

INSPECTION REPORT

KILNHURST PRIMARY SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106878

Headteacher: Mrs P Ward

Lead inspector: Dr Mike Williams

Dates of inspection: 8 - 10 December 2003

Inspection number: 256608

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:	216
School address:	Hooton Road Kilnhurst Rotherham
Postcode:	S64 5TA
Telephone number:	(01709) 570590
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Tony Holmes
Date of previous inspection:	14 June 1999

CHARACTERISTICS OF THE SCHOOL

Kilnhurst Primary is situated in the old mining village of Kilnhurst, close to Rotherham. It takes boys and girls from 3 to 11 years of age, most of whom live in the immediate locality. Children's attainment on entry to the school is average overall. At present, the nursery takes 28 children who attend part-time. Pupils' socio-economic circumstances are broadly in line with the national average. There are very few pupils who come from ethnic minority backgrounds and currently all speak English as their first language. The proportion of pupils receiving free school meals is just below the national average. The school enjoys strong links with the local community, including a very close working relationship with the local comprehensive school. The school has been awarded Investors in People status.

A significant feature of the school is the autistic unit (The Resource) located on its site that currently has 18 pupils on roll. Provided by the local authority for children throughout the region, this facility is highly valued by the school and is fully integrated into its life and work. Apart from the pupils in the unit, the proportion of pupils on the school's special needs register is average compared to schools nationally. Six pupils have statements which is a high proportion relative to other schools. Standards of attainment have risen quite sharply over the past two years, enabling the school to recover from a period of steadily declining results in the national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19388	Mike Williams	Lead inspector	English Religious education Physical education Provision for pupils with special educational needs
19342	Tom Heavey	Lay inspector	
18146	Michael Onyon	Team inspector	Foundation Stage Mathematics Geography History Music
32834	Gerald Pinder	Team inspector	Science Information and communication technology Art and design Design and technology
27409	Susan Hunt	Team inspector	Special educational needs (Autistic Unit)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Kilnhurst Primary is a good and improving school that gives good value for money.

Pupils achieve satisfactorily in English, mathematics and science by the end of Year 6 and attain standards that are in line with, or very close to, national averages. Pupils with special educational needs and pupils in the autistic unit achieve well. Standards have risen significantly in the last two years.

The school's main strengths and weaknesses are:

- The leadership and management of the school are highly effective
- Teaching is good overall and the curriculum is imaginative and well planned
- Pupils' attitudes, behaviour and personal development are very good
- The school provides a very caring, supportive and inclusive environment and has very strong links with its parents and the local community
- Standards of attainment have improved considerably in the past two years, but are not yet high enough in writing and in information and communication technology (ICT)
- Pupils do not make as much progress in some classes as in others

The school is a much more effective one than it was at the time of the last inspection in 1999. There is more good and very good teaching. The low academic standards reflected in the school's national test results between 1999 and 2001 have been reversed and the trend in the school's results since 2001 is sharply upwards. Relationships with parents are more productive. Pupils' attitudes and behaviour are even more of a strength than they were previously. The curriculum is now much better planned.

The key issues from the last report have been effectively acted on, much of this work attributable to the period since the current headteacher's appointment in 2001. Unlike in 1999, the school now meets all statutory requirements.

STANDARDS ACHIEVED

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

*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.*

Pupils achieve satisfactorily. Current standards in English are average and very close to average in mathematics and science. This represents satisfactory achievement for these pupils, given that they entered the school (not all of them into the nursery as quite a number joined later) with average literacy and numeracy skills overall. Standards in Year 2 are well above average in reading and mathematics, and above average in writing, indicating that pupils achieve well. The results for 2004 are unlikely to be as high because the current Year 2 class have a larger number of lower attaining pupils. Standards of writing in Years 1-6, though improving, are not as good as they should be. Children in the nursery and the reception class achieve particularly well. By the time they are due to join Year 1, they are ahead of the expected levels for children of their age.

Pupils' personal qualities are very good. Pupils have a very good understanding of living in a community and very good attitudes towards learning. Their behaviour, and their care and respect for others, not least for the autistic pupils within their community, are first rate. Pupils' attendance is satisfactory overall, but suffers from families taking term-time holidays.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good

Teaching is good. Pupils are keen to learn because they find most lessons enjoyable and interesting. Teachers plan very well and in most cases are very clear about what they expect pupils to learn. Classroom practice, however, is not consistent in all classes. Some lessons are not sufficiently challenging and pupils, as a result, make less progress. Support staff make a significant contribution to the quality of teaching and learning.

The school provides an exciting, wide-ranging curriculum enriched by educational visits and by very productive links with the community and with one local secondary school in particular. Provision for pupils with special educational needs, and pupils in the autistic unit, is good. The care, guidance and support given to pupils are of a high order. Relationships with parents are a strength of the school, enabling parents to be fully involved in the school's work.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The leadership and management of the headteacher, well supported by governors and the entire staff, are very effective. This has been the key to the school's recent progress. The governance of the school is good. Monitoring and review procedures are very good and help to raise standards. However, there is now scope for them to be used more widely to monitor standards, and pupils' progress, in subjects other than English and mathematics.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils alike hold the school in very high esteem. Both were equally positive and complimentary about all aspects of the school's life and work in the questionnaires they completed before the inspection.

IMPROVEMENTS NEEDED

- The school needs to improve the quality of pupils' writing so that it consistently reaches the standards of which they are capable
- The school needs to improve its provision in ICT in Years 3-6 so that pupils can achieve appropriately
- In science, pupils need to be provided with more opportunities for carrying out scientific investigations, especially in Years 3-6
- The school needs to continue to improve the overall effectiveness of its teaching so as to achieve greater consistency in pupils' progress and achievement as they move through the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in the Foundation Stage and satisfactory overall in Years 1-2 and in Years 3-6. However, pupils' achievement tends to be significantly better in some year groups than others. Pupils with special educational needs achieve well, as do pupils from the autistic unit who join the main school classes achieve, many of whom attain standards in line with the majority of pupils in their class. Overall, boys and girls achieve at similar rates.

Main strengths and weaknesses

- Foundation Stage pupils make good progress because the teaching is very good
- Pupils achieve well in mathematics, art and design, geography and history
- Results in National Curriculum tests have improved significantly since 2001 at Years 2 and 6, rising at a much faster rate than the national trend
- The quality of pupils' written work does not consistently match the standards of which they are capable
- Pupils in Years 3-6 do not achieve well enough in information and communication technology (ICT)
- Pupils' rates of progress are uneven as they move through the school.

Commentary

1. Results in the 2003 national tests for Year 2 pupils were above average in reading and writing and mathematics. In reading and mathematics, an above average proportion of pupils did better than the nationally expected standard. Teacher assessments were above average in science. Results are likely to be lower in 2004 because of increased numbers of pupils with special educational needs, a much larger number of pupils from the autistic unit (eight), and a greater proportion of average and lower ability pupils, in the current Year 2 cohort.

