ensures a good framework for the pupils' moral development. Regular involvement in raising funds for charity appeals helps pupils to think about others who are less fortunate. Pupils are encouraged to undertake responsibilities in class and around the school and respond very well. They gain in maturity and take their responsibilities seriously. For example, some pupils attend to the office phone at lunchtimes while others clear up trays after lunch and some escort visitors around the school. These activities contribute well to raising pupils' confidence and esteem. The recent introduction of a school council, an improvement since the last inspection, provides a very good opportunity for pupils to take an active role in how their school develops. The annual residential visit provides more ways of helping pupils to learn to work and play together socially.
12. Sufficient attention is given through the curriculum programme for pupils to develop a sound appreciation of the historical culture of their local area, particularly that of its mining traditions. The geography programme is used satisfactorily and provides pupils with an opportunity to make comparisons of life in a distant place such as Kenya with Barnsley, and regular visits to

museums such as a local sculpture park help develop pupils' awareness of three-dimensional art. The religious education programme is used satisfactorily to widen pupils' understanding of other world faiths and has included visitors to assembly such as a family from Sri Lanka who provided first-hand knowledge of their customs and traditions.

13. Overall, attendance is unsatisfactory. Unauthorised absences are broadly in line with national averages. There is no doubt that the requirement to bus pupils to this temporary site has had a negative impact on the attendance figures. The school has focused on ensuring the safety of the pupils and is aware of the need to implement its procedures for monitoring and promoting good attendance. A significant number of pupils take holidays in school time.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	8.6	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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is satisfactory, as it was at the time of the last inspection. The improvements in teaching have been fairly recent because of the changes in staff and the school's prolonged problems related to health and safety issues. The quality of teaching and learning has not had sufficient time to improve standards.

**Teaching and learning**

Some teaching and learning is **good** in all the classes. Teaching and learning are both **good** in the nursery, Years 5 and 6. They are consistently **good and sometimes very good** in Year 6. The assessment of pupils' work is **satisfactory** overall.

**Main strengths and weaknesses**

- Teachers make very good use of support staff who contribute well to pupils' learning, in particular lower attaining pupils and those with special educational needs, who achieve well.
- Teachers manage pupils well, so that pupils' behaviour and attitudes to learning are good, this impacts well on the quality of learning and relationships are good.
- Years 5 and 6 teachers set high expectations and the Year 6 teacher provides a good model of professional practice.
- Literacy, ICT and investigation skills are not developed systematically through a range of subjects.
- Opportunities to develop speaking and listening skills are missed.
- Teachers do not pay sufficient attention to standards of presentation, handwriting and spelling.
- Marking is not rigorous enough and comments are not used consistently to help pupils improve their work.

**Commentary**

**Summary of teaching observed during the inspection in 42 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (12%)	19 (45%)	18 (43%)	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.*

14. The overall quality of teaching and learning in the school has improved since the 1998 inspection. The incidence of good teaching is higher. Sampling of lessons during the inspection showed no unsatisfactory teaching. The quality of learning is of a similar standard, helped by the good attitudes and behaviour by the pupils. The particularly effective use of additional support provided by the support staff helps in improving the pace in learning. The nursery teacher and other staff have good understanding of how young children learn but are restricted in the work they offer because of the accommodation and resources. In spite of the upheaval over a long period, pupils enter school with below average skills and leave school with below average standards, showing satisfactory progress through the school.
15. Teaching throughout the school has some positive features, which because of other priorities have not been shared until recently. For example, expectations are not consistently high through the school. On some occasions in Year 1 too much time is spent on undirected activities, some lessons go on for too long and much time is used to ensure each group has a turn to do the focused activity. Teachers are skilful in their 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 captivates the pupils' attention and interest. This was evident in the very good Year 6 science lesson on filtration; the teacher used previous work well to set challenging key objectives. Planning was thorough, showing good subject knowledge. Good use of scientific terms and the use of careful questioning helped pupils understand, for example, that some liquids contain 'microscopic organisms' and this stimulated the pupils' curiosity and captured their interest. The concluding session was used well to sum up the key points and most pupils learnt at a very brisk pace and achieved well. Teachers are well informed about the special educational needs of pupils they teach and planning takes into account pupils' specific needs. As a result, pupils are able to work at levels that are matched to their needs and where necessary receive additional help in small groups or as individuals. Teachers take an active role, along with support assistants, in monitoring pupils' progress and contributing to their reviews.
16. Assessment information is used effectively to inform planning for the Foundation Stage. The recent initiative on involving pupils to check their achievement in writing has had a positive impact on standards in writing, particularly in the infants and more generally on narrative writing through the school. The quality of marking is inconsistent. Although work is marked regularly and teachers make supportive comments, which encourage the pupils in their effort, opportunities are missed for showing the pupils how they might improve their work. Homework is used adequately to support pupils' learning. Standards of presentation are unsatisfactory overall. The school is taking focused action to raise standards of handwriting, spelling and presentation.

## **The curriculum**

The school provides a **satisfactory** curriculum, which meets the needs of its pupils.

## **Main strengths and weaknesses**

- Challenging and stimulating activities are provided in Years 5 and 6.
- The provision for pupils with special educational needs is very good and consequently they achieve well.
- The personal, social and health education provision contributes well to pupils' personal development.
- Some aspects of reading skills, such as research and retrieval skills and library skills, are not planned systematically through the school.
- Some curriculum time is not always used efficiently.

