

INSPECTION REPORT

St Bede's Primary School

Kimberworth, Rotherham

LEA area: Rotherham

Unique reference number: 106945

Headteacher: Mr John DiClemente

Lead inspector: John Atkinson

Dates of inspection: 17 – 19 May 2004

Inspection number: 257597

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Voluntary aided |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 291 |
| School address: | Wortley Road Rotherham South Yorkshire |
| Postcode: | S61 1PD |
| Telephone number: | 01709 740101 |
| Fax number: | 01709 513586 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr M Mc Donagh |
| Date of previous inspection: | 16 March 1998 |

CHARACTERISTICS OF THE SCHOOL

St Bede's School caters for boys and girls in the 3 -11-age group. The school is situated on the outskirts of Rotherham but draws its pupils from a wider area. At 9.1 % the proportion of pupils entitled to free school meals is just below average. The overall ability of the intake is below average. The school is bigger than average with 291 full-time pupils. The majority of children entering the reception class have had some form of nursery education. There are approx 16% pupils on the register of special educational needs, which is below the national average. The proportion of pupils with statements of special educational needs (9) (3.0%) is above the national average. In 2004 the school achieved the Basic Skills Quality mark; in 2003, the Investors in People and a School Achievement Award. The school is part an Education Action Zone. There are no pupils with English as an additional language and there is very little pupil mobility.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------------|----------------|---|
| 18819 | John Atkinson | Lead inspector | English, citizenship |
| 9214 | Janet Garland | Lay inspector | |
| 19226 | Steve Flood | Team inspector | Foundation Stage, science, history, geography |
| 21585 | Tony Kingston | Team inspector | Mathematics, art and design, design and technology |
| 8263 | Margaret Forsman | Team inspector | Information and communication technology, music, physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Bede's is a good school and gives good value for money. It is providing a caring environment with good overall leadership and management that leads to the pupils' good achievement.

The school's main strengths and weaknesses are:

- The achievement of pupils is good.
- The very good teaching in Years 4, 5 and 6.
- The governing body is very effective and supportive of the school.
- The good leadership of the headteacher and deputy headteacher.
- The provision for pupils with special educational needs is good.
- The very good personal development of pupils.
- The very good attitudes and behaviour of the pupils.
- The very good links with parents and the community
- The marking of pupils' work is inconsistent.
- Attendance is unsatisfactory.

The school has made good improvement since the last inspection. Good teaching is maintained and there is very good teaching in Years 4, 5 and 6. Assessment procedures, apart from marking, are now good and the information is being used well by most teachers. The quality of planning is good and this contributes to an overall good curriculum. Pupils with special educational needs make good progress and are very well supported by the increased number of teaching assistants who are very effective in their roles. The governance of the school is very good. The pupils' writing skills by the end of Year 6 are much improved because the structure of writing has more depth and more use is made of vivid and descriptive language.

STANDARDS ACHIEVED

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

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, including those with special educational needs, achieve well. Children in the reception class reach standards that match those expected for children of their age in all areas of learning. This represents good achievement in relation to prior attainment. However, not many children exceed the early learning goals and more able children are not sufficiently challenged during the reception year.

Year 2 tests show that standards have improved over the past three years. In 2003 the results in writing were above average and as pupils started school with average attainment this represents very good achievement. The trend of attainment is above the national trend. Currently pupils are reaching standards that are in line with national expectations in reading and writing and above national expectations in mathematics.

Science results in the Year 6 national tests have improved in each of the past three years and in 2003 were above average. In 2003 the results in English took a sharp dip downwards after four consecutive years of improvement. The proportion of pupils achieving the higher levels in mathematics and science was above the national average but in English was below the average. Currently Year 6 pupils are reaching standards that are above the national expectation in English, mathematics and science.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' behaviour is very good and they have very positive attitudes and work hard in lessons. Attendance is unsatisfactory and affects the achievement of a group of pupils.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good. Planning is good and procedures for assessing and tracking pupils' progress are good. Teachers generate in pupils a desire for learning through the enterprising and innovative approaches to teaching. Marking is very good in certain classes. However, in one fifth of classes it is limited in detail and lacking in advice as to how pupils can improve. Therefore the rate of pupils' learning in those classes is not as fast as in other classes. A strength of teaching throughout the school is the consideration and support given by teachers and support staff to pupils who have special educational needs. Support staff play a very significant role, keeping them well focused and boosting their confidence.

The quality of the curriculum is good and is supported by many very good extra-curricular activities and visits. The guidance and support for pupils is good, the care is good and the ethos of the school is very inclusive ensuring that every child is valued and included in the life of the school. The additional opportunities that the school offers are very good and very well attended by pupils. The school has very good links with parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher and deputy headteacher provided good leadership and promote innovative and imaginative approaches to teaching and learning. They have a clear vision for the future of the school and have the respect, support and trust of the pupils, parents and staff. Governors have a very good understanding of the strengths and weaknesses of the school and provide a very good level of support and challenge to the school. They ensure that all statutory requirements are met. The governors and headteacher are successful in recruiting good quality staff to the school and have secured good improvements to the accommodation and learning resources through good financial management. The procedures for the induction of new staff are inadequate and there is inconsistency in following agreed practices.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils have very positive views of the school. They like the staff, the curriculum they are taught, the additional opportunities available after school and the responsibilities that they are given to participate in the running of the school. Parents have very positive views of the school. They believe that the school gives their children a good start in life, a good quality of education, a clear understanding of what is right and wrong, helps their children to be happy at school and offers an interesting curriculum.

IMPROVEMENTS NEEDED

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

- Mark pupils' work consistently setting out clearly what pupils need to do to improve their work
- Increase the rate of attendance so that pupils can achieve what they are capable of
- Provide greater challenge for children in the reception class
- Introduce thorough procedures for the induction of new staff

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Achievement is good. Children in the nursery and reception class achieve well and by the end of Year 2 standards of attainment are in line with the national average and are above average in mathematics. By the end of Year 6 standards are above average in English, mathematics and science.

Main strengths and weaknesses

- By the end of Year 6 pupils achieve well and attain above average standards in English, mathematics and science.
- The number of pupils in Year 2 who achieve the higher levels is well above average and in Year 6 is above average.
- More able reception children are not sufficiently challenged.
- Pupils with special educational needs achieve well.