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

Standards in:	School results	National results
Reading	17.6 (16.2)	15.8 (15.7)
Writing	15.3 (13.5)	14.4 (14.3)
Mathematics	17.5 (17.4)	16.5 (16.2)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. At the end of Year 6 in 2003, the percentage of pupils reaching Level 4 (the nationally expected standard) in the national tests in English, mathematics and science was close to the national average. The percentage reaching Level 5 (exceeding the standard expected) was above average in English, average in mathematics, but just below average in science. Overall, this represents a sharp rise in standards compared to the school's results in 2002 and 2001. These results include pupils from the autistic unit, the effect of which is to depress the school's overall performance slightly. The school comfortably met its targets in mathematics. In English, the target for pupils reaching the national standard (Level 4) not achieved. However, the target for pupils exceeding the national standard (Level 5) was achieved by a wide margin. The targets were very challenging. The current Year 6 pupils are on course to maintain the levels of performance reached in 2003.

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

Standards in:	School results	National results
English	26.6 (25.4)	27.0 (27.0)
mathematics	26.5 (25.8)	26.7 (26.6)
science	28.5 (27.6)	28.3 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

3. Children in the Foundation Stage make good progress in all areas of learning, and will be above what is expected by the time they enter Year 1.
4. In the current Year 2, standards are above average in mathematics; average in reading, science and ICT and below average in writing. As a year group, they should be doing slightly better than this considering the standards they achieved in the Foundation Stage. They make good progress currently.
5. In the current Year 6, standards are above average in mathematics and average in English and science. They are below average in ICT. Overall, pupils achieve satisfactorily, but make better progress in mathematics than in other subjects. Pupils' progress across Years 3-6 is uneven because of inconsistencies in the quality of teaching and provision, both currently and in the past. They make particularly good progress in Year 6. Standards in writing throughout the school, though improving, too often betray signs of casual spelling, grammatical weaknesses and indifferent presentation.
6. Standards in art and design, geography and history are above expectations throughout the school. In religious education, pupils reach the standards expected in the locally agreed syllabus.
7. The national test data occasionally show fluctuations in the achievement of boys and girls, but there are no consistent or significant patterns of variation. Pupils with special educational needs, including pupils in the autistic unit, achieve well, reflecting the good provision made for them. The majority of gifted and talented pupils achieve appropriately. They do well in mathematics, and in the classes where the teaching is strongest, because the work is more effectively targeted to extend their learning.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good, as is their behaviour. The school has effective procedures for promoting good attendance; however, attendance figures are only just satisfactory overall.

Main strengths and weaknesses

- Pupils enjoy school and are punctual
- Pupils' attitudes, their behaviour and personal development are strengths of the school and are promoted very well
- In spite of the school's efforts to promote good attendance, attendance figures are lower than they should be due to families taking term-time holidays

Commentary

8. Pupils' attitudes towards school and learning are very positive. All but one of the 146 children completing the pre-inspection questionnaire said that they liked coming to school. They also show very positive attitudes towards each other. A good example is

the autistic pupil who said that he wanted to go to the secondary school to which most of the Kilnhurst pupils go, rather than to his own local school, because he would remain with his friends whom he believed would care about him more than others would. Pupils' levels of moral and social awareness are very mature for their age.

9. Pupils respond very well to the school's behaviour policies in lessons and around the school. There is no evidence of bullying or harassment of other pupils. They are polite, cooperative and considerate to adults and to each other. "We behave well because we know it is the right thing to do, not because the teachers tell us to", was the verdict of one Year 6 pupil. There are no exclusions.
10. Pupils take responsibility seriously. All but the nursery children elect members to represent them on the pupil committee. They feel that their views are respected by staff and have seen action taken as a result of their suggestions. Pupils say that they like this kind of responsibility because they feel included in the running of their own community. Their confidence and self-esteem are also well promoted through involvement with various initiatives and events, including fund-raising. They take a pride in their school community and its achievements.
11. As soon as they enter the school, children's personal development is given high priority. Assemblies are a strong focus for promoting pupils' understanding their own place in the world and for respecting and being compassionate to others. They successfully learn about similarities and differences between themselves and those from other cultures, enabling them to respect and appreciate cultural differences such as dress, food, traditions and art. This is very helpful in establishing the strong sense of social harmony that permeates the school. Teachers effectively promote the importance of community values and the benefits of an inclusive society, not just in personal, social and health education (PSHE) and religious education lessons, but whenever the opportunity arises.

Attendance

Attendance overall is satisfactory. Rates of unauthorised absence are low. In contrast, rates of authorised absence are slightly higher than the national average. This is due to families taking term-time holidays because, they say, the cost of holidays in the high season is prohibitive. The school does what it can to discourage this, explaining to parents the consequences in terms of their children's learning progress. Punctuality is very good, highlighting pupils' commitment to learning and their high opinion of the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	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.

Exclusions

There have been no exclusions in the last school year

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good, the curriculum is broad and stimulating and effectively enriched by educational experiences beyond the classroom. Pupils are secure in school, very well cared for and enjoy being at school.

Teaching and learning

Teaching and learning are very good in the Foundation Stage, and are good in the other two phases of the school and in the autistic unit. Teachers are highly committed and work very effectively as a team. Their use of assessment is satisfactory overall and good in the Foundation Stage, English, mathematics and special educational needs.

Main strengths and weaknesses

- Very good planning and organisation of lessons, based upon teachers' good knowledge of the subjects of the curriculum
- Deployment of support staff who are fully involved in lesson planning.
- Very good relationships between teachers and pupils
- When teaching is less than good, expectations are unclear and there is a lack of challenge
- Assessments in English and mathematics help pupils understand how they can improve. However the assessment of pupils' performance is not applied consistently in other subjects

Commentary

12. Teaching, overall, is better than it was at the time of the last inspection. The school's systems for monitoring teachers' performance in the classroom are much more systematic and rigorous than they were and are closely linked to staff training and support. There is more good and very good teaching, including one lesson of very high quality, than previously. The major area of improvement is in teachers' planning. This was a key weakness in 1999, and is now a strength. Two unsatisfactory lessons were seen. Additionally, a number of lessons in Years 1-6, though satisfactory, were not as effective as they could have been. The school is aware of inconsistencies in the quality of its teaching and is steadily eliminating them. The quality of learning is also good overall, but not consistently so.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	8 (24 %)	14 (43 %)	8 (24 %)	2 (6 %)	0	0

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

13. Teaching and learning in the Foundation Stage are very good. The staff work very effectively as a team, offering children a well-balanced and stimulating curriculum. They encourage children to make independent choices about their learning activities. The balance of direct teaching and independent work is good. Children are taught skills well and given well-planned opportunities to apply their skills. Examples of good practice abound.
14. Lesson planning and organisation are invariably very good in Years 1-6, helping to ensure that most lessons run smoothly in practice. Teachers have a good knowledge of English and mathematics. Lessons are planned to build on what went before. In most cases, clear explanations secure pupils' understanding of what is going on and

what they are expected to do. Where teaching is good and better, teachers constantly check pupils' understanding throughout lessons and, if appropriate, adapt what they are doing to either revisit an idea or move more quickly on to the next stage of learning. In the less effective lessons, the level of challenge is not high enough and the pace of learning is too slow for the average and more able pupils. Sometimes the focus of the lesson is too imprecise to enable pupils to know exactly what they are expected to learn.