## Commentary

17. The school provides a broad range of learning opportunities that meets the needs of its pupils satisfactorily. The school effectively teaches the dangers of drugs misuse through science and its personal, social and health education programme. A satisfactory amount of time has been allocated to the teaching of English, mathematics and science and other subjects. The school has introduced paired reading between infant and junior pupils, but the time allocated to this activity does not always maximise learning opportunities for the older pupils. The organisation of breaks, assemblies and other routine [TN1]activities takes up a considerable amount of time which cuts into prime learning time, particularly for the older pupils.
18. Detailed long and medium-term plans are in place and newly implemented class timetables ensure coverage of all subjects. An agreed format for weekly planning generally provides a clear focus for lessons. Teachers are skilled at planning work that motivates and holds pupils' attention and make clear links between subjects. For instance in Year 3, the theme of feeling safe is explored through recapping on a visit made as part of a history project on World War II and the current situation in Iraq. A high degree of collaboration has evolved between staff in planning the curriculum to ensure consistency across the age range.
19. Pupils have equal opportunities to learn and participate in all aspects of school life. Provision for pupils' personal, social and health education is good. The focus on developing their personal and life skills has had a positive impact on improving their attitudes to learning, underpins the school's approaches to behaviour management, and plays an important role in raising standards.
20. Through early identification and appropriate intervention, pupils with special educational needs make good progress towards targets that are set for them. The Code of Practice is successfully implemented throughout the school and the headteacher and governors are complying with legal requirements in respect of pupils with statements, including those with disabilities. Parents are aware of what is happening at all stages of the special educational procedure. They are generally committed to attending annual reviews and are supportive of what the school is trying to achieve.
21. The school's good inclusion philosophy enables pupils with special educational needs to have equal access to all areas of the curriculum and to a range of extra-curricular activities. Tasks are frequently matched to pupils' individual needs and in cases where this does not happen pupils are in no way disadvantaged since they have opportunities to interpret their findings according to their individual capabilities.
22. Educational visits and visitors to the school enhance the curriculum. Numerous educational visits, including a residential visit to Robin Hood's Bay for Year 5 pupils, contribute to pupils' social development and enhance their learning by broadening their experiences. For example, Year 3 visit the Yorkshire Sculpture Park to generate ideas for their own sculptures. The teacher also plans a variety of written responses, for example a thank you letter to the manager and a description of a piece of sculpture. Many visitors, such as a visiting theatre company presenting a workshop on 'Saying no to drugs', and the school nurse teaching about sex and relationships, further enhance the school's own good provision for personal, social and health education.
23. The provision of extra-curricular activities, including sport, has not been possible after school as pupils are bussed home at 3.30 p.m. Some lunchtime clubs run during the winter months.
24. Accommodation for the school is satisfactory but for the nursery it is poor because equipment has to be put away at night or ferried to and from the main school, two miles away. The school has addressed the shortage of physical education and ICT equipment satisfactorily. For instance, the newly opened computer suite is already helping to improve achievement. The school has managed very well to build resources for all the subjects even though these are

generally at a minimum level. Resources in most other curricular areas lack range and quality, with the exception of mathematics. There is a shortage of books in the library, in particular non-fiction books. The school is acutely aware of the situation and is doing all it can to address this need.

## Care, guidance and support

The school ensures pupils' care, welfare, health and safety **well**. It provides them with **good support, advice and guidance** and **involves them satisfactorily** in its work and development.

## Main strengths and weaknesses

- Health and safety and child protection procedures are effective.
- Arrangements for supporting pupils and monitoring their personal development are good.
- Good induction procedures enable pupils to settle quickly into the school environment.
- The school actively seeks pupils' views of the school.

## Commentary

25. The good provision for pupils' well-being, health and safety has been successfully maintained since the last inspection. The school continues to take good care of its pupils and has established an ethos of caring, which offers good opportunities for pupils to do their best. There are effective measures in place to ensure support and guidance for all pupils. The headteacher provides good leadership in this area and is knowledgeable about individual pupils. The school has been through a period of turmoil to effectively secure a safe and secure learning environment for all the pupils and the school community as a whole.
26. The good standard of individual care, support and guidance provided for pupils enables them to feel happy, confident and secure. Teachers and other staff know pupils well and recognise their needs. Pupils are confident that they can approach their teachers with any problems whether personal or academic, and that appropriate support and guidance would be forthcoming. There are well-established procedures for the induction of children into the school. Parents are given appropriate information and guidance about how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet their teachers prior to admission. These procedures enable children to settle quickly into the school environment. Overall, the school provides pupils with a good level of care and support that helps pupils to concentrate on their lessons and has a positive impact on their learning.
27. There are good procedures for child protection and providing for pupils' welfare. The health and safety policy meets statutory requirements. Procedures for general risk assessments are in place and inspections are carried out on a regular basis. Medical and first aid provision is good, and the school maintains good records of accidents and injuries. There is a trained designated person responsible for child protection, and staff are well aware of the procedures to be followed, as are parents. Good working arrangements are maintained with outside agencies.
28. The school actively seeks pupils' views of the school mainly through the school council, pupils' questionnaires and in personal, health and social education lessons. In discussions, members of the school council said they thought that the school valued their opinions and had acted on some of their suggestions, for example the provision of lunchtime play equipment. Analysis of pupils' questionnaire indicates that a large majority of pupils believe that the headteacher and the teachers listen to their views. For example, the provision of games equipment at lunchtimes shows that the school responds well to pupils' suggestions by taking agreed action promptly.

## Partnership with parents, other schools and the community

The school's arrangements for assessing parents' views of the school are **satisfactory**.

### Main strengths and weaknesses

- Parents hold the school in high regard and appreciate the commitment teachers and other staff have towards their children.
- The school is aware of the need to strengthen its partnership with the parents.
- The quality and range of information provided for parents are good.
- The nursery staff take good advantage of the location to forge links with the community but the school has little contact with the community overall.