Commentary

1. Children start school with skills and knowledge that are below that expected for their age. They have a good start in the nursery class where they make good progress. At the end of the reception year, when standards are compared against their initial assessment, most children have made satisfactory progress and achieve the early learning goals in all areas of learning. This represents good achievement in relation to prior attainment. However, not many children exceed the early learning goals and more able children are not sufficiently challenged during the reception year.
2. Year 2 tests show that standards have improved over the past three years. In 2003 the results in writing were above average and the number of pupils reaching the higher Level 3 in reading, writing and mathematics was well above average. As these pupils started school with average attainment this represents very good achievement. The trend of attainment is above the national trend
3. Science results in the Year 6 national tests have also improved in each of the past three years. In 2003 the results in English took a sharp dip downwards after four consecutive years of improvement. This has been analysed very carefully by the school and action has been taken with the current junior pupils. For example there is a much more structured approach to the teaching of writing and more opportunities are provided in other subjects to practice writing skills. In 2003 the proportion of pupils achieving the higher levels in mathematics and science was above the national average but in English was below the average. The overall picture is that, taking account of the fact children start school with attainment that is below what is expected, pupils by the age of eleven achieve well.
4. Currently Year 6 pupils are achieving standards that are above what is expected in English and in Year 2 are achieving standards that are in line with what is expected. Teachers have high expectations of junior pupils and are skilled in questioning pupils and encouraging them to express their opinions. They are effective in developing pupils' writing and handwriting skills. As a result pupils are confident and articulate speakers and write with expression and imagination. Reading standards are high because of the structured approach, the very good level of additional support that pupils are given by teaching assistants and the good quality of reading books. The very good links between the school and parents also means that pupils are very well supported in their reading at home.

5. Standards in mathematics are rising because overall the quality of teaching is good. Good progress has been made since the last inspection. At that time the proportion of Year 2 pupils attaining the higher Level 3, was above average but in the 2003 National Curriculum tests it was well above average. At Year 6, too, standards of attainment have risen. At the time of the last inspection attainment at the end of Year 6 was in line with the national average. In 2003 the proportion of pupils reaching the standard for 11 year olds and higher was above the national average. Inspection evidence confirms that standards of attainment remain above average and that pupils achieve well throughout the school.
6. In science, the standards attained by pupils at the end of Year 2 and Year 6 are above average. Pupils make good progress and achieve well because the school places a high priority on pupils developing the skills of investigation and observation.
7. In information and communication technology the standards attained by pupils at the ages of seven and eleven are in line with national expectations. Pupils make good progress from a low entry level and achievement is good by the end of Year 6. A small number of older pupils are operating at a level that is above expectations in the communication aspect of the subject. In art and design and physical education pupils reach standards that are above those expected,
8. The achievement of pupils with special educational needs is good and they make particularly good progress in their literacy skills. Through the quality of support they receive from teaching assistants, they make good progress in the targets that they have been set and this is a strength of the school.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.0 (15.0) | 15.7 (15.8) |
| writing | 15.2 (15.1) | 14.6 (14.4) |
| mathematics | 16.8 (17.5) | 16.3 (16.5) |

There were 40 pupils in the year group. Figures in brackets are for the previous year

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.1 (28.6) | 26.8 (27.0) |
| mathematics | 27.3 (27.7) | 26.8 (26.7) |
| science | 29.5 (29.2) | 28.6 (28.3) |

There were 39 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

This is an area of strength of the school, praised by parents. Pupils' attitudes to school are very good and behaviour is also very good. Pupils' spiritual, moral, social and cultural development is very good. Attendance rates are below the national average.

Main strengths and weaknesses

- Children in the Nursery display very good attitudes and enjoy school from the beginning; this positive engagement continues throughout the school.
- The behaviour of pupils throughout the school is very good, both in the classroom and at playtimes and lunchtimes.

- There are very good relationships throughout the school.
- The spiritual, moral, social and cultural development of pupils are major strengths and integral to the school's Catholic ethos.
- Attendance is below the national average.

Commentary

9. Pupils' attitudes throughout the school are very good. Pupils enjoy their work, play together well, often organising their own games, and participate with enthusiasm in the wide range of high quality extra-curricular activities which are on offer. Children in the nursery respond very well to a stimulating range of experiences.
10. Behaviour in the classroom is very good; pupils co operate in groups and pairs and they have very good relations with each other and their teachers and support staff in the school. They are polite to visitors and are ready to make conversation with adults. There is no evidence of any bullying or racist incidents and pupils know who to inform if they have any concerns and are confident that problems will be dealt with by the staff.
11. The school council provides a real chance for pupils to have an input into the school's organisation, for example re-modelling the playground, and the elected members take their positions seriously. Pupils' replies to the questionnaire indicate that they feel secure and that the school is a happy place to be.
12. The Catholic ethos of the school produces a caring community in which there is respect for all, high standards of behaviour and responsible attitudes. Pupils' spiritual development is very good with pupils showing respect and understanding of values and beliefs in their own and others' lives.
13. Cultural development is active: large numbers of pupils participate in productions, sports and dance activities, music classes and Italian and French lessons. Religious education and personal and social education result in pupils beginning to learn about the essentials of other religions and cultures in modern Britain.
14. Attendance rates are below the national average but the school can show that recent innovations are beginning to raise them. Too many pupils are taken out of school for holidays during term time and there is a level of lateness among some pupils. The school and governors need to tackle this and investigate ways of continuing to raise the general levels of attendance and punctuality throughout the school.

Attendance

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.4 | School data | 0.1 |
| National data | 5.4 | National data | 0.4 |

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

Exclusions

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 | 215 | 1 | |
| White – Irish | 8 | | |
| White – any other White background | 4 | | |
| Mixed – White and Black Caribbean | 4 | | |
| Mixed – White and Black African | 0 | | |
| Mixed – White and Asian | 2 | | |
| Mixed – any other mixed background | 0 | | |
| Asian or Asian British – Indian | 1 | | |
| Asian or Asian British – Pakistani | 0 | | |
| Asian or Asian British – Bangladeshi | 0 | | |
| Asian or Asian British – any other Asian background | 0 | | |
| Black or Black British – Caribbean | 0 | | |
| Black or Black British – African | 1 | | |
| Black or Black British – any other Black background | 0 | | |

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good, assessment procedures are good and pupils' learning is good. The curriculum is good and pupils benefit from a very good range of additional activities, particularly in sport.