15. Teachers use a wide, and often imaginative, range of teaching methods. This is because virtually all teachers make good use of what pupils can do to build learning systematically during each lesson and over time. They set realistic targets for pupils, driving up standards, particularly in mathematics. Work is often set in the context of everyday problems, which makes it meaningful to the pupils, who realise why they need to practise and develop further the skills they are being taught. The work is interesting and because of this pupils work hard and achieve good results. For example, in a very good mathematics lesson in Year 5 on solving number problems, pupils were able to identify the method of calculation most appropriate for the problem and to share their strategies with their peers. Equally, there are examples of pupils achieving less than they should because teachers give them too little time to complete the tasks they have planned, or because the tasks lack interest.
16. The teaching of pupils with special educational needs is good overall. Most teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties, especially in English and mathematics. Teachers' lesson plans identify and include specific activities for these pupils, enabling them to make good progress. Teaching assistants are well briefed and supported through detailed planning procedures and through well-constructed individual education plans for pupils. These include targets that are more specific and tightly focused than at the time of the last inspection. The deployment of teaching assistants in classes is good, and especially effective in supporting pupils from the autistic unit who are learning alongside their peers.
17. In virtually all the lessons seen, teachers managed pupils' behaviour well, resulting in a calm and purposeful ethos for learning. Pupils work hard to please the teachers and support staff. They help each other by explaining to classmates how they have done something, such as in mathematics or when working on the computers. Evaluation sessions, during and at the end of lessons, encourage pupils to think carefully about what they could do to improve their work. For example, in a lesson in design and technology pupils discussed the best way in which to construct a model of a fairground ride, working hard, sharing tools and communicating effectively. Similarly, teachers' comments in pupils' workbooks make pupils think about how well they are doing. However, the quality of these is inconsistent from class to class and subject to subject. They do not always give pupils a good enough indication of how they could improve their work next time.
18. Overall, the school's assessment procedures are satisfactory and are good for English, mathematics, the Foundation Stage, and for pupils with special educational needs, including the autistic pupils. They help ensure that pupils' work is matched to their needs. The best teaching responds to the efforts of pupils very well, giving them good quality feedback about what they need to do next. The marking of pupils' work is generally good. Teachers appreciate well-produced work and help pupils understand how they can do better. Assessment is well used in English and mathematics to identify strengths and weaknesses in pupils' learning and to set ambitious learning targets for pupils. Assessment is also well used to achieve early identification of pupils with special educational needs and to monitor and review their progress. The school is now in a strong position to extend its good assessment practice more widely across other subjects. This is already under way in science and ICT.

The curriculum

The school provides a good curriculum. It is imaginative and well planned to engage the interest of pupils of all abilities and needs.

Main strengths and weaknesses

- Very good enrichment activities
- Very innovative curriculum development, leading to good cross-curricular provision, especially in literacy
- Good support for pupils needing additional help, including pupils with special educational needs
- Inclusion policy very well implemented
- There are gaps in the coverage for science and ICT

Commentary

19. The quality and range of the curriculum are good. The school meets all statutory requirements, including sex, drugs and health education, and those laid down in the locally agreed syllabus for religious education. However, there are gaps in the provision. In ICT, the requirements for Years 3-6 are not well enough covered. In science, particularly in Years 3-6, there are too few opportunities for pupils to engage in experimental work.
20. Under the direction of the headteacher, the school has recently carried out a major revision of its curriculum, the aim being to provide pupils with a more creative focus for their learning based on real contexts and experiences. Educational visits are very effectively used as a springboard for planning work across the different subject boundaries without losing sight of the discrete subject skills that pupils need to acquire. Although only in its first year of implementation, the revised curriculum is already proving effective. Provision for English, mathematics, ICT, geography and history are all much stronger than they were and pupils talk of the excitement they derive from work that stems from experiences that they can identify with. The improved range and quality of pupils' writing are evidence of the impact of this new approach.
21. Specialist teachers, most of them from the local comprehensive school, are used to teach French, Spanish and some elements of music, mathematics, ICT and physical education (PE). This gives the curriculum added breadth and depth, as does the good range of extra-curricular activities provided through clubs and community links. This helps to account for the high levels of pupil satisfaction with the school, and the very good quality of their personal development.
22. The provision for pupils with special educational needs, including pupils in the autistic unit, is good. Well-constructed individual education plans provide clear and specific guidance for teachers when planning lessons. Teachers are well supported by a very generous allocation of extra staff who work very hard and very effectively. Inclusion of pupils from the autistic unit into all aspects of the school's life and work, as appropriate to their needs and circumstances, is a source of great pride to the school, and justifiably so. The curriculum for the more able pupils is well provided for in mathematics in Years 3-6, but less systematically provided for in English and science. All pupils are equally valued, whatever their capabilities, and are well prepared for the next stages in their education.
23. The school benefits from good quality, well adapted buildings. The accommodation is well resourced and furnished. Bright and colourful displays of work are used throughout the school, apart from the hall, to provide a stimulating and challenging atmosphere for learning. There is good specialist accommodation for ICT and a well-

stocked library. Learning resources are good in English and mathematics and are being systematically strengthened in other subjects, especially ICT. Overall, the quality of the school's curriculum has made significant strides since the last inspection.

Care, guidance and support

The care, guidance and support for pupils are very good

Main strengths and weaknesses

- The procedures for ensuring pupils' care, protection, welfare, health and safety are very effective
- There is strong personal support and guidance for pupils based on effective monitoring and high levels of well trained support staff
- The implementation of the school's policy for inclusion, highlighted in the integration arrangements with the autistic unit, is very successful

Commentary

24. Procedures for promoting pupils' care and welfare have been considerably strengthened in the last two years. Child protection procedures meet statutory requirements and are well known to staff, as are the first aid procedures and fire precaution arrangements. The school places a high priority on making pupils feel safe and secure. As a result, the school enjoys an atmosphere of security and calm. Despite the school's best efforts, the main threat to pupils' safety comes from the driveway immediately outside the school gates and the busy road beyond. It is now approaching two years since an agreement to install traffic calming measures was secured by the school, but still the risks remain.
25. The careful arrangements for admission to the Foundation Stage are applied with equal sensitivity to procedures for transfer to the main school, and later to the local secondary schools. Rigorous monitoring procedures now enable the school to target support for pupils more accurately and effectively than previously. An extensive corps of well-trained, committed, support staff, help this process. While all pupils benefit from this, it is especially productive in helping those with special educational needs, including those in the autistic unit. Very good teamwork, effective working relationships and high morale within the staff make for a very positive and supportive learning climate. Pupils say that this helps their learning.
26. Pupils feel that the adults in the school take them seriously and show them respect. They say they feel "important". Pupil opinion is canvassed through the pupil committee on matters relating to school life and is acted on; for example, in respect of improving the provision of dustbins in the playground. Pupils genuinely care for, and support, one another. The atmosphere of security and harmony that characterises the school contributes significantly to pupils' achievements in the classroom.