### Commentary

29. The relocation of the school to its present site has made it very difficult to maintain effective links with the parents and the community. Consequently, links with parents and the community are unsatisfactory at the moment. The quality and range of information provided to parents are good. Due to the location of the school parents have very little opportunity to keep contact with the school so that they do not have much involvement in their children's learning at school.
30. Overall, the quality of information given to parents is good. The school's brochure and governors' annual report provide a wide range of information about the school and its activities and meet statutory requirements. Half-termly newsletters provide parents with information about what their children are studying. Pupils' annual reports are of good quality; they give clear guidance on pupils' attainment and progress, and targets for improvement. Parents are invited to two open evenings at which they can discuss with teachers their children's progress, but these meetings are not particularly well attended. There are good arrangements to involve parents of pupils with special educational needs in the development and review of their children's individual education plans. The school has made good efforts to seek the views of parents through questionnaires but the parents' response was poor. A very small number of parents indicated in questionnaire returns that insufficient consideration was given to their views about the location of the new school.
31. The school is well aware that it is difficult for parents to come to the school. It encourages parents to be involved in its work but very few parents help out in school and then not on a regular basis. The school is also aware that some parents lack interest in their children's learning at school and in their homework. The few pupils who were heard reading said they were supported well at home and had a personal collection of books. Many pupils use their computers at home to research information and follow their interests. The school has identified links with parents as a key priority but has not drawn up an action plan as yet.
32. The relocation of the school to a temporary location has had a negative effect on the school's community links, and the school has had little time to establish new links. However, the school uses the local environment to support pupils' learning and has established links with a local day-care centre. The nursery teacher and staff invite community members to help with activities. A few help regularly, for example, working with children individually and in pairs on a portable computer. The staff is aware that they need to extend their links with the community and they plan to do more when the school moves into the new premises in the spring term.
33. The school's links with other educational establishments are satisfactory. Strong links have been maintained with the local secondary school, which provides ICT support on a weekly basis. The majority of the pupils transfer to this school and good transitional arrangements are in place between the schools that include effective liaison between staff and the transfer of information about pupils' academic and social skills. The school has also developed links with

a number of other schools which provided much needed resources during the initial move to this site.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall.

The leadership of the school is **sound**. The school is **well managed**, with good systems to underpin most aspects of its work. The headteacher provides clear direction to the whole school community and has created a calm ethos, where pupils' achievements are recognised and celebrated. Her strong emphasis on improving standards is helping the staff to raise their expectations of themselves and of the pupils, and to improve their teaching.

### Main strengths and weaknesses

- Staff motivation has been maintained throughout a difficult period and teamwork is good
- The strategic planning by the headteacher in collaboration with senior managers is good.
- The monitoring of teaching is good.
- Inclusion and equality of opportunity are promoted very well.
- Financial management is good, as are office practices.
- The governing body does not yet sufficiently challenge those with leadership and management responsibilities.
- Performance management is well established.

### Commentary

34. The headteacher's role in creating a positive climate for taking the school forward, motivating staff, gaining the confidence of parents and securing the commitment to school improvement, has been a critical factor in the considerable improvement since moving to this site. She has successfully sustained good relationships and established stability after a long period of upheaval.
35. Since the last inspection, the headteacher has spent a disproportionate amount of time and effort in dealing with the health and safety issues. Educational development was generally put on hold because of the urgent need to ensure the safety and well-being of the pupils and the school community. By involving governors, staff, pupils and parents in reviewing and setting school development priorities, she has created a strong sense of teamwork. Teachers, support assistants and governors are very aware of priorities and fully committed to them. They show mutual support and work hard as a team. The deputy head is making a growing contribution to the planned curriculum programme. As a result, the school in a short time has become well established with an attractive environment.
36. The headteacher and deputy headteacher, who support each other effectively, have a clear vision for the school and have implemented a structured programme of monitoring teaching that identifies actions to be taken. This is purposeful and teaching has improved, although it is not yet resulting in improved standards. There are now effective procedures in place for monitoring pupils' achievements in the core subjects. A clear management procedure is in place for reviewing pupils' performance and setting targets for English and mathematics. Analysis of assessment information is used effectively, although this is at an early stage of implementation. For example, to identify the need for more emphasis on investigative work in science and reading, this has led to some improvement in science and recognition of the need to focus on grammar and spelling.
37. Concerns for health and safety resulted in the planned destruction of all paper-based stock at the previous site. Consequently, a programme of securing replacement resources has been and continues to be a key priority. Using a well-constructed improvement plan the headteacher,

staff and governors plan well for the current provision and that of the new school. Although the governors meet regularly, work hard to support the school and satisfactorily attend training programmes they do not yet challenge the school leadership on matters of school improvement, particularly the agenda of raising standards.

38. Working collectively the headteacher and staff ensure that principles of equality of opportunity are suitably applied, and access to a secure curriculum has been maintained for all pupils. Performance management arrangements are good with all staff agreeing targets linked to pupil achievement and leadership responsibilities.
39. The school is managed well with good lines of communication between the staff. Financial practices are good with designated funding, including that for pupils with special educational needs, spent appropriately. The headteacher and administrator meet regularly and with the bursar from the local education authority; this helps to ensure tight monitoring of the financial profile. Although the school has benefited from some additional funding the demands on the budget have been considerable. It has prudently planned for the impact of falling roll on the budget. The large carry-over in the budget has mostly been adjusted in the next budget allocation to take account of the significant drop in school roll. The school will lose a teacher through retirement. Office practices are good, with secure systems that help ensure the school runs smoothly.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	858948.85
Total expenditure	831022.86
Expenditure per pupil	2855.22

Balances (£)	
Balance from previous year	43969
Balance carried forward to the next	71894