Teaching and learning

Teaching and learning are good. Assessment procedures are good and are an improvement since the last inspection.

Main strengths and weaknesses

- Teaching in Years 4, 5 and 6 is very good.
- Teaching in the reception class does not stretch higher attaining children.
- The quality of the marking of pupils' work is inconsistent.
- Teaching assistants are used very effectively.
- There are very good relationships between adults and pupils.
- The tracking of pupils' progress is effective and enables teachers to set challenging targets

Commentary

15. The quality of teaching is very good in Years 4, 5 and 6 because expectations are very high, tasks are demanding and pupils of different abilities are well catered for. In these classes, teachers select material that captures the interest and imagination of pupils and leads to pupils really wanting to learn and do their best. Lessons are well structured and move at a good pace with time being used effectively. The lessons start with challenging, brisk and

skilful questioning during which pupils are asked to develop and exchange their own ideas. Their opinions are actively sought and listened to with the result that pupils are confident and articulate in explaining and justifying their views. Pupils are often inspired by their teachers to perform well and respond with high levels of enthusiasm. They enjoy and thrive on a healthy competitive element and learn at a fast pace. The infectious enthusiasm of the teachers, the clear and precise nature of the communication and the exciting level of fun and challenge brought to the learning process captivates pupils and immerses them in their own learning.

16. The quality of teachers' marking of pupils' work is inconsistent. Where it is very good, pupils are made aware of the strengths of their work, praised for their efforts and clearly informed what they have to improve so that they reach their targets. The effect is that pupils are highly motivated by the feedback, work hard to reach the targets and this leads to good rates of learning. However, in one fifth of classes the marking of pupils' work is limited, lacking in detail and pupils are not being told what they have to do to improve. As a result, pupils are not sure of their strengths and weaknesses or what they need to do to make their work better with the effect that their rate of learning is not as fast as in other classes.
17. A strength of the teaching is the very good support of teaching assistants to pupils with learning difficulties. They work as a team with teachers to ensure that pupils are able to follow the lesson and have completed the tasks that are set. They have very high expectations of pupils and, although they are always available to help, they insist that pupils attempt work on their own and do their best. The effect is such that pupils are conscientious, proud of their achievements and very keen to improve their learning. Teaching assistants are very skilled in identifying who needs support, when they need it and the most effective way of providing it. The overall effect is that all pupils are taught well and fully included in lessons.
18. The relationships between these teachers and pupils are very good and result in pupils working very hard in independent and collaborative activities. The overall impact is that pupils achieve well and have a real desire to learn with many expressing disappointment when lessons have to end. There is a good climate for learning throughout the school and pupils are purposeful in all of the activities that take place in lessons.
19. The school has a good system for tracking the progress of pupils. Assessments are regular and results are recorded so that teachers can use the information to set targets for the class and for individuals. The effect of this is that in the best lessons pupils are striving to achieve their targets and are highly motivated to learn.

Summary of teaching observed during the inspection in 41 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|---------|--------------|----------------|--------|-----------|
| 0(0 %) | 16 (40%) | 15(37%) | 9(22%) | 1(2%) | 0(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.

The curriculum

The quality of the curriculum is good and is supported by many very good extra-curricular activities and visits. The quality of resources and accommodation is good overall but there are some minor weaknesses that the governing body will be addressing in the near future.

Main strengths and weaknesses

- A well-planned curriculum is supported by a very good range of extra-curricular opportunities and visits that support learning.

- Provision for pupils with special educational needs is good.
 - The development of the school building and grounds by the governing body is good.
 - Provision in the nursery is good.
 - The personal and social development of pupils are very good.
 - The learning environment of the reception classroom needs further development.
20. The curriculum throughout the school is well planned to meet statutory requirements including a daily act of collective worship. A very good range of extra-curricular activities and visits enriches the curriculum. There is a very strong emphasis on the arts and this is reflected in the enthusiasm pupils show for a very good range of instrumental tuition. Governors responded positively and quickly to parental requests for more instrumental tuition and an Advanced Skills Music Teacher is working with all year groups. History, geography and science projects are enhanced by visits that give pupils many opportunities for investigations. Museum visits are used for role-play activities and subject leader records show the enjoyment these projects have brought to pupils and, consequently, achievement is good. Year 6 pupils enjoy a residential visit to an outdoor pursuits centre. Many outside agencies are used by the school to provide curriculum enrichment in dance, languages, sport and the arts. The majority of pupils take advantage of these opportunities and they make a significant contribution to pupils' personal development and their desire to learn.
21. Provision for pupils who have SEN is good. The Code of Practice is in place and the provisions of the disability rights act have been incorporated into the SEN policy. These provisions are reflected in practice by governing body action to improve the toilets and general access to the school. Individual education plans are of a good quality and teachers provide a range of differentiated work for all pupils. Disabled pupils are included fully in the daily life of the school and all staff and pupils make every effort to support their needs. Targets are clearly defined and progress towards them is monitored. Parents participate in the review process. Learning support assistants make a very good contribution to the development of pupils with special educational needs. There is an anti-racist policy that the school follows thoroughly and pupils appreciate and celebrate the differences between groups of people and different cultures.
22. The governing body has made a number of building improvements during the last two years that have had a positive impact on pupils' learning. The improvements to the school grounds provide many opportunities for structured play and all classes make use of the school grounds for curriculum projects. The nursery class and enclosed yard are well resourced for the Foundation Stage curriculum and pupil achievement in this area is good. These developments make a strong contribution to the well being of pupils and their good attitudes to school. The governors plan further improvements to the reception classroom which is not large enough for the requirements of the Foundation Stage. The restricted space in the reception classroom impedes learning and, in particular, the opportunities for purposeful play. A new ICT suite is ensuring that statutory requirements for this subject are met. The provision of book resources has been improved since the previous inspection.
23. The personal and social development of all pupils is very good and all staff at the school work hard to ensure that pupils enjoy a secure and encouraging learning environment. Colourful displays across the school celebrate achievement and encourage the development of very good attitudes to both work and school. Pupils have many opportunities during the school day to take responsibility and the school council plays a very effective role in school development. The governing body gives careful consideration to all school council requests and this gives the council a sense of purpose.