Partnership with parents, other schools and the community

Links with parents are very good and contribute significantly to pupils' achievement and learning. There are very strong links with the community.

Main strengths and weaknesses

- The quality of information to parents is very good
- Parents are very positive about the school and the progress it has made in the last two years
- Links with the community, especially one of the local secondary schools, are very productive

Commentary

27. Over the past two years, the school has secured a very good working relationship with parents. Parents were overwhelmingly positive about the school at their pre-inspection meeting and in their responses to the parent questionnaire. They have confidence in the management and respect for the staff. Pre-arranged consultations, informal chats and formally organised progress meetings are all highly valued as part of the school's open-door policy. Annual pupil reports are informative and fulfil statutory requirements, as do the school's annual report to parents and the prospectus. The prospectus is of very high quality.
28. Children's learning at home, especially their reading, benefits from specific guidance for parents provided by the school.. The "mini" prospectus and the termly curriculum plans also identify for parents what their children are learning in school. "Curriculum evenings" are held to inform parents about how the school teaches its curriculum, but these have not been well attended. For their part, parents help out in great numbers in the classroom, hearing children read, preparing lesson materials, and in supporting the social and fund-raising activities of the Friends of Kilnhurst.
29. Links with local schools are very productive, especially with the main secondary receiver school. The latter provides teaching sessions in PE, mathematics/ICT, French and Spanish, as well as developing other areas of cooperation. These include help with training student teachers, joint training of teaching assistants, work experience and curriculum development. Kilnhurst parents value highly the benefits that derive from this very close working relationship between the two schools.
30. Links with other areas of the community are also very productive. For example, educational visits in the locality feed into pupils' work in lessons. Visits of individuals, community groups and local agencies into the school further support pupils' learning. The Investors in People award, and participation in national initiatives, extend community work in the school. Not content with receiving support from others, the school shows its care and concern for disadvantaged members of society by raising considerable sums of money for charitable causes.

LEADERSHIP AND MANAGEMENT

Leadership of the school is very good. The management of the headteacher and senior staff is very effective. The headteacher and her deputy provide very good leadership. Governors are well informed and provide the school with good support.

Main strengths and weaknesses

- The headteacher and her deputy lead the school very effectively, and have established a management style based on teamwork and collective responsibility
- The policy of inclusion has been particularly well implemented
- The governing body is very committed and offers good levels of support
- Financial management is very good
- Effective monitoring is raising standards of teaching and learning, particularly in English and mathematics
- The school improvement plan is occasionally not precise enough about how progress is to be measured when seeking to raise standards of attainment
- Monitoring arrangements for subjects other than English and mathematics are less effective

Commentary

31. The headteacher's inspiring and energetic leadership has been instrumental in taking the school forward since her appointment in 2001. Appointed at a time when the school's national test results were falling annually and morale was, according to many parents and governors, declining steadily, she has secured, through her vision and dedication, the full support of parents, governors and staff in the period since then. The school is now infused with a spirit of confidence, self-belief and a determination to do the best for its pupils.
32. The foundations for raising standards have been very carefully laid. Effective strengthening of the procedures for monitoring performance has enabled the school to have a much sharper picture of its strengths and weaknesses than previously. These feed into the school's improvement plan and are supported by detailed action plans linked to senior staff management responsibilities and to individual staff performance targets. Improved results in English, mathematics and science in the national tests reflect the impact of these changes. Next steps are to extend this process more widely to other areas of the curriculum and to be more precise in the school improvement plan about the measurable success criteria being used to target higher standards of attainment.
33. The school has also introduced major changes to its curriculum. It is still too early to measure the full impact of these developments. However, pupils and teachers are quick to express their enthusiasm for them. The improved range and quality of pupils' writing suggest that they are having a positive effect. Equally challenging has been the decision to create a more inclusive community within the school. The practical challenge of establishing working links between the main school and the autistic unit has been achieved because of the very clear vision of the headteacher and governors and the sheer determination of all staff to make the policy work. Parents and pupils say that they feel proud of the school's achievement.
34. The governors, several of them new to this work, have played a full part in reviewing policies and procedures, working to their strengths and applying their expertise to raise standards. They fully meet their statutory obligations. Governors now have a committee structure that they feel is effective. Financial policies and procedures have been introduced that work well. The new monitoring and review procedures help governors to be aware of the school's strengths and weaknesses. They successfully use this information to play a constructive role in putting together the school improvement plan, but are less certain about their role in evaluating how effectively the funds allocated to the plan have been spent. The chair of governors has developed a very effective partnership with the headteacher. Both express a single, simple, vision for the school; "to do the very best for all the pupils". Parents are delighted by this. As one put it at the parents' meeting: "The school has changed. Now the pupils are always at the centre of everything the school does."

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	830,522
Total expenditure	788,709
Expenditure per pupil	2,921

Balances (£)	
Balance from previous year	4,771
Balance carried forward to the next	41,813

35. The school's finance committee, led by the chair of governors, receives regular reports about the school's financial position and is in a good position to check that the budget is prudently spent. The school is helped in this respect by a bursar who is responsible for reconciling the school's accounts. This she does efficiently and effectively. Governors work well with the headteacher to ensure that expenditure for the coming year is closely aligned to the agreed areas for development in the school. The decision to invest heavily in additional support in the classrooms is a good example of matching longer-term planning strategies to longer-term budgeting. The large balance carried forward into the current financial year was due to a late payment by the local authority and has been spent appropriately.
36. Arrangements for the control, monitoring and review of the school budget are very good. Subject co-ordinators are responsible for administering their own allocations of funds, linked to the priorities for expenditure identified in their action plans within the school improvement plan. The school makes good arrangements for the day-to-day administration of its finances and for ensuring that the principles of value for money are observed when securing contracts or supplies.

THE UNIT FOR AUTISTIC PUPILS

The provision for the autistic unit is good

Main strengths and weaknesses

- Leadership and management of the unit are good and developing
- Pupils are well integrated into the main school
- Teaching is good
- Individual education plans are clear and specific to the needs of all pupils
- Pupils respond well to the strong support given by assistants in all classes seen
- Staff would benefit from further training to meet the increasingly complex range of needs presented by pupils referred to the unit

Commentary

37. Pupils from the unit with mild to moderate autism who have been fully integrated into the main school, make satisfactory or better progress. Many achieve well, helped by the high level of extra support they receive. In a Year 5 mathematics class, for example, an autistic pupil could explain very clearly and demonstrate on the whiteboard how to plot a co-ordinate and go on to explain that co-ordinates referred to points not squares between points. A Year 3 pupil, integrated recently into the main school, was working well with his classmates celebrating a Hindu morning in a religious education session. This pupil returns to the unit with five classmates each week to have a social skills session, which is working very well for all six pupils.
38. The quality of teaching is good. Teachers plan well to meet pupils' needs and manage their behaviour effectively. Autistic pupils have clear targets that are discussed and negotiated with them and reviewed once each term. These targets cover both academic and social areas and are designed to promote the development of skills to enable pupils to integrate well with other pupils and staff. They are effectively used by teachers in the main school to inform their planning for these pupils. Liaison between class teachers and support staff is good. In the unit itself, there are now a small number of pupils with extreme autism. The school is aware that staff will require additional training in order to ensure that these pupils' specific needs and behaviours are fully catered for.