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. Provision for children in the Foundation Stage is satisfactory overall but the accommodation and resources for the nursery are unsatisfactory. All the teachers and staff make excellent efforts to ensure that the provision is at least adequate. The children enter the nursery with attainment that is below average, and a significant number have underdeveloped social and speaking skills. Staff focus well on the development of social skills and as a result children settle in quickly and form good relationships with adults and other children. They are well supported in the activities provided and achieve satisfactorily in the nursery and reception year. Achievement is good in personal, social and emotional development and physical development because teaching is good, but good teaching and stability in provision have not had sufficient time to improve all the areas of learning. The provision is well managed, and the children's progress is carefully monitored. There are good induction procedures in place. All adults manage the children well. The school introduced nursery provision in response to the issue raised in the previous inspection, representing good improvement through extending learning opportunities for the children. Currently there are only two children in the reception year, who are taught with Year 1 pupils.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The children achieve well because the good teaching ensures they are encouraged to develop independence, relate to others and play and work co-operatively with other children.
- The children reach standards expected for their age by the end of the reception year, even though standards were well below average when they started.

#### **Commentary**

41. Throughout the Foundation Stage, teachers and support staff promote children's personal development well. They establish good routines and encourage children to be independent in their activities. As children's concentration and awareness improve they participate fully in all the activities available. Teachers and support staff offer good levels of support, but take care not to influence the children too much in the choices they make.
42. All adults promote the development of social skills effectively. Children with special educational needs are well integrated and receive good support. They learn to consider the needs of others when working and playing individually, in pairs or in groups. By the end of the Foundation Stage, the children learn with growing confidence, and are familiar with the routines of the class and most routines of the school. Most are well behaved and respond well to the requests made by adults and their instructions, although some children continue to be immature and need more support.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Good use is made of stories to develop children's interest in text and awareness of the relationship between reading, writing and speaking and listening.
- Role-play is used effectively.
- There are not enough planned opportunities for developing speaking and listening skills.

### Commentary

43. Teaching and learning are satisfactory. Few children are on course to attain early learning goals by the end of the reception year because most start with underdeveloped language skills. Achievement is satisfactory, even though standards are low and many children have not developed the language to express themselves clearly by the end of the reception year. Adults keep detailed records of the language development of the children with particularly poor skills so that the children with the most need get the necessary support. Children have good opportunities to develop their speaking and listening skills through role-play. However, in the reception year, in some activities teachers take too long to explain or give instructions and children have fewer opportunities to share their ideas with others. In both the nursery and the reception class, good use is made of stories and non-fiction books to encourage reading for pleasure and information.
44. Opportunities for children to develop writing skills are satisfactory, but the tasks are often over-directed by adults and there are not enough opportunities for children to write expressively for a range of purposes in imaginative and real contexts. By the end of the Foundation Stage, most children know the letters of the alphabet, but do not consistently form them correctly. Most have a grasp of the link between reading and writing. They are beginning to read very simple texts with some fluency and accuracy, although many children lack the confidence to attempt reading unfamiliar simple texts.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Adults use free play activities well to support and consolidate children's development in mathematics.
- An over-use of worksheets in the reception year means that children have fewer opportunities to develop early skills in recording work. Consequently many children by the end of the reception year do not form numerals to ten accurately.

### Commentary

45. By the end of the reception year standards are below what is expected, but achievement is satisfactory. The teaching is satisfactory overall with some good teaching seen in the nursery. The children learn through practical activities with adults using these activities well. Children often have difficulty in using simple mathematical language to explain what they are doing. By the time children transfer to Year 1, they are starting to gain understanding of the order of numbers from one to ten, and some higher attaining children work with numbers to 20 with good understanding. However, as children move into the reception class, they use worksheets frequently to record their work and have little opportunity to develop their skills in writing numbers, setting sums and taking care in presenting their work. Many children form numerals incorrectly and their work is untidy.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## **Main strengths and weaknesses**

- A good range of activities is provided to develop children's knowledge and understanding of the world.

## **Commentary**

46. Teaching and learning are sound. Few children are on course to attain the early learning goal by the end of the reception year. Children are provided with a good range of activities that offers first-hand experiences to effectively encourage observation, exploration and decision making. They achieve a range of skills satisfactorily. For example, they observe the weather each day and record their observations in a chart form which lays secure foundation for geography. They have a good opportunity to use all their senses in finding out the different properties of fruit and vegetables such as comparing and describing different smells, textures and taste, and develop an understanding of how foods can be recognised through these elements and how personal preferences are formed. When well-planned first-hand experience-based activities are provided, children's achievement is good. Nursery and reception children are beginning to use the computer with growing confidence and develop their skills effectively when they create pictures through a computer program with help from adults.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- The children use their bodies with good control and use movements confidently when moving in different directions.
- Their fine control, such as holding pencils and handling tools, is weaker.

## **Commentary**

47. There are good opportunities for children to develop their skill in using their bodies with growing control. They stop and start with confidence. They combine movements to develop a sequence of moves well. In outdoor play, they push and pull large toys and ride tricycles energetically with increasing control and show good awareness of space and others. Teaching uses outdoor play in imaginative ways, making physical activity interesting and exciting, which creates good opportunities to develop children's spoken language. For example, some good geographical vocabulary was generated when children simulated a road traffic situation, complete with road signs. Children handle safely construction and malleable materials and tools such as scissors and small construction toys. Most children are beginning to handle small equipment such as pastry cutters, rolling pins and other small equipment with growing control. By the end of the reception year most children are on course to attain the early learning goals, and achievement in this area is good.

## **CREATIVE DEVELOPMENT**

It was not possible to make an overall judgement of provision or standards in this wide area of learning, but the work seen was sound. Children's creativity develops well through understanding soft and loud sounds and composing simple sound sequences. Nursery children use their sense of touch creatively to explore colours and create pictures with finger painting that reflect their ideas in interesting ways. Songs and rhymes are used well to extend language and understanding of numbers.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in reading, writing, speaking and listening throughout the school are below average.
- Research and retrieval skills are not taught systematically through the school.
- Standards in spelling, presentation and handwriting are weak throughout the school.
- Teaching and learning are good in Years 5 and 6 and pupils are beginning to achieve well.
- Very effective use is made of learning support assistants who make a good contribution to pupils' learning, so that lower attaining pupils and pupils with special educational needs achieve well.