Care, guidance and support

The school provides **good** care for its pupils. Support, advice and guidance are **good**. The involvement of pupils in school life is **very good**.

Main strengths and weaknesses

- The school makes sure that pupils' welfare, health and safety are well addressed; this is a secure environment and community.
- Support, advice and guidance are good: teachers know their pupils well and support them well.
- Pupils' views are sought and acted upon to an increasing extent.

Commentary

24. The school cares effectively for its pupils. Child protection procedures are satisfactory and the school works regularly with partner agencies. Health and safety is well catered for by governors and the hard working site supervisor. Pupils were clear that they had an adult to whom they could turn if they were worried and they felt that the school was free from bullying and bad behaviour. Support and guidance are very good. Pupils with special educational needs are fully included and enabled to participate in school life. Teachers know their pupils and their development very well, resulting in a pleasant atmosphere throughout the school. This contributes to the standards achieved, and produces very good behaviour and attitudes. Nursery pupils are very well integrated into the first stage of their education and flourish there, as parents acknowledged. To an increasing extent, the school asks pupils their views on innovations and changes, largely through the school council, whose members feel they have a duty to report their classmates' opinions. This results in a confident and responsible attitude from older pupils, who show a great capacity to organise themselves in a variety of contexts.

Partnership with parents, other schools and the community

The school makes **very good** links with parents. Community links are **very good** and there are **good** links with other schools.

Main strengths and weaknesses

- Links with parents are very good from nursery onwards; parents are very satisfied with the level of information offered and pleased with their children's progress.
- Community links are also very strong; the school taps into many sources of support and involvement
- Links with other schools are good and result in good opportunities for pupils.

Commentary

25. The school makes very good links with parents, evidenced by a large return of questionnaires, which were very positive in tone. Parents feel they are very well informed about the curriculum, how well their children are progressing and the day to day life of the school, helped by frequent, informative newsletters and various initiatives to explain the curriculum.
26. Parents are regularly canvassed about their views, and there is a very good link established with the Friends Association, which fundraises tirelessly and forms a bridge between school, parents and governors. Many parents and parishioners volunteer to help with reading and classroom activities.
27. Parents are keen to help their children at home and value the tips which are given in the newsletters. Many have become involved with Family Learning schemes through the Education Action Zone and the Coalfields Initiative which operates locally. Some have gone on to gain qualifications and new skills. The transfer to the two main schools where the pupils progress is good and there are good links made with other schools and sporting associations to maximise opportunities.

28. Community links are very good; the school takes advantage of high quality sporting and dance instruction, modern foreign languages and music tuition available locally, and parents and members of the Catholic community frequently help in school. Parents and members of the community come into school for mass, assemblies and for school productions.
29. Too many parents, however, take their children out of school during term time, there are several sporadic absences and some pupils arrive late to school. Parents need to be more strongly advised by governors and the school of the detrimental effects this could have on their children's education.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides good leadership and the recruitment of new staff over the past three years has been very successful. This has led to the effective management of the school. The governing body is very good because it is very involved in the life of the school, supports it strongly and monitors the work of the school very rigorously.

Main strengths and weaknesses

- The governing body ensures that the school provides a good quality of education.
- The headteacher and deputy headteacher provide good leadership and motivate the staff.
- Subject leaders are effective in promoting new ideas and approaches to raise standards.
- The induction procedures for new staff are unsatisfactory.

Commentary

30. The governing body is a very committed group of people who take a very active role in the leadership and management of the school. They have a very good knowledge of the strengths and weaknesses of the school because they have a high level of day-to-day involvement and consult with the senior management team on a regular basis. This means that many initiatives have led to a clear improvement in the work of the school; for example the premises committee has overseen a review of the accommodation leading to significant improvements in the Foundation Stage indoor and outdoor accommodation. The governors are extremely rigorous in challenging the leadership of the school by a comprehensive monitoring of the school's self-evaluation. They are equally supportive of the school and recognise and praise the school's achievements; this motivates the staff and makes them feel valued.
31. The headteacher and his deputy work well as a team and give good leadership. They have a good grasp of the school's strengths and areas for development because of the thorough processes of evaluating the work of the school. They use this information effectively and the recruitment and deployment of staff has led to improvements in the nursery and in older junior classes. They have high aspirations for the school and earn the respect of staff, pupils and parents. This results in a school where there is strong sense of purpose with everyone pulling in the same direction. They encourage staff to be innovative and this is the one of the main aids to learning.
32. Teachers lead subjects effectively by monitoring the planning of work, implementing new initiatives with the support of external bodies such as the Education Action Zone and providing good role models in their own teaching; for example in English, mathematics, science and ICT. Subject leaders have an accurate knowledge of pupil achievement and standards attained across the school. They accurately identify areas for improvement and support staff in addressing them.
33. A weakness in the management of the school is that the procedures for the induction of new staff are inadequate to ensure that all the systems and practices of the school are fully explained, understood and followed. Currently the procedures are very informal but with the

large recruitment of new teachers and teaching assistants over recent years this means that, although staff are very committed to the school, inconsistencies arise that affect the overall quality of the pupils' education.

34. The finances of the school are very well managed and carefully targeted at ensuring that the school's priorities are met. The school gives good value for money.

Financial information

Financial information for the year April [year] to March [year]

| Income and expenditure (£) | |
|----------------------------|--------|
| Total income | 636476 |
| Total expenditure | 610086 |
| Expenditure per pupil | 1968 |

| Balances (£) | |
|-------------------------------------|-------|
| Balance from previous year | 37711 |
| Balance carried forward to the next | 26390 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children enter the nursery class at three years of age and attend part-time. At four years of age they move to the reception class. Children are assessed when they first join the nursery and assessment is continuous through both classes. Early assessment shows the children's attainment on entry to be broadly below average. At the end of the reception year, when standards are compared against their initial assessment, most children have made satisfactory progress in all areas of learning. This represents good achievement in relation to prior attainment. However, not many children exceed the early learning goals and more able children are not sufficiently challenged during the reception year.
36. The curriculum offered is good and staff use every opportunity to develop key skills in a variety of activities. There is a good balance between self selected and teacher directed activities appropriate for the age of the children. The improvements to indoor and outdoor facilities have greatly improved the opportunities for learning that can be provided. The governing body has plans to extend the reception classroom and this will increase opportunities for learning that are currently impeded through lack of space. There is a suitable induction process in place and parents feel welcome, appreciative and well informed about their children's progress. Children take books home to share with their families and a reading record give parents the opportunity to comment on their child's progress.
37. A number of support assistants are well deployed and are very skilled at supporting children's learning. There is a strong sense of teamwork and shared planning. As a result, all are well informed why certain activities have been chosen and provide effective intervention and support. The quality of teaching is good in the nursery class and the teacher has a very good understanding of the principles that should underpin a good curriculum for young children and has the vision and determination to develop the provision. The quality of teaching in the reception class is satisfactory.