39. The unit provides good opportunities for the majority of mildly autistic pupils to improve their social and communication skills in order to help them with their everyday living. Staffing ratios are very high within the unit, often providing one to one support for each pupil. In addition, small groups of main school pupils benefit greatly by regularly joining them for the social and communication sessions. These are taught to very small groups of pupils of a similar age and provide a good opportunity for intensive work with individuals.
40. Pupils within the unit have an appropriate curriculum, providing them with access to the same subjects as other pupils. Accurate assessments are made of their progress in relation to academic and social targets, and the information is used well to promote further progress. Records are very thorough and provide a comprehensive and helpful picture of each individual pupil.
41. The leadership and management of the autistic unit are good. Monitoring information is well used to raise the quality of teaching, learning and provision. Links with the main school are very well co-ordinated, ensuring that the autistic pupils can, and do, benefit significantly from the opportunity to belong to a shared community without risk to their educational development and progress. The head of the unit has very recently qualified in the use of PECS (Picture Exchange Communication Schedule) and this needs to be cascaded to his staff so that they are in a better position to help autistic pupils with specific communication difficulties. The school needs to ensure that staff qualifications and training keep abreast of any developments in the profiles of pupils entering the unit.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Overall, the provision in the Foundation Stage is **very good**.

The leadership and management of the Foundation Stage are very good, ensuring that the curriculum is covered well and that teaching is appropriate for the needs of all children. There have been a number of changes of staff over the last two years. All have worked hard to improve provision. Since the previous inspection, provision has improved and children achieve well. Children enter the nursery with levels of attainment that are broadly average for their age. By the time they leave reception most of them are likely to have exceeded the expectations for children of this age in all six areas of learning. The quality of teaching and learning in the nursery and reception is very good. Children experience a very good start to their life in school.

There are good induction procedures in place to ensure that transition between home and school, and playgroup and school is smooth. The teacher regularly meets the staff and parents prior to the children's admission. The assessment information gathered by the teachers is used very well to plan activities for the children. In addition, the teachers and nursery assistants provide a welcoming atmosphere through which the children feel secure. Relationships are very good and adults value the children equally. As a result, the children feel that they all matter equally. Staff use assessment well and provide detailed reports (Records of Achievement) for parents about the progress of their children, in both the nursery and reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children have very good attitudes to school.
 - The children behave very well.
 - Staff prepare the children well to listen and to learn
42. The children make good progress in their personal, social and emotional development. They are prepared well for the next stage in their education because they are very well behaved and are ready to listen well. A good variety of activities is provided for the children to develop in this area of the curriculum. When listening to stories, for example, they take turns to join in and to listen to the other children. The quality of teaching and learning is very good. Staff introduce the children to school life well. They encourage parents to come into the nursery, at the beginning of the day, which helps to encourage the children to come into the classroom confidently. Children are independent and happy to come to school.
43. Children's behaviour observed during the inspection was very good. They all get on well together, playing together well and sitting quietly and listening. When they sing number rhymes with their teacher, they participate with actions enthusiastically. They show considerable self-confidence when talking with adults, in the full knowledge that they are being listened to.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Children have good opportunities to participate in activities to develop communication skills.
 - Adults use learning opportunities well to develop children's language and literacy.
44. Staff in the nursery and reception are skilled in developing children's knowledge, understanding and skills in language. As a result, the children achieve well. In one session, adults encouraged the children in speaking and listening, reading and writing, on the theme of preparing presents for Christmas. They used resources, such as greeting cards, to encourage discussion. The children soon noticed that the day, time and place were missing from the card. This led them to writing their names on their own cards, with good links across all aspects of children's language development.
45. There are carefully planned opportunities for adult led language sessions, and there are many child-initiated activities such as role-play which children plan for themselves. The environment offers experiences in which children explore, investigate, discover, create, practise and consolidate their developing knowledge, skills and understanding through playing and talking. Well-organised resources encourage the children to make choices. This enables the adults to work alongside children to support their learning, and for the children to successfully make links across all areas of their development.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses:

- The children are learning to count well.
 - Good links are made with other areas of learning such as knowledge and understanding of the world.
46. The children make good learning gains and achieve well in number. During the inspection, they were observed sorting numbers on the washing line, from zero to ten and beyond. They enthusiastically informed the teacher, where numbers should be hung consecutively on the washing line and were delighted to sort them correctly. At the beginning of the day, adults in both the nursery and reception classes very effectively use the registration session to offer children opportunities to count and to use numbers. Several children recognised that if eighteen children were in class that meant that four must be absent.
47. Teachers make good links with other areas of children's learning. For example, after deciding which objects best float and sink, in the water in a tank, they very effectively sorted them and accurately counted how many there were in each category. Staff record children's progress well and offer a good balance between direct teaching and independent opportunities for children to choose their activities. They are learning to count accurately and to understand the value of numbers to ten.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses:

- Children learn well about the world, from first hand experience.
- Adults successfully plan good activities for children's learning.

Commentary

48. The teachers and the nursery assistants plan suitable activities to extend children's knowledge and understanding of the world. The children use their senses to explore their surroundings, listening to the sounds outside and identifying them, with the help of adults. During the inspection, the children were involved in taking their photographs, using a digital camera, and wrapping parcels to give to their parents. This is an example of the way that the school involves and informs the parents about their children's learning. Festivals, such as Christmas are well celebrated, providing children with opportunities to learn about their own culture and beliefs. A display in the reception classroom illustrates the work that children have been involved in learning about the Hindu religion. The children have also taken part in visits outside school. These experiences effectively widen children's knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses:

- Staff provide children with a good variety of physical challenges.
49. By the end of reception the children's physical development is likely to be above the level expected for their age, as a result of the variety of activities planned. The children have access to the outside as a regular learning environment, which is used effectively, not only for physical development, but in supporting other areas of learning. Children use large and small apparatus on a regular basis, enabling them to develop their co-ordination and imagination, frequently using experiences with which they are familiar. For example a 'road' has been marked on their playground area, with opportunities to travel on tricycles and scooters and to take the role of 'lollipop person'.
50. They have access to a larger variety of equipment, such as benches and wall bars in the hall, for more direct teaching. In this way, children are learning a sense of space and moving and growing with confidence. Children use a selection of simple 'tools' and small equipment to develop their fine manipulative skills effectively, such as controlling the computer 'mouse' and handling writing materials. The quality of teaching and learning is good.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses:

- The children make good progress as the result of good teaching.
- There are well-planned opportunities for children to explore ideas and engage their imagination.