#### Commentary

48. Standards are similar to what they were at the time of the previous inspection. The school's focused approach to raising standards in English has resulted in good improvements over the previous year in Years 3 to 6. It has used well the external support provided by the local authority project in developing its provision in writing. Teacher expertise in this area has increased, resulting in better quality of narrative writing in all the classes. The school has made very good efforts to ensure that there are adequate resources for the subject. There is now a generally adequate book stock, although the school is aware that the range of books, particularly for the older pupils, is limited in some areas. The standards in reading at the end of Year 2 improved well in 2002 with pupils achieving average standards but have declined this year because of the cohort missing time from school. The school has identified the need to provide more planned opportunities for developing speaking skills through the school.
49. Teachers in both infants and juniors provide some opportunities for pupils to talk about their work, to share news and sometimes to express opinions. In Years 5 and 6, teachers are now providing well-planned opportunities for drama and discussion in other subjects such as in the drugs awareness work in science and religious education lessons. However, there are too few planned activities for pupils to take part in debates and more formal presentations for a variety of audiences. On occasions throughout the school, while teachers model the language well, lessons become dominated by teachers' talk.
50. Teachers use the guided reading sessions well to promote reading but on occasions the text chosen is not sufficiently challenging. From the outset, letter shapes are taught and pupils know the letter sounds. However, there are fewer opportunities to practise phonics rigorously and build strategies for decoding unfamiliar words and texts. At the end of Year 2, pupils are beginning to read with accuracy and some fluency. In Year 6 many pupils continue to make gains in accuracy and some acquire sound levels of fluency, but progress in reading with understanding is slow. The more successful readers in the infants and juniors use a range of strategies to support their reading. In Year 6, a few pupils develop the ability to skim and scan for information, and are able to use contents, indexes and terms such as 'glossary', but these skills are not used consistently to locate information and are not taught systematically through the school. Many pupils have considerable difficulties in detecting subtle meaning intended by authors or making connections with previous reading. Teachers provide limited opportunities for using the library and pupils' library skills are very weak. The school has identified the need to develop research and retrieval skills systematically from reception through to Year 6.
51. Throughout the school, pupils' standards in handwriting, spelling and presentation are unsatisfactory. The newly introduced handwriting scheme has not had sufficient time to make a significant impact. Many younger pupils do not spell simple three-letter and four-letter words accurately and spelling is generally weak.

52. The teaching and learning in English are satisfactory through the school. During the inspection some examples of good teaching and learning were seen in both infants and juniors. The best teaching was seen in Years 5 and 6; pupils learn at a good pace and are beginning to achieve well. Teachers manage their pupils and classes well, which results in good behaviour. They make good provision for pupils with special educational needs. Strategies to teach spelling and punctuation are not used consistently across the school. The teaching of handwriting has a clear, school focus. The correct formation and orientation of letters are regarded as crucial in achieving later fluency and pupils are monitored to achieve this end. Good practice was seen in Years 5 and 6, where teachers have a continued emphasis on targeted vocabulary. Throughout the school, classroom assistants are used very effectively to support different groups of pupils, principally lower attainers.
53. The co-ordinator has managed the recent initiative to improve writing well. There is now shared understanding of the expectations for each year group. Resources are targeted effectively to raise standards. Effective monitoring of the subject is in place and the co-ordinator is well aware of where the school needs to go next. She provides good support to colleagues both formally and informally and is a good role model for teaching the subject. However, because of the missed opportunities for development over a prolonged period, the co-ordinator would benefit from support to extend expertise in strategies for addressing under-achievement.
54. Assessment is used satisfactorily to track the progress of pupils. The school has recently introduced setting targets for each year group. Pupils' individual targets are not in place. While in some instances work is marked regularly and marking extends pupils' learning, in most classes teachers' marking lacks helpful remarks, which would encourage pupils to improve their standards. The daily paired reading sessions between infants and Years 5 and 6 pupils provide good opportunity for collaboration and give some valuable practice to the younger pupils. The strategy as seen during the inspection is not time efficient and uses older pupils' time without a clear benefit to their learning.

### **Language and literacy across the curriculum**

55. Opportunities for pupils to apply their literacy skills in other subjects are generally underdeveloped. There are some examples of good practice but while the school has made a good start in promoting language development, there is scope for more planned opportunities for pupils to apply their literacy skills across the curriculum.

## **MATHEMATICS**

Provision in mathematics is **improving**.

### **Main strengths and weaknesses**

- Standards in mathematics are below average throughout the school.
- Teaching throughout the school is consistently good.
- Good assessment procedures identify areas of weakness and subsequently influence future planning.
- Good leadership has developed a shared vision for improving teaching and assessment.
- There is not enough emphasis on using and applying mathematics.
- The approach to marking is not consistent, and does not clearly inform pupils how they might improve.