Personal, social and emotional development

Provision is good.

Main strengths and weaknesses

- Teaching is consistently good and better in the nursery class.
 - Classroom routines in the nursery class are rapidly established and children are gaining in confidence.
 - Personal, social and emotional developments permeate all activities throughout the Foundation Stage of learning.
38. Children enter the nursery class with a range of skills in personal and social development although these are generally below average. Due to the consistent approach of the nursery classteacher, who loses no opportunity to develop personal and social skills, these develop quickly and, overall, achievement is good. Children are learning the importance of classroom routines, listening to instructions carefully, respecting the contributions of others, sharing and taking responsibility for tidying up. In the nursery classroom, children consistently responded promptly and with enthusiasm to instructions from adults. Overall, children relate well to adults working in both classrooms. Most children will achieve the early learning goals by the time they enter Year 1 but too few will exceed those goals.

Communication, Language and Literacy

Provision is good.

Main strengths and weaknesses

- Children achieve well in listening and speaking.
- Activities in the nursery class provide many opportunities for early writing.
- More able children are not sufficiently challenged to achieve a higher level in writing and reading.

39. Standards of attainment are generally below those expected when children start in the Foundation Stage. Children achieve well and the majority will achieve the Early Learning Goals by the time they start Year 1. This represents good progress. Too few children however, will exceed these learning goals in reading and writing. An appropriate emphasis is placed on developing children's listening skills and giving them opportunities to speak in front of others and to each other. Teachers and assistants use many effective strategies to attract children's attention and to maintain interest. These strategies help to extend children's listening and communication skills well. Instructions are clearly given and vocabulary carefully developed. Children learn the importance of eye contact. They develop an appreciation of books and take them home to share with their parents. Parents are able to comment on the child's progress using a reading diary. More able pupils are not accelerated through the reading scheme and are not challenged to extend their writing during the reception class phase.

Mathematical Development

Provision is good.

Main strengths and weaknesses:

- Basic number skills are reinforced at every opportunity.
- A wide variety of activities are provided to help children learn.

40. Teachers have a good understanding of the development of early mathematical skills and no opportunity is lost to develop them; a range of counting songs and rhymes are familiar to the children. A wide range of role-play activities including a café and a fruit and veg. stall give children the opportunity to explore the practical application of number knowledge. Mathematical vocabulary is developed well. In the nursery class, where teaching is good, the teacher uses a puppet, Counting Kangaroo, to focus the children's attention and raise levels of enthusiasm for counting. This teacher used a story very effectively to raise levels of concentration in children as they listened for numbers within the story. The majority of children will achieve the early learning goals and this represents satisfactory progress.

Knowledge and Understanding of the World

Provision is good.

Main strengths and weaknesses:

- Good use is made of resources available.
- The good development of the garden.

41. Teachers plan activities skilfully so that children are always applying knowledge, understanding and skills in a different ways. For example, an animal theme used almost every area of activity within the Foundation Stage with children having the opportunity to

paint, write about, play with and organise farms and wild environments. Most children were able to label and name animals and this provided significant opportunities for early writing. The Foundation Stage garden is very effectively used to develop children's awareness and knowledge of the processes of life. Most children enter the Foundation Stage with limited general knowledge and achieve the early learning goals. This represents good achievement.

Physical Development

Provision is good.

Main strengths and weaknesses:

- High quality of outdoor play activities provided.
42. Children enter the Foundation Stage with physical development expected for their age. Teachers and assistants have a clear understanding of the needs of young children. Physical development sessions outdoors are well managed and supervised. Children have learned to use equipment safely and with due consideration for the needs of others. The outdoor facilities are spacious and enable children to enjoy a high level of physical activity. Children run, jump and confidently use all the outdoor apparatus. Children using tyres in the garden area were particularly confident and had good balance. The provision is adventurous and appropriately challenging.

Creative Development

Provision is good.

Main strengths and weaknesses:

- Role-play activities provided are good.
 - Limited space within the reception class restricts the development of creative activity areas.
43. Activities are continually available and all sessions contain a creative element. Teachers and staff work hard to encourage pupils to use their imagination and there were many occasions during the inspection when staff were observed leading and modelling imaginative role-play.
44. This good teaching needs to be further developed when challenging more able children to express their creativity in written form. Within the reception classroom the limited space restricts the development of a range of creative activities. Children are developing a good sense of rhythm and they sing well.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Teaching in Years 4, 5 and 6 is very good.
- Pupils' writing skills are good.
- Marking is inconsistent and affects pupils' rate of achievement.
- The content of lessons enables pupils to make very good personal development.
- The very effective use of teaching assistants to enable pupils with literacy difficulties to achieve well.

