

INSPECTION REPORT

**STANLEY ST PETER'S C of E VOLUNTARY
CONTROLLED PRIMARY SCHOOL**

Stanley, Wakefield, West Yorkshire

LEA area: Wakefield

Unique reference number: 108247

Headteacher: Mrs H Dalglish

Lead inspector: Mrs J Barnes

Dates of inspection: 29th – 31st March 2004

Inspection number: 258015

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 Controlled
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	334
School address:	Lake Lock Road Stanley Wakefield West Yorkshire
Postcode:	WF3 4HS
Telephone number:	01924 303175
Fax number:	01924 303177
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr D Byford
Date of previous inspection:	05/07/1999

CHARACTERISTICS OF THE SCHOOL

Stanley St Peters C of E School is located about two miles north of Wakefield town centre and retains close links with the nearby church. The building has been significantly refurbished in recent years, which has resulted in an attractive building with extensive indoor and outdoor provision. The new nursery is housed in a separate building on the same site. There are 302 full time pupils on roll plus 63 in the nursery part-time. The number of pupils has been declining recently, due mainly to the falling birth rate in the locality. Currently, there are 12 classes including the nursery. Almost all pupils are from white British backgrounds. A few pupils come from minority ethnic backgrounds, with a very small number of recently admitted pupils learning English as an additional language. The area has a mixed economy, and attracts many families who are settled so the majority of pupils stay at the school throughout their primary education. Most families have at least one parent in paid work, and the entitlement to free school meals is about eight per cent which is well below the national average. The school's intake includes pupils across a wide range of attainment, although many pupils are achieving the expected levels for their age when they enter the nursery. The school has identified about one in ten pupils who have special educational needs, including five who have Statements of Special Educational Need; this is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32073	Mrs J Barnes	Lead inspector	Science English as an additional language
19344	Mr D Jones	Lay inspector	Personal, social and health education.
32133	Mrs J Elton	Team inspector	Foundation Stage Art and design Design and technology Music
17685	Mrs L Spooner	Team Inspector	English Geography History Special educational needs
32834	Mr G Pinder	Team inspector	Mathematics Information and communication technology Physical education Religious education

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Clarendon Court
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which demonstrates that it has the capacity to build further on its recent improvements. The standards are satisfactory and teaching is good with regular examples of very good lessons. Pupils' attitudes are positive and most make at least satisfactory progress towards the standards expected for their age. They are well cared for, and the curriculum provides interesting activities across a suitable range of subjects that keep them well motivated. Assessment of their progress and needs is satisfactory but needs to be used more effectively to be sure all pupils are working as well as they can. Pupils behave well most of the time and the school has good systems for ensuring they develop their personal skills. There is a welcoming and supportive atmosphere that enables pupils and teachers to work well together. The school is effectively led and well managed by the headteacher, senior staff and governors. Parents are welcome and are kept well informed about the school's activities. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Very good leadership by the headteacher, who has the support of key staff and governors.
- Good teaching throughout the school.
- Consistently good standards in English, and notable achievements in music.
- A very positive start to learning for pupils in the nursery and reception classes.
- The pupils' good behaviour enables them to learn effectively, although occasionally the management of pupils' behaviour varies between classes.
- Very good accommodation which is well used, especially in information and communication technology (ICT).
- The arrangements for making sure all pupils make the best progress they can are not fully in place, especially the use of assessment information and checking the effectiveness of withdrawing pupils from lessons.
- Standards in mathematics should be higher.
- Pupils' knowledge of different cultures and beliefs is well taught, but they do not always recognise their own role in a multi-cultural world.

The school has improved significantly since the last inspection in July 1999. For example, standards are now good in ICT, and leadership and management are also good. There is much better provision for the curriculum, for assessment systems and for pupils with special educational needs, and a new nursery has enhanced the provision for the Foundation Stage. Improvements in planning and monitoring pupils' achievements, including making full use of the information generated by the upgraded assessment systems, are underway but not yet complete.

STANDARDS ACHIEVED

Standards overall are satisfactory, and most pupils achieve well. They have positive attitudes to their work and most behave well. They make a good start to their learning in the nursery and reception years. Almost all attain the national expectations for their age by the time they enter Year 1 in all the areas of learning, with some pupils doing better than expected. By the time pupils reach Year 2, when they are about seven years old, standards in lessons are very good in ICT, and good in English, science, music, physical education and religious education. Standards are satisfactory in mathematics, art and design, design and technology and geography. By Year 6, when pupils are about eleven years old, standards are good in English, ICT, music, physical education and religious education. They are satisfactory in mathematics, science, art and design, and geography. There was not enough evidence to make a judgement on overall standards in history. Pupils with special educational needs make good progress and most reach suitably high standards. Sometimes the arrangements for withdrawing pupils from classes slows their progress. The small number of pupils who are learning English as an additional language make brisk progress.

The results in the 2003 national test for Year 2 pupils fell well below the results for other schools. This dip was anticipated by the school and results are likely to improve in 2004, as there are fewer pupils with special educational needs in the year group. The 2003 results for Year 6 were good and a

considerable improvement from the previous year in English and mathematics. There was little difference between the performance of boys and girls in tests over the last three years, except in Year 2 where girls achieved better than boys in writing. The table below shows the pattern of Year 6 results over the last three years, with the end column showing the comparison with schools that had similar results to Stanley St Peter's when these pupils were in Year 2. The improvements are clearly evident, especially in English.