## Commentary

56. Current standards are below average, as they were at the last inspection. A significant drop in national test results for eleven year olds last year can be attributed to the upheaval suffered by the school at this critical time. The high proportion of pupils with special educational needs and the fact that tests were taken in unfamiliar surroundings were also significant factors. Those taking tests at the age of seven were not as badly affected and although standards did not fall compared to the previous year, neither did they improve. Achievement through the school overall is satisfactory. However, with good teaching and the workshop approach where pupils have ample opportunities for practical work, achievement looks set to improve. This is also due to good subject leadership, which has successfully developed systems for identifying areas of weakness and is dealing with them. When looking at pupils' work it is clear that pupils of above average and average ability are developing good understanding of areas of learning and are achieving their targets. Pupils with special educational needs are supported well; they are taught well, and additional adult support is well targeted, which ensures that their individual needs are met well and their achievement is good.
57. A particular strength in teaching is the way all teachers approach the introductory part of lessons as they try to improve pupils' mental calculation skills. Time limits are set and pupils respond with enthusiasm to try to beat their targets. Lively teaching encourages pupils to be increasingly involved in the challenges they are set. Although work in books is regularly marked, not all teachers give sufficiently clear indications of how pupils might improve. Arrangements for identifying areas of weakness are good and more attention can be targeted at these areas through the very productive mathematics workshops that have been set up on one morning a week. Pupils from Year 3 to Year 6 have opportunities to work with a team of volunteers under the guidance of the class teacher to learn more about fractions, co-ordinates, and the properties of shapes. Through games, pupils are effectively developing ways of problem solving as well as using and applying their knowledge and skills in mathematics, which is still an area that is underdeveloped.
58. Positive reinforcement of good behaviour enables most pupils to get pleasure from their lessons. They are keen to learn and are often reluctant to finish at the end of a lesson, such is their interest and enthusiasm. Very occasional disruption on the part of a few pupils is not allowed to continue. Most meet the challenges that are set, although progress is often inhibited by weak literacy skills.

### Mathematics across the curriculum

59. Opportunities for pupils to use and develop their mathematical skills in other areas of the curriculum are developing well. Geography work on points of the compass and accurate reading of co-ordinates enables pupils to identify locations on a map. Graphs are also used to record data, as they are in science. Spreadsheets and graphs also feature in ICT while in physical education, positioning, timing and counting feature in many lessons.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Pupils attain standards at the end of Year 2 and 6 that are below average but test results for 2003 show an improvement for both key stages.
- Pupils' achievement is satisfactory because of the good teaching and learning.
- The proportion of pupils achieving at the higher levels at age seven, and boys' performance at eleven, have improved.

- Assessment is not used sufficiently to inform planning, nor marking to indicate how work might be improved.
- Investigative work is still at an early stage of development.

## Commentary

60. Standards are below average at the end of Year 2 and 6. However, teacher assessment in 2003 shows some success at raising standards at age seven in terms of the proportion of pupils reaching Level 3. Similarly the proportion of boys achieving the higher Level 5 in 2003 was in line with the national average, although the girls' performance was much weaker in this cohort because of the higher proportion of girls with special educational needs. Achievement for all groups of pupils, including the more able pupils and those with special educational needs, is satisfactory. The school has the capacity to improve standards because of the good teaching and learning observed.
61. The school has appropriately identified experimental and investigative work as a key area of focus to raise standards in science. In all the classes, teachers plan interesting and stimulating investigations, which pupils carry out with interest. Pupils concentrate well and this sets a good pace in lessons and many pupils achieve well. For example, Year 2 pupils applied their knowledge of electric circuits well in building a circuit with batteries to light a bulb; most knew that batteries store electricity and were aware that it is safe to handle batteries. They demonstrate interest in their work and answer questions accurately. Teachers are beginning to build on the scientific skills and knowledge acquired in the infants by providing planned opportunities for practical work in science. In all the junior classes, teachers had planned science topics that were relevant to pupils' experiences and interest. This enabled pupils to use their knowledge of the situations and learning was enhanced. However, throughout the school pupils lack the confidence to plan and set up investigations independently. Pupils' achievement in the lessons seen during the inspection was satisfactory, although the scrutiny of pupils' work indicates that this has not been the case until recently.
62. The quality of teaching and learning is good in all the year groups. Teachers in the juniors are working particularly hard to address the inconsistencies in pupils' achievements by ensuring that they build successively on pupils' previous learning. The teachers meet the needs of most of their pupils through carefully planned, motivating activities and the effective use of well-briefed support staff. In the best lessons teachers encourage pupils to use appropriate vocabulary in their responses to questions and in their recording. Teachers have clear expectations that are shared with pupils so that they understand the purpose of the lesson. The support provided by teaching assistants is very good because they understand the needs of individual pupils and offer appropriate levels of challenge and support in individual and small group work. This helps many pupils, including those with special educational needs, to achieve well, for instance when a teaching assistant uses signing to encourage a child with speech difficulties to make a circuit and light a bulb.
63. Good links are made between science and health education, with pupils in Year 5 gaining a good understanding of the need for a healthy lifestyle and the risks associated with smoking, alcohol and drugs. The teacher's planning for pupils of all abilities, including the good use of role-play by the more able to show the dangers young people are exposed to from drug dealers, enabled pupils to work at their own level. This subject is very relevant to pupils' knowledge and experience of the community.
64. Although teachers are confident in their objectives for each lesson, assessment does not yet inform planning sufficiently to ensure progression in learning between year groups; for instance, a teacher was surprised to learn that pupils already knew how to make a circuit. Plans for introducing pupil tracking in the new school should enable teachers to track individual progress more effectively and set more challenging targets. The allocation of teaching time for science is good whilst resources are adequate, following the recent re-equipping of the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is generally **satisfactory**.

### Main strengths and weaknesses

- Standards are below expectations at the end of Year 2 and 6 but are now improving. Some pupils attain average standards in both infants and juniors. The co-ordinator has developed a detailed action plan, which addresses key issues.
- Some teachers lack secure subject knowledge in some aspects of the ICT curriculum.
- Assessment of ICT is planned for implementation but is not yet in place.
- The co-ordinator has developed a detailed action plan which addresses key issues.