Commentary

45. Teaching is very good in Years 4, 5 and 6 because expectations are very high, tasks are demanding and pupils of different abilities are catered for. In these classes, teachers select material that captures the interest and imagination of pupils and leads to pupils really wanting to learn and do their best. Pupils are questioned skilfully and their opinions and ideas are actively sought with the result that pupils are confident and articulate in explaining and justifying their views. The relationships between these teachers and their pupils are excellent and result in pupils working very hard in independent and collaborative activities. The overall impact is that pupils achieve standards that are above those expected for their age and look forward to lessons with enthusiasm.
46. Pupils have good writing skills with a high standard of handwriting and a pride in the presentation of their work. Pupils are encouraged to draft their writing in jotters and then refine their work following advice and comments from teachers. The outcome is that pupils are able to write clearly, punctuating their work accurately and using a very good level of description to create vivid images. Pupils write imaginatively for a wide range of purposes. For example, the report writing on seahorses by a Year 6 pupil was outstanding and Year 5 pupils very persuasively expressed the arguments for banning cars in cities. Pupils have a good understanding of various techniques to improve the quality of their writing such as the use of similes and alliteration and they practise these in their stories and poems with considerable skill.
47. The marking of pupils' work is inconsistent. Where it is very good, pupils are made aware of the strengths of their work, praised for their efforts and clearly informed what they have to improve to reach the targets that have been set. The effect is that pupils are highly motivated by the feedback, work hard to reach the targets and therefore reach higher standards. However, in certain classes the marking of pupils' work is limited and frequently only gives words of praise. As a result, pupils are not sure of their strengths and weaknesses or what they need to do to make their work better with the effect that they are not sufficiently improving the quality of work.
48. The content of lessons is very effective in contributing to pupils' personal development. Pupils are asked to explore the emotions that people may feel in different contexts and asked to respond through their writing. Discussions are frequently focused on issues where there are different and polarised opinions and this makes pupils consider the views of others and the importance of being able to justify your own point of view. Drama work challenges pupils to work together, be prepared to perform in front of the class and make thoughtful and constructive comments on the performance of others.

49. A striking strength of English is the very good support of teaching assistants for pupils with learning difficulties. They work as a team with teachers to ensure that pupils are able to follow the lesson and have completed the tasks that are set. They have very high expectations of pupils and, although they are always available to help, they insist that pupils attempt work on their own and do the best that are capable of. The effect is such pupils are conscientious, proud of their achievements and very keen to improve their reading and writing skills.

Language and literacy across the curriculum

Pupils' writing skills are extended very well in other subjects. Opportunities for expressing opinions and listening to the views of others are extensive and really enhance the pupils' ability to develop logical arguments and justify their own particular view.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils are reaching standards that are above average by the end of Year 6.
- The teaching in mathematics is good overall and is particularly strong in Years 2, 4 and 6.
- The leadership and management of the subject are good.
- The school has a good understanding of strengths and weaknesses in the subject.
- Marking is inconsistent. In some cases it does not give pupils enough guidance on how they can improve.

Commentary

50. Good progress has been made since the last inspection. At that time the proportion of Year 2 pupils attaining the higher Level 3, was above average but in the 2003 National Curriculum tests it was well above average. At Year 6, too, standards of attainment have risen. At the time of the last inspection attainment at the end of Year 6 was in line with the national average. In 2003 the proportion of pupils reaching the standard for 11 year olds and higher was above the national average. Inspection evidence is that standards of attainment are above average and that pupils achieve well throughout the school. Provision for pupils who have special educational needs is good. Teachers and teaching assistants give them good, accurately targeted support.
51. Teaching is good overall although in Years 2, 4 and 6, it is consistently very good. Teachers throughout the school have a very good grasp of the subject. Correct mathematical vocabulary is used and reinforced consistently. Lessons are well structured and move at a good pace with time being used effectively. The best lessons start with challenging, brisk and sparkling mental mathematics sessions during which pupils are asked to exchange ideas with partners. They are often inspired by their teachers to perform well and respond with high levels of enthusiasm. They enjoy and thrive on the healthy competitive element. The infectious enthusiasm of the teachers, the clear and precise nature of the communication and the exciting level of fun and challenge brought to the learning process captivates pupils and immerses them in their own learning. This results in pupils having a real desire to learn. Many express disappointment when lessons have to end.
52. The quality of teachers' marking is variable. In some year groups, and in particular Year 6, teachers' marking is constructive and provides both encouragement and clear direction as to what pupils need to do to improve their performance. This leads to very good rates of learning. This is not, however, consistently applied throughout the school and in classes where marking is lacking in detail pupils are not being told what they have to do to improve.

53. Good subject leadership has accurately identified that the use and application of mathematical knowledge to the solving of problems is an area of learning which needs to be targeted for improvement, especially as a challenge to the higher attaining pupils. The exceptions to this are in Years 4 and 6 where, because of the creative use of time, the well structured and exciting learning opportunities and the very good understanding of pupils' needs, the teachers are helping pupils to identify and use the strategies they need to apply to solve real life mathematical problems.

Mathematics across the curriculum

54. Mathematics is used purposefully and effectively across the curriculum so that pupils apply their skills in a wide variety of contexts. Work in science and design and technology often involves pupils' skills in measurement and data handling while charts and graphs are used to record information in subjects such as geography, personal, social and health education and the plotting of coordinates in the four quadrants create complex and intriguing designs in art.

SCIENCE

Provision of science is **good**.

Main strengths and weaknesses

- The results of National Curriculum tests are above average
- The quality of teaching is good
- Pupils work well together during science investigations and the school puts an emphasis on investigational activities.
- Successful links with the Educational Action Zone focus on improving teacher planning and delivery of the subject.
- Subject leader's very effective monitoring of achievement in the subject.
- Marking of pupils' work needs further development to inform pupil learning.

55. The standards attained by pupils at the end of Year 2 and Year 6 are above average. Pupils make good progress in science and achieve well. The school places a high priority on pupils developing the skills of investigation and observation. All lessons seen during the inspection were characterised by well-organised and resourced investigations that developed in pupils an enthusiasm for the subject and their own learning. High levels of co-operation and teamwork were evident throughout those lessons and the activities made a very positive contribution to pupils' personal and social development. Pupils are keen to explore ideas and suggest ways of working which increase their involvement and help them to develop experimental techniques.

56. Overall, the quality of teaching is good with examples of very good teaching in Years 4, 5 and 6. Teachers plan well and give careful thought to the resourcing of all lessons. At the beginning of each lesson they recap on previous work and make good links with new concepts and knowledge. Teachers use questions well to help pupils explain their understanding and make sensible predictions about the outcome of their experiments. A scrutiny of pupils' workbooks indicates that teachers provide pupils with a range of recording opportunities and there is an appropriate use of worksheets. Pupils' workbooks are well presented and indicate that pupils take a pride in their work and respond well to the high expectations of their teachers. Marking does not consistently set further challenge for pupils and needs further development. Where teaching is very good, teachers use the wider school environment to embed learning and investigations are characterised by high levels of pupil involvement and very good achievement. Very good behaviour was a feature in all lessons and all staff supported a caring and encouraging ethos.