Commentary

51. The children achieving at levels above what is expected for their age in the area of creative development. A good variety of well planned opportunities enable children to make choices and to engage in play, singing and experimenting with rhymes. As a result, they are able to expand their imagination as well as develop language skills. They have the opportunity to develop shape and form, for example, when making Christmas cards, and painting pictures of themselves. Displays in the classrooms show that children in the nursery and the reception have the opportunity to draw things that they see. The quality of teaching is very good.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**

Main strengths and weaknesses

- Leadership and management of the subject are very good
- Literacy across the curriculum is very well planned for pupils of all abilities
- Standards of pupils' speaking and listening are good
- Assessment of pupils' progress is thorough and accurate, and in most classes well used to help raise standards
- There is some very strong teaching, but also a minority of teaching that is not effective enough
- Standards in pupils' writing are generally not high enough

Commentary

52. Results in national tests at Years 2 and 6 have improved significantly in the last two years following a period of steady decline since the last inspection in 1999. The judgement that standards were above average at Years 2 and 6 was not borne out by the subsequent test results, which were below average. The current Year 6 pupils are maintaining the recent levels of improvement. They attain average standards and achieve appropriately. The current Year 2 pupils also attain average standards, but this is slightly lower than the standards achieved by Year 2 pupils over the last two years. However, the current Year 2 class has a higher number of lower ability pupils than normal. Also, it is early in the year and pupils have traditionally made rapid progress during the course of Year 2.
53. Pupils achieve well in developing speaking and listening skills. They make good progress because they are given the chance to speak in a range of different situations, including public performances such as the school production of Cinderella taking place during the inspection. Even in Year 2, pupils are challenged to explain their opinions, enabling them to give thoughtful, though sometimes unexpected, responses – "Booty is a pirate's wooden leg". Standards of listening are above average overall. Only occasionally, when the teaching is not sufficiently focused, do pupils lack sustained concentration.
54. Standards in reading in Year 2 are average overall. Most pupils know how to work out the sound and meanings of words. They are taught effectively in lessons, and well supported at home through the school's very good "reading partnership" with parents. The most able readers are fluent and accurate, but could be more expressive. The

weaker readers tend to guess rather than look at the words. They have not made enough progress since the Foundation Stage. Between Years 3 and 6, progress in reading is variable. A significant minority of pupils make too little progress and by Year 6 only reach average standards because of the high quality of support and teaching they receive at this stage. Others make more consistent progress and achieve well. They bring to life the characters they read about. They enjoy reading, visit libraries, have clear preferences about what they like to read and why, and know how to skim read for information-gathering purposes. The weaker readers are no less enthusiastic about reading, but have had too much lost ground to make up.

55. Standards of writing in Year 2 are currently below average and not as good as they should be for pupils who achieved above average standards by the end of the Foundation Stage. Few use extended sentences in the stories they write. Spelling and handwriting are sometimes unsatisfactory, with pupils miscopying words from the board and paying too little attention to consistent letter formation. Standards, overall, are average in Years 3-6. The main strength is pupils' ability, by Year 6, to write in a broad range of contexts and for different purposes; the weakness is the variable rates of progress they make in the process. While a significant number of the younger pupils in this phase struggle to identify an adverb in a text, others write with considerable skill and confidence, using alliterations, rhyming couplets and figurative language; for example, in the Year 4 accounts of a "River Adventure". Casual attitudes towards spelling and grammar are again all too common. In Year 6, high quality teaching eliminates much of this inconsistency, enabling pupils to make good progress, highlighted, for example, in the technical competence and imaginative expression they show in their poems about "The Sea".
56. Overall the quality of teaching is sound. Half of the lessons seen were either good, or in one instance, excellent. The other half were either satisfactory, or in one case, unsatisfactory. The best teaching builds very successfully on the very good relationships teachers establish with pupils. Much of the planning is high quality, with learning objectives very carefully matched to pupils' abilities and needs. In virtually all lessons, teachers manage pupils very effectively, use questioning very well to monitor pupils' learning and give good feedback to pupils. Teachers and support staff work very well together, enabling pupils who find the work difficult to make good progress. The satisfactory, and even unsatisfactory, teaching includes many of these strengths, but lacks the rigour of the better teaching. Introductions and explanations are sometimes too drawn out, resulting in pupils being given too little time to engage in their own learning, especially the more able pupils. In one lesson, the tendency of the teacher to become too easily sidetracked from the main purpose of the lesson, left pupils uncertain about what they needed to achieve.
57. Improvement since the last inspection has been good, due largely to the subject co-ordinator's, and school's, determination to halt the decline in standards. Very effective monitoring and review have enabled the school to identify and act upon the strengths and weaknesses that have been identified. Staff training, reconstruction of the curriculum and improved resources have followed. While the impact of these developments is already evident in improved standards of teaching and learning, the full impact is likely to be longer-term. The school is well placed to reach the ambitious targets it has set itself.

Literacy across the curriculum

58. Literacy is now a well-planned feature of teaching and learning in all subject areas. Educational visits provide stimulating contexts for writing in geography, history and religious education, as well as in literacy lessons. Science investigations provide the basis for report writing, and design and technology is effectively used to promote

literacy skills in instructional writing. Pupils frequently word-process the final drafts of their written work, though even here there are examples in Year 6 of pupils who do spell-check their finished work.

French and Spanish

The provision in French and Spanish is **good**

Main strengths and weaknesses

- Pupils enjoy the lessons and achieve well
- Teaching is good

Commentary

59. Year 6 pupils choose to take French or Spanish for one half-hour lesson a week. Pupils achieve well because they enjoy the challenge of the lessons, especially the French lesson which is conducted entirely in French. Pupils in both classes successfully memorise the words for parts of the body and repeat these with varying degrees of competence.
60. Teaching overall was good in the two lessons seen. Lessons are jointly planned to cover the same content. Good techniques are used to help pupils to learn the language; for example, touching and naming parts of the body in verse. Sessions are taught at a lively pace and are full of buzz and enjoyment. Teachers expect pupils to support each other, which they do very well.
61. The introduction of modern languages into the curriculum is a good initiative which helps to enhance the status of language and communication in the eyes of pupils.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- The quality of leadership in the subject is very good
- The quality of teaching is good overall and is particularly strong in Year 2.
- Planned work builds well on pupils' prior achievement and the identification of gifted pupils in Years 3, 4, 5 and 6 is helping to raise standards
- The school's assessments of pupils' progress are thorough and accurate and the emphasis on problem solving is improving pupils' mathematical understanding
- Where teachers are less confident in mathematics, the outcomes of assessment are not always used well to match tasks to the abilities of pupils

Commentary

62. The quality of provision is similar to that reported at the time of the previous inspection. However, results achieved in national tests, in Years 2 and 6, in the year of the previous inspection would suggest that standards may not have been as high as those indicated. Standards have improved since then. Curriculum leadership and management are very good because the co-ordinator is a very good practitioner and is effective in monitoring and evaluating the provision for mathematics in the school. There is a very clear understanding of strengths and weaknesses and what needs to be done to continue to improve. The school has made significant improvements in its assessment procedures, in particular the analysis of the outcomes of assessment, as an effective tool in helping to engage staff and pupils in the task of raising standards. Standards have improved significantly over the last two years and the school is on

course to reach the demanding targets it has set for test results at the end of Years 2 and 6, in 2004. Currently, standards are above average in the present Year 6. The assessment of pupils in Year 2 indicates a large proportion with special educational needs and, as a result, standards are currently average.