### Commentary

65. Standards are below average at the end of Years 2 and 6. This is because reliable resources have not been in place long enough for improvements to take effect on standards achieved by pupils at the end of both key stages. The lack of computer facilities due to the school's relocation, coupled with some teachers' lack of secure subject knowledge, has been a barrier to pupils' achievement, particularly older pupils. However, recent in-class support from a specialist teacher from the secondary school has increased pupils' and teachers' confidence and helped pupils to achieve well within a short period. Some pupils bring their experience with computers from home and work at levels expected for their ages.
66. The time-tabling of teaching ICT in the new computer suite, which only started functioning this term, is already having a positive effect on pupils' skills, knowledge and understanding. Pupils in Year 2 can select and change colours on a picture of 'Elmer' and use the print command. Older pupils change font style and size and amend text in a passage in English to improve clarity and create mood, whilst pupils in Year 6 can use PowerPoint and import pictures to create a cover for a cross-curricular science and geography folder. Pupils of all ages co-operate very well in pairs to discuss choices of words or pictures and take turns on the keyboard.
67. In the two lessons seen during the inspection, teaching was satisfactory. In the Year 4 lesson, a teaching assistant enabled four pupils with special educational needs to make good progress by adding interesting words, such as 'spooky' and 'enormous', to a pre-inserted text. They were encouraged to think of new words, to look them up in a thesaurus and word process the text. The pupils were enthusiastic and proud of their achievements, sharing them willingly with the rest of the class in the plenary session, when asked by the teacher. Although the school makes satisfactory use of the national teaching subject guidelines, there is no standardised way of recording pupils' attainment as yet and, therefore, teachers do not build on pupils' prior learning. For instance, those pupils in Year 4 with well-developed computer skills acquired at home were not being sufficiently extended in the lesson.
68. The subject leader has written a clear action plan to support the development of the subject that effectively prioritises staff training and assessment. She supports colleagues informally through modelling good practice and supplying ideas but has not had the opportunity to observe teaching and check on pupils' learning. ICT remains a priority in the school improvement plan in which the school recognises what it has to do to raise standards.

## ICT across the curriculum

69. The recently acquired software program for art and design is consistently used well to practise and consolidate pupils' developing skills. The use of computers to support development of literacy and numeracy skills is generally limited, although a few good examples were seen in infants and juniors. Support staff provide good assistance to individuals, pairs and small groups of pupils, which helps them to use computer operations accurately. Pupils who are confident and work on computers independently use them well. Some pupils are beginning to use the computers to effectively increase their knowledge by researching information on the Internet, which has been networked quite recently.

## HUMANITIES

### Religious education

Provision in religious education is **satisfactory** overall but the range of artefacts and resources is limited.

#### Main strengths and weaknesses

- Standards meet the requirements of the Barnsley Agreed Syllabus.
- Teaching makes effective links between religious education and personal, social and health education.
- Interactive displays are of a high quality and reflect pupils' achievements and school ethos.
- Some teachers effectively reinforce literacy skills in religious education lessons.

#### Commentary

70. Standards in religious education at the end of Years 2 and 6 are in line with the expectations of the locally agreed syllabus. This is in spite of the constraints imposed on developments in the subject by circumstances beyond the school's control.
71. The subject has not been a priority for development. Moreover, the locally agreed syllabus is being revised and external training and support for the subject have been put on hold. The school continues to build resources for the subject because the original resources were lost in the move to this school. Teachers base their planning on the current agreed syllabus and the national guidelines to ensure that pupils develop breadth and depth in skills, knowledge and understanding. Although teachers use discussion and drama well to extend understanding of how religion affects believers, there is limited recording of work in the subject. Assemblies make a good contribution to pupils' achievements. Pupils with special educational needs achieve well.
72. Good use of artefacts enables pupils to consider their importance to believers and to understand some of the similarities and differences in major world religions. Some opportunity is provided for classes to visit a local church and for the vicar to talk about baptism in assemblies but pupils do not benefit from visits to places of worship for the religions they study or discussions with visitors from these faiths. Pupils' overall use of subject-specific vocabulary is underdeveloped.
73. Teaching is satisfactory. The teachers make clear links between religious education and personal, social and health education, using circle time and discussion to extend pupils' learning and encourage and consolidate vocabulary to describe feelings. For example, in the Year 5 lesson seen, pupils learn about the life of Muhammad and his influence on Muslims through drama, co-operating very well in small groups to portray the bad behaviour which upset Muhammad and gaining a good understanding of important features of his life. Teachers effectively draw on pupils' own experiences, make some links with other subjects and recap on

prior learning. Displays in classes and corridors promote positive images of other faiths and key vocabulary.

## Geography and history

The school makes **satisfactory** provision for geography and history. Although the standards attained in geography and history at the end of Year 2 and Year 6 are below average, most pupils have achieved satisfactorily in relation to prior attainment.

### Main strengths and weaknesses

- Pupils' access to artefacts and school visits, including those made in the local area, are helping them to achieve satisfactorily in history and geography.
- Regular use of the Internet as a research tool helps to ensure that pupils have access to up-to-date factual information at a time when the school's non-fiction book resources have not yet returned to satisfactory levels.
- Pupils' work shows that too often pupils at different levels of attainment are expected to complete the same tasks.
- Marking does not provide sufficient guidance on how pupils might improve.
- Limited literacy and numeracy skills are a barrier to most pupils' ability to write up information convincingly.