57. Planning is consistently good and has been significantly improved through an Education Action Zone project. The project gave teachers the opportunity to look at planning from

other schools. Planning now provides differentiated tasks to meet the needs of all pupils and is well informed by assessment. During the inspection Year 3 pupils were returned to a classification task following teacher assessment of their work. As a result, the majority were able to successfully use a Carroll diagram.

58. The subject leader is very effective in monitoring planning and the quality of pupil work. She has an accurate knowledge of pupils' achievement and standards attained across the school. She has been responsible for the introduction of some good initiatives and provides a very good model of teaching in junior classes. This successful practice should be further shared throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pace of recent improvement is good.
- Pupils have very good attitudes and behaviour.
- Resources are good
- Assessment is not consistent throughout the school.
- Links between ICT and other subjects are being identified.
- Leadership and management are good.

Commentary

59. The standards attained by the ages of seven and eleven are in line with national expectations. Pupils make good progress from a low entry level and achievement is good by the end of Year 6. A small number of older pupils are operating at a level that is above expectations in the communication aspect of the subject. There has been a creditable improvement in standards over the last year as an audit by the local education authority in 2003 showed overall attainment then to be below national expectations.

60. The quality of teaching and learning is satisfactory in the infants and good in the juniors. Examples of very good teaching were seen when teaching combined subject expertise with effective teaching approaches. Pupils in Year 5 studying databases co-operated uncomplainingly when asked to sort and order river information on strips of paper until of their own accord they realised how the database could do it for them. Support from local consultants and from the subject co-ordinator has raised teachers' subject expertise so that there is regular teaching of ICT at the level appropriate to the age of the pupil. Teachers' confidence is evident in the way they identify opportunities to use ICT in other subjects.

61. Pupils are enthusiastic about the subject and persevere with their tasks. When presented with new resources, they are able to transfer their skills and use their initiative to achieve what they want. Some bring to bear the skills they have developed at home. This means that as the school has introduced new software pupils have quickly learnt how to use it. Year 6 pupils used a video to record events during the recent residential visit. Subsequently, a small group was able to use resources at school to edit the filming, add sound and titles and produce a presentation suitable for their leavers' celebration.

62. Resources for the subject are good. The school has developed a well-equipped computer suite and a whole site network. The suite is timetabled well for daily use. All classes have Internet access and make regular use of it for research. The school has recently invested in new software and peripherals which ensure that the curriculum is extensive. Pupils are encouraged to make full use of them, for example in the computer club. As some resources are relatively new to the school, there are gaps in the experience of the older pupils, for

example in control technology. These are being addressed as they are identified. Younger pupils have benefited from a more consistent approach to planning and some are attaining better than expected for their age; for example in managing complex searches and in creating graphical images.

63. Leadership and management are good and the co-ordinator contributes significantly to the improvement in subject standards. The co-ordinator has a good overview of the subject and is aware of the standards being reached. Work is saved in a proper file structure on the network that is clearly understood by pupils and is readily accessed. Assessment is methodical but the procedure is relatively new and inconsistently applied. The co-ordinator involves staff in the moderation of work samples so that they are aware of the progression. Teachers are given good guidance in the delivery of the curriculum through regular in-service and in the customised versions of the work units which the co-ordinator has written.

Information and communication technology across the curriculum

64. This has been an area for development in the school and the use of ICT across the curriculum is now good. Teachers are alert to opportunities to enhance other subjects with ICT and identify them in their planning. There is a broad range of applications of ICT. In infant classes, pupils use word banks to support their writing, enjoy CD-ROMS with stories, and use numeracy skills in programming a floor robot. Junior pupils use digital cameras to record products in design and technology, use sensing devices to compare temperatures for science and research geography topics using the Internet. ICT use is relevant to the topic but also in line with ICT expectations for pupils at that age.

HUMANITIES

History and Geography

Only one geography lesson, and two history lessons were seen. Inspectors, however, looked at samples of pupils' work, examined teachers' planning and talked to pupils about their work.

Main strengths and weaknesses

- Planning is securely based on national guidelines and teaching is good.
 - The use of drama to generate pupil interest and participation is effective.
 - The use of school visits to provide first hand experiences and opportunities for investigation.
 - Marking of pupils' work does not consistently set targets for improvement.
65. Standards in both subjects are as expected for pupils' ages and pupils' achievements are satisfactory. Pupils' work in history and discussions with them indicate that they develop a sound understanding of the past and present. Pupils in Year 2 were able to compare and contrast the Victorian seaside experience with today's experience. The class had recently visited Cleethorpes and pupils were able to use this experience to complete different tasks. This resulted in good levels of achievement. In Year 4, where teaching is very good, the teacher very successfully employs role-play and time travel strategies to re-create aspects of Ancient Greece. As a result, pupils gained knowledge about key characters from Ancient Greece, had very enthusiastic attitudes and their achievement was good. Teachers use a range of museum visits to enliven projects and give pupils the opportunity to participate in dramatic recreation of the past. Classes at the school frequently visit local museums.
66. Pupils' work seen in geography indicates that pupils have a satisfactory understanding of physical and human features of different environments. This is exemplified in Year 4 pupils' study of pollution and amenities in the immediate locality and Year 5 and 6 pupils' work on rivers. All of these projects involved visits and first hand sampling of the environment. As a result, pupils in Years 5 and 6 were enthusiastic about their studies and were able to discuss

confidently the sources and features of rivers and their relation to climate and regional characteristics. They referred to a residential visit to Buckden in the Yorkshire Dales and local river trails. Teaching in Years 5 and 6 is very good and characterised by clear explanations and pertinent demonstrations. As a result of all these first hand experiences and the clarity of teaching, older junior pupils achieve well and have very good attitudes to learning.

67. Pupils' work in both subjects is well presented and adequately reflects coverage of the curriculum. However, marking does not consistently set targets for further improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Provision for **music** was sampled, but not enough evidence was seen to make secure judgements on the quality of teaching or overall standards. The subject is taught regularly and there is proper coverage of the curriculum. Specialist tuition is offered in a range of instruments and there are extra-curricular opportunities for pupils. They sing well and participate in regular musical performances. The school has recently secured the support of an Advanced Skills Teacher whose input is expected to raise teachers' support knowledge and confidence further.