63. The emphasis on problem solving is resulting in pupils improving their understanding of mathematics and in the acquisition of skills. This was observed in a very good mathematics lesson in Year 5 where pupils worked in groups to consider the best strategies for solving problems. Effective learning took place as the pupils were asked to explain to the class their reasoning and predictions. The scrutiny of last year's work and interviews with pupils indicate that most pupils in Year 2 are confident with place value to 1000, can add and subtract two digit numbers and apply simple division and multiplication accurately. Their awareness of the properties of shapes is good. In a Year 2 lesson, pupils successfully represented data about their favourite colours in a block graph. In Year 6, the more able pupils efficiently calculate multiplication and division of decimals by 1000 and 10000. They show a good understanding of percentages and factors. In a Year 6 lesson observed, most pupils were able to plot co-ordinates in a quadrant diagram, as the result of very good teaching. Pupils, gifted in mathematics, in Years 3, 4, 5 and 6, are taught in small groups for two sessions each week, effectively enabling them to work at the higher levels of the National Curriculum, and for their displayed work to provide an inspiration for all pupils.
64. Mental mathematics sessions, at the beginning of lessons, are generally effective. There are shortcomings in some lessons where sessions do not have a sharp enough focus and questioning does not encourage pupils to explain their strategies for calculating. The quality of teaching is good and particularly effective in Year 2. In lessons observed, teachers have a good knowledge of how well pupils have mastered the previous work and have clear targets for what they want individuals and groups to be able to do by the end of the lesson. This provides a clear focus. Skilful questioning challenges pupils to respond at their own level.
65. An improvement since the previous inspection is a much stronger emphasis on problem solving, resulting in pupils improving their understanding of mathematics. Imaginative use of stimulating resources such as projectors and flip charts helps to keep pupils' interest and involvement. Class management is very good. A supportive, positive atmosphere is created and teachers use praise well to motivate the learning and reinforce good behaviour. The final part of more effective lessons is used well to summarise key learning objectives, check understanding and point up future learning. Occasionally, where teaching is less successful, opportunities were missed for pupils to express their own opinions on what they think they achieved in the lesson. In less successful lessons, teachers lack confidence in their own knowledge of the subject and do not always match tasks to the abilities of their pupils, resulting in a slow pace to the lesson.

Mathematics across the curriculum

66. There is appropriate use of mathematics across the curriculum, for example in history, where the display of timelines enables pupils to understand the relationship between different periods studied. In art and design, there has been good use of symmetry by pupils to design and produce Christmas wrapping paper. ICT has been used well in Year 6 for spreadsheet modelling based on school shopping lists. Teachers from a local secondary school help in the teaching of the subject, adding depth and excitement to pupils' learning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Work is well integrated into cross-curricular topics
- The programme of study is well covered apart from scientific enquiry where too few opportunities are provided for pupils to experiment, especially in Years 3-6
- The arrangement of having two subject co-ordinators, neither of whom teaches in Years 1-6, limits their effectiveness

Commentary

67. When pupils enter the school their understanding of science ideas is close to the average for their age. Teacher assessments in 2003 at Year 2 were above the expected standards for schools nationally. Analysis of the work done in Years 1 and 2 indicates that pupils make satisfactory progress, and standards in the current Year 2 are average.
68. National test results at Year 6 in 2003 showed almost all pupils achieving the expected level, although there were less pupils achieving the higher level than is the norm. Analysis of pupils' work in Years 3–6 shows that they continue to make satisfactory progress as they move through the school. Pupils in Year 6 are in line to achieve the expected standards by the end of the school year.
69. As only one lesson was seen during the inspection, it is not possible to make judgements about the quality of teaching in the classroom. However, analysis of pupils' work this term and completed work from last year indicate that science activities are well integrated into topics. For example, pupils in Year 6 practise their report writing skills to explain how photosynthesis enables plants to make their own food. There are opportunities to use skills in mathematics, as when a graph of results made on a computer shows an unexpected dip, and pupils reconsider the results. Science also supports an understanding of health issues, as when a Year 2 class have to decide what constitutes a healthy meal and how food gives us energy. The range of work is good, including topics on life processes and living things, materials and their properties, and physical processes.
70. In the main, teachers do not provide enough opportunities for pupils to develop their understanding of scientific enquiry. The topic-based science work occasionally includes practical experiments, but there are not enough of these for younger pupils to develop their understanding of what makes a fair test. Older pupils do not have sufficient experience of designing experiments to test hypotheses, making systematic observations and measurements, and drawing conclusions.
71. Assessment procedures have been revised to enable teachers to understand more accurately where pupils are experiencing difficulty. This has not yet had time to work through.
72. Co-ordination of the subject is shared by two teachers. As they both work part-time in the autistic unit they are not well placed to manage science provision in the main school. Nonetheless, they have evolved a useful action plan that indicates a good grasp of the issues that need to be addressed in order for standards in science to improve. They have performed a helpful analysis of how pupils answered national test questions, but have not had the opportunity to monitor science teaching and learning in classes from Years 1 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The computer suite provides a good amount of time for whole-class teaching of ICT
- Standards of attainment are unsatisfactory in Years 3-6
- Some equipment is unreliable

Commentary

73. By Year 6, standards of attainment are unsatisfactory.. This is because there has been insufficient work in ICT in the past. Until recently there were difficulties in teaching whole-class lessons. Although the trolley and set of laptop computers could be taken to classes, the equipment was unwieldy to distribute and use, and often unreliable. Now that a room is dedicated as a computer suite, all classes are timetabled for lessons. In two lessons seen, pupils made good progress. Most were able to open and save documents, select text and scroll around a document. The school is now better placed to move forward.
74. One lesson was seen in Year 2. This was extensively interrupted by system failures and allowed only limited evidence of the standards achieved. Most pupils could use the scroll and delete properly. They could backspace and erase and, with the support of the teacher, many could use the touch pad confidently. Completed work in Years 1-2 shows that pupils successfully build on the skills, knowledge and confidence they acquire in the Foundation Stage.
75. The use of national guidance as the basis for planning will help to ensure that pupils, by Year 6, receive the expected subject strands. Examples of pupils' work show that they are learning to use ICT for word-processing, electronic cameras, graphics and data handling. However, at the time of the inspection there was no equipment for older pupils to use the computer to control lights and motors, or to use it to sense temperature, light and sound. Internet safety rules have just been provided and pupils are beginning to use the web for downloading pictures and finding information.
76. The school benefits from a technician who is often on hand to help and a classroom assistant who has computer expertise. Teachers from the secondary school (an ICT specialist school) visit weekly to work with some classes. For example, Year 6 pupils produced some very good work using spreadsheet and graphing software. However, during the inspection the network computers twice failed and appear to be unreliable. As they are battery powered, they do not work for a whole school day. As a result, pupils' learning is often interrupted.
77. The subject is well led. The co-ordinator has produced an accurate evaluation of ICT provision and an appropriate, associated action plan. Assessment procedures are being introduced which will provide a good overview of coverage and indicate the next steps in learning. Since the time of the last inspection there has been a satisfactory improvement in ICT in that teachers have had related training, the hardware and software has improved, and pupils are able to benefit from whole-class lessons.