### Commentary

74. Samples of pupils' work from infant and junior year groups confirm they are provided with a satisfactory humanities curriculum that covers physical, economic and human geography as well as knowledge of contrasting periods of history. At the end of Year 2, pupils develop sound knowledge of the locality by walking around the streets of Hoyland to learn about the human geography of the neighbourhood, including the location of shops, the park and the petrol station. At the end of Year 6 pupils have learned satisfactorily about the heritage of their local area by visiting places of historical interest such as a mining museum. Although most pupils make sufficient progress in mapping skills by using good quality local maps, there is little evidence of pupils using aerial photographs to interpret the local landscape.
75. Teaching of the humanities during the inspection and over time is satisfactory. Strengths in teaching include provision of a good variety of opportunities for pupils' use of the local area. Pupils' past work, however, reveals insufficient attention to provision of work relevant to pupils of different levels of attainment and marking is not used sufficiently to inform pupils about what they should do to improve their work. Teachers ensure that pupils with special educational needs benefit from the individual support they receive from teaching assistants and as a result these pupils make good progress and achieve well. Most pupils, however, achieve satisfactorily. Pupils' research skills and subsequent ability to compile factual information and express views are restricted by limited reading, speaking, listening and writing skills.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **satisfactory** and is improving.

### Main strengths and weaknesses

- Teaching is good.
- The standards of pupils' skill in line and form are developing well and are demonstrated well in the quality of shading and perspective in pencil drawings.

## Commentary

76. Standards in art are average and have been maintained since the previous inspection. In view of the upheaval faced by the school in recent months this demonstrates good achievement. Good teaching, observed in two lessons, stimulates pupils' interest and enthusiasm while encouraging them to use a range of resources. Opportunities for pupils to comment constructively on their own work and that of others further develop their knowledge and understanding and contribute well to promoting pupils' speaking and listening skills.
77. A range of skills and techniques is evident in work displayed throughout the school. A strong feature is the high quality of pencil drawings and shading. Opportunities to study the work of other artists enable pupils to produce abstract pictures in the style of Mondrian. The work of David Hockney and Vincent van Gogh also influences pupils' work. Pupils take good advantage of visits to the Yorkshire Sculpture Park close to the school, which influences some of the work on shape and form. The quality of artwork around the school is good and is celebrated well in high quality displays.
78. Good cross-curricular links with history result in some intricate drawings of Egyptian masks, jewellery and a sarcophagus. Creative skills are used well when Tudor homes are carefully drawn, and show good understanding of perspective. Pattern and texture are further explored with good effect through the study and reproduction of African masks, and photographic evidence supports work in science on the study of mini-beasts and the life-cycle of a butterfly. Good observational drawing provides pupils with an opportunity to develop their descriptive writing.
79. Pupils' attitudes to their work in art are very positive and they enjoy their work. Those with special educational needs are well supported and make a meaningful contribution to lessons. Support assistants are used well to promote pupils' independence.

## Design and technology

The provision in design and technology is **satisfactory**.

### Main strengths and weaknesses

- Most pupils make good progress in the acquisition of practical skills such as measuring, cutting, fastening, sewing and cooking.
- Most pupils enjoy design and technology and work steadily towards achieving the tasks they are set.
- Limited literacy and numeracy skills are a barrier to most pupils' learning and have a negative impact on the rate of progress made and the standards attained.

## Commentary

80. Evidence gained from the work of pupils aged seven, nine and eleven confirms they have been provided with a satisfactory design and technology curriculum that covers outline design work, planning, making and evaluating skills. At the end of Year 2 most pupils consolidate making skills and construct a vehicle with wheels and axles. Higher ability pupils incorporate opening doors. Teachers provide a range of suitable activities to promote and refine skills and pupils' past work suggests teaching over time is satisfactory. In the one lesson observed during this inspection, Year 3 pupils achieved well because the teacher had assembled a good range of packages that promoted effective group discussion on the suitability of the designs for the purpose intended. Pupils' completed work reveals that written work describing the planning, design and evaluating of products is restricted by pupils' limited literacy skills and this is a

barrier to the rate of progress made. Many pupils are not yet sufficiently confident in drawing on a range of vocabulary to express their views of design strengths and aspects to be improved.

## Music

It was not possible to gather evidence for this subject, so no judgements are made. A good lesson was seen in Year 1 in which pupil participation was high. They experienced high and low and soft and loud sounds, creating these sounds with their bodies. Pupils enjoyed the actions producing a range of sounds. The teacher made good use of musical vocabulary, pace was good and most pupils including the two reception children achieved well.

## Physical education

Provision in physical education is **generally satisfactory** although there is lack of the range of large equipment for teaching gymnastics. The school is also restricted in providing extra-curricular activities such as sport, games and athletics because pupils are bussed to the school.

## Main strengths and weaknesses

- Good procedures for safety are well established through the school.
- The school still has only limited amounts of large apparatus, particularly for introducing climbing activities.

## Commentary

81. In the two lessons observed, standards were judged to be average overall. This position has been maintained since the last inspection. Pupils with special educational needs were fully included in all activities due to the good level of support they received. Pupils participated with care and regard to safety. Pupils were taught to manage their bodies well and to handle equipment with care. Most pupils were aware of the effect of physical exercise on their bodies. They used space with regard to others and had the confidence to reproduce and explore simple actions, showing basic control and co-ordination. Teachers provided opportunities for pupils to analyse their own performance and those of others and to give evaluative feedback to classmates. This contributed satisfactorily to improving pupils' performance. Most pupils showed a clear understanding of how well they were doing. Year 6 pupils' movements showed co-ordination, varying speed and firm control. Teachers set high expectations through the effective use of demonstration by adults and good examples of pupils' performance. In games pupils demonstrated their planning skills in sending and receiving a ball to a satisfactory standard.
82. The school is severely restricted by the lack of large apparatus in providing the full range of gymnastics activities, particularly for climbing. However, the school delivers adequate coverage of the programmes of study with further training identified in dance later in the year. By undertaking national games' initiatives, the school has ensured that there is an improved supply of games equipment available. The co-ordinator, headteacher and key staff have shown ingenuity in overcoming barriers to learning and physical development and in ensuring adequate provision in challenging circumstances.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENT

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