69. No lessons of **design and technology** were observed. It is therefore not possible to make a judgement about provision. Samples of pupils' work were scrutinised along with photographic evidence of events and work undertaken. Inspectors also spoke to pupils about what they had learned and discussed progress in the subject with the teacher responsible for its leadership and management.

70. Samples of pupils' work show that standards of both achievement and attainment are good at the ages of 7 and 11 and that throughout the school they are developing skills at a good rate. In the infant classes pupils have plenty of opportunity to use their hands in baking, sewing and making models. In the junior classes pupils' work shows good progress. Younger pupils plan their work carefully and note the equipment they will need to use and older ones produce very detailed plans for their work and modify them as they go along. They work with a good range of materials and use a broad and appropriate variety of techniques.

71. Design and technology is taught regularly and systematically. The detailed scheme of work is adhered to throughout the school. It is particularly effective where work is imaginatively linked to themes pupils are studying in different subjects.

72. Good subject leadership has been a significant factor in the improvements that have taken place since the last inspection. The subject leader's knowledge is very good and she has a good understanding of what needs to be done to raise standards.

Art and design

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

Main strengths and weaknesses

- Standards of attainment and achievement are good.
- Skills are taught progressively, systematically and well.
- There are good cross-curricular links.

Commentary

73. Attainment in art and design is above average by the end of Year 2 and Year 6. This is an improvement since the time of the last inspection. All pupils throughout the school achieve

well. Work of both older and younger pupils show very good recognition of line, shape, texture and form. Sketchbooks are used very effectively as starting points for the development of pieces of work.

74. Curriculum planning is good and ensures that skills are taught systematically. This enhances the rate of progress pupils make as they move through the school and contributes to pupils' good levels of attainment and achievement. Much of the work is planned to enrich the teaching and learning in other subjects across the curriculum. This gives rise to lively and informative displays around the school.
75. Teachers have a good understanding of the subject. They make very good use of the wide range of materials available and provide many opportunities for pupils to make choices and investigate ideas. This results in pupils creating vibrant and thoughtful original drawings, paintings, collages and patterns. Very good use is made of the work of famous artists whose works and styles are discussed, compared and reproduced most effectively with the pupils' own interpretation.
76. The subject is well led. The subject leader is enthusiastic and knowledgeable. She has organised the resources and scheme of work very well to meet the needs of the school and to enrich the quality of pupils' learning experiences. These factors have made a significant contribution to the rise in standards.

Physical Education

The provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Specialist teaching is of a high quality.
- Extra-curricular provision is very good.
- Leadership and management are good.

Commentary

77. The quality of teaching and learning is good. Teachers manage lessons well, keeping a good pace and ensuring pupils are fully involved. Techniques and strategies are clearly explained and demonstrated and pupils are encouraged to evaluate performance. The very good relationships with pupils and the teachers' high expectations result in lessons where pupils strive hard and co-operate well. They support each other and appreciate their achievement. As a result standards at the end of both key stages are above expectations. Pupils have very positive attitudes to all aspects of the subject and achieve well.
78. The school's investment in specialist teachers for athletics and dance has enabled pupils to benefit from high levels of expertise and has led to standards which are above expectations in these areas. The youngest pupils, for example, performed the story of the Very Hungry Caterpillar with imagination and control even over the smallest movements. Pupils are absorbed in these sessions and have a genuine pride in their achievement. The school has also funded additional swimming sessions so that pupils in Years 5 and 6 benefit from two years swimming instruction and have the opportunity to reach expected levels and beyond.
79. Physical education is enhanced by the extensive range of extra-curricular activities offered by the school and by the additional opportunities provided. Football, rugby, netball, gymnastics, dance, hockey, tennis, cricket and basketball are regular activities and some include both infant and junior pupils. Links with local organisations such Rotherham United Football Club and Sheffield Sharks basketball club bring pupils into contact with skilled players and coaches. The school is deeply involved with local schools' competitions and has enjoyed notable success as athletics champions and winners of the swimming gala.

80. Leadership and management of the subject are good. The co-ordinator is actively working for the further improvement of the subject and is committed to the integration of physical education with pupils' personal social and health education. Pupils benefit from innovative approaches to the physical education curriculum. Monitoring and evaluation procedures are informal but are developing as part of the Schools Sports Co-ordinator programme. Similarly, current assessment does not provide accurate individual information but is to be developed as part of the programme. The school identifies pupils with sporting abilities as gifted and talented and supports their attendance at specialist training, for example at Schools of Excellence. The improvement since the last inspection has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- The very good involvement in promoting a healthy school through the Excellence in Cities programme.
- Planning for PSHE is thorough and linked effectively to religious education.

Commentary

81. The school works very closely with the Excellence in Cities programme and is working towards accreditation as a Healthy School. The school is very active in promoting a healthy lifestyle. It is always offering opportunities for pupils to eat healthily and exercise regularly. The impact is that pupils are very conscious of the importance of eating a balanced diet and are keen to participate in the wide range of sporting activities that is on offer in the school. Pupils are aware of the dangers of drugs and the responsibility that they have to resist the temptation of taking them. This is achieved in both infant and junior classes through the use of specialist-trained groups who visit the school to raise levels of understanding amongst pupils. Overall, a healthy lifestyle has a high profile in the school and they work closely with parents to continue this outside of the school.

82. Teachers plan for PSHE on a weekly basis and there are good links with religious education. Every opportunity is taken to tackle issues in specific lessons for PSHE as well as those planned for in other lessons; for example the issue of bullying has been tackled thoroughly by pupils in Years 5 and 6. Pupils use 'circle time' to discuss issues that are important to how they should behave and treat others. As a result, pupils are very conscious of their responsibilities to others and fully understand what is expected of them both as pupils of the school and as citizens outside of the school. The outcome is that pupils are polite, sensitive and mature. They are very prepared to challenge incidents of racism and bullying because they know that that it is not the way to behave.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| 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 | 3 |
| 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 | 3 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| The governance of the school | 2 |
| The leadership of the headteacher | 3 |
| The leadership of other key staff | 3 |
| 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).