Information and communication technology across the curriculum

78. There is some good practice of ICT across the curriculum, notably the weekly Year 6 ICT/mathematics session provided by teachers from a local comprehensive school. Further good examples are found in English (word-processing), art and design, design and technology and religious education. However, the quality and extent of the ICT skills developed through these links are variable.

HUMANITIES

During the inspection, one full lesson of religious education (RE) was seen and several lessons that contained some RE content. No geography or history lessons were seen, but samples of pupils' work were scrutinised, displays observed and planning examined.

Geography and history

Provision for geography and history is **good**

Main strengths and weaknesses

- Standards are above average
 - The curriculum is well planned
 - There are inadequate arrangements for assessing standards of teaching and learning
79. From the sample of pupils' work seen, there is every indication that standards in both subjects are above average, in Years 2 and 6, and are better than those seen at the previous inspection. Pupils achieve well. Displays in Year 2 illustrate good quality pupils' work in geography, looking at their own environment and a comparative environment in 'The Isle of Struay'. In history, work related to the life of Grace Darling was linked, effectively, with experiments in science to construct an electrical circuit to light a model lighthouse. In Year 6, displays of pupils' studies of Whitby and Robin Hood's Bay have been linked, very effectively, with work in art and design to make clay models of homes in Whitby and watercolour paintings of the area. Teachers' planning indicates that appropriate areas of the curriculum are covered and taught to pupils at appropriate times and with appropriate attention to the learning of the specific skills associated with these subjects.
80. In both subjects, a good range of visits and visitors play an important part in making work interesting and relevant. In geography, for example younger pupils have explored the environment close to school and have studied the geography of Kilnhurst and Sheffield, successfully mapping the course of the River Don and looking at its impact on the environment. In Year 5, a visit to Irlam Hall has provided the stimulus for studies in both history and geography, looking at weather patterns, land use and producing maps showing features of the area.
81. Subject co-ordinators monitor the teachers' planning for the subjects but have not had the opportunity to observe lessons. The assessment of pupils' progress is not consistent amongst teachers. In consequence, it has not been possible for the co-ordinators to monitor the quality of teaching and provision effectively.

Religious education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Pupils are well informed about the main beliefs and practices in Christianity, Judaism, Hinduism and Islam
- Links with assemblies, PSHE and other subjects are well planned
- The assessment arrangements are inadequate for monitoring standards of teaching and learning across the school

Commentary

82. Standards of attainment meet the requirements of the locally agreed syllabus at Years 2 and 6 and, overall, pupils achieve appropriately. The younger pupils recall in detail the biblical stories they are taught. They display a good knowledge of the Jewish faith. Good links with PSHE enable pupils in Years 1-2 to begin to grasp that people live together in communities and possess different beliefs and practices.
83. Pupils in Years 3-6 also show a good factual knowledge of the topics they study. They are knowledgeable about Christian festivals and practices and the symbolism attached to these. Their knowledge and understanding of Hinduism, which was being taught during the inspection, is to a high standard. They show similar confidence in their knowledge and understanding of Divali celebrations. This is a significant improvement since the last inspection when pupils' appreciation of other faiths and cultures was limited.
84. There is evidence of good teaching from the one lesson observed and the quality of pupils' work. Teachers' planning is thorough and in many cases stimulating, as when a Hindu parent joined the Year 4 class to help prepare food for a Divali celebration. Teachers are adept at creating or responding to opportunities to extend pupils' personal development generally. The importance of understanding and tolerance are frequently highlighted in lessons; for example, in identifying the wide range of cultures in British society, including Hinduism. Assembly themes are well used to support this learning. The school's sponsorship of a young Ethiopian boy's education highlighted the need for communities to support each other, presenting every pupil in the school with a very practical example of their moral and social responsibilities.
85. Improvements in the provision for the subject since the last inspection are the result of better leadership and management. An audit of teachers' plans has been effective in strengthening curriculum coverage. An audit of resource needs has been similarly effective. In contrast, progress has not been made with tackling the monitoring and assessment weaknesses noted at the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design, two in design and technology, none in music and two in physical education (PE).

Art and design

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

Strengths and weaknesses

- Standards are above average and pupils achieve well
 - Links with other subjects are effective
86. Analysis of artwork displayed in the school and in pupils' folders shows that standards are good throughout the school. Only two lessons were seen, but in both there was a good variety of activities for pupils, resourced by bright attractive materials. Both the lessons had a strong cross-curricular element.
 87. Special art days and visiting artists help pupils to achieve well. Pupils made very good clay sculptures of winter sports such as sledging and skiing from terracotta clay. The wide range of activities seen in the lessons was also apparent in the displays which used a good variety of artistic materials and techniques. By Year 6, pupils are able to produce artwork of a good standard, and those with better skills do some very good work.

88. In the two lessons seen, the quality of teaching was good. The subject is well managed and standards have improved since the last inspection.

Design and technology

Provision in design technology is **satisfactory**

Main strengths and weaknesses

- Cross-curricular links are well planned
89. Evidence from the two lessons seen and the displayed work around the school indicates that standards are satisfactory. This is an improvement since the last inspection when pupils' progress was reported as unsatisfactory. Expectations of pupils are clear and the elements of generating and developing designs, selecting materials, using tools, and evaluating products are all taught. There is a strong cross-curricular element to the work that adds purpose to the pupils' learning.
90. Where the teaching is good, the teacher encourages pupils to work on their own designs, solving problems and practising skills. Sound leadership of the subject has ensured that the provision is much more effectively planned than previously.

Music

91. Too little evidence was available for an overall judgement on provision in music to be made.

Physical education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- The teaching of specific skills is good
- Pupils are enthusiastic and eager to improve
- The assessment arrangements are not adequate for monitoring standards of teaching and learning across the school

Commentary

93. On the evidence of the two lessons seen, one in Year 4 and the other in Year 2, pupils achieve satisfactory standards. Quite a number of Year 4 pupils have better than average ball-handling skills. They throw and catch accurately, using good techniques. Virtually all pupils understand the principles of team games and many put them into practice effectively. They pass, create space and mark confidently. In Year 2, most pupils perform simple actions with control, accuracy and enthusiasm. A small number achieve good standards, starting and finishing their movements giving proper attention to posture, balance and presentation. Overall, pupils in both year groups achieve appropriately.
94. Much of the teaching seen was good because it identified clearly for pupils the skills they needed to learn in order to improve. In both lessons, teachers managed the pupils well and set high standards for them. Pupils were very keen to succeed while showing absolute respect for the efforts and performances of others. Occasionally, there was a drop in the pace of pupils' learning when the teacher spent too long explaining and discussing how to improve at the expense of letting pupils get on with practising the skills they needed to develop.

95. The curriculum is well planned and provides teachers with effective guidance. It covers the full range of National Curriculum requirements in a way that aims to ensure that progression in skills development is achieved. However, the co-ordinator does not have the means to know whether these aims and plans for pupils' learning have been achieved across the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Too little evidence was available to make an overall judgement about the quality of provision for PSHE

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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