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

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall with no unsatisfactory lessons. The staff work hard and are committed to the pupils and to improvement. Teachers are particularly skilful in building good relationships with pupils that improve confidence and help learning. They prepare interesting lessons that generally capture pupils' attention. Sometimes, the teaching and work in lessons are not well matched to the pupils' levels of attainment, and then they are less successful. However, the school's assessment systems have recently been improved, so the information teachers need to plan a better match of work for all pupils is now available. At present, this information is too rarely used in the planning of lessons. The curriculum is good, and gains interest from the use of visits and visitors, as well as activities out of lesson time. Pupils are well cared for and supported by staff.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher provides very good direction and is confidently supported by a well informed governing body that takes an active interest in the school. Key staff effectively use their time and expertise to develop their areas of responsibility, although they have only limited time for monitoring the teaching and learning in subjects. The school runs smoothly, regularly checks its effectiveness and strives hard to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school overall. They appreciate the care that is taken of their children, the progress they make and the standards they attain. They are kept well informed but would appreciate more regular information on how well their child is succeeding. **Pupils are enthusiastic about their school**, and attendance levels are in line with national figures, although some parents are still taking holidays in school time.

IMPROVEMENTS NEEDED

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

- Raise standards further in mathematics, and in science for the more advanced pupils.
- Use the information gained from assessment to ensure pupils in all year groups and with different capabilities achieve suitably high standards.
- Ensure subject leaders are in a position to report more precisely on the teaching and learning within their subject.
- Make sure the pupils withdrawn from lessons have high quality experiences that lead to improvement in their attainment.
- Develop further the pupils' knowledge and understanding of living within a multi-cultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards overall are satisfactory by Year 6 with examples of good standards in several subjects. There are particular strengths in English and ICT. The nursery and reception years provide a good start. Most pupils achieve well, especially those with special educational needs, although there remain opportunities for all pupils to achieve higher standards in most subjects.

Main strengths and weaknesses

- Almost all pupils in the Foundation Stage are set to reach, and some to exceed, the expectations for their age by the time they enter Year 1.
- Pupils attain very good standards in ICT by Year 2.
- Pupils throughout the school have a good grasp of reading and writing.
- Pupils with special educational needs achieve well in English.
- Standards and achievement in mathematics are satisfactory but should be higher.
- Pupils' achievement is sometimes slowed by not having work that is suitably challenging, especially for the pupils of higher attainment.

Commentary

1. Standards and achievement have improved overall since the last inspection although there remains variability within and between year groups. The school is at a significant stage for further improving standards, with a more stable staff team, better arrangements for leading and managing subjects and more secure assessment systems. As a result, the quality of pupils' work in most subjects is getting better, although not all pupils are yet reaching the standards of which they are capable.
2. The pupils make a good start in the nursery and reception years, mainly due to good teaching. Their progress is brisk and they are suitably challenged to make the best of their capabilities as they build their skills and knowledge. They achieve well in all areas of learning with opportunities for further improvement in physical development. Standards are good in personal, social and emotional development; language and literacy; mathematics; knowledge and understanding of the world; and physical development. In creative development, standards are at least satisfactory. Pupils are working well above the expectations for their age in their use of ICT. Standards have improved in knowledge and understanding of the world and in physical development since the last inspection.
3. Standards in lessons and pupils' work in Key Stage 1 (Years 1 and 2) are very good in information and communication technology (ICT), good in English; science; the singing element of music; physical education (PE) and religious education, and satisfactory in mathematics; design and technology and geography. In art and design, no lessons were seen so standards were judged on pupils' satisfactory work in folders and on display. There was insufficient evidence to judge standards in history through the school.
4. In Key Stage 2 (Years 3 to 6) standards and achievement are good in English; ICT; design and technology; music; physical education and religious education. They are satisfactory in mathematics, science and geography. In design and technology pupils make very good progress. In art and design, evidence was too limited to judge pupils' achievement, although standards of work in folders and on display were satisfactory.

5. Pupils achieve well overall, although there are opportunities for higher achievement in most subjects. This is partly due to some variability in the quality of teaching, but mainly due to the school's use of assessment information which is now improving but has been limited. Although standards attained by pupils with special educational needs are below national expectations, they achieve well.
6. Pupils from minority ethnic backgrounds achieve as well as others in their classes. Almost all are confident in the spoken and written use of English. The small number of new entrants to school who are at an early stage of learning English as an additional language are well supported by the school and the LEA. It is too soon to judge their standards of attainment, but they are making brisk progress in their understanding of spoken English, and are now able to communicate with their friends, and occasionally with adults, using single words or phrases.
7. The school has identified about one in ten pupils who are considered to be gifted or talented in one or more areas of their development. The provision for these pupils is at a very early stage, but their needs have been initially assessed and recorded, with basic guidance for staff on how to ensure they achieve suitably high standards. There is little evidence at present of the impact of these arrangements on pupils' standards or progress, although staff are clearly reconsidering provision both in and beyond lesson times. Examples of this include an older pupil who was identified as being able to sing well, being guided to the after school choir, and a nursery pupil taking reading books home much earlier than would normally be the case. The school has made a sound start and plans to develop further the provision, assessment and monitoring of this group of pupils.
8. Results of the 2003 national tests for Year 2 were significantly lower than the previous year. The results for pupils attaining at least the Level 2 expected for the age group were well below other schools nationally in reading and mathematics and below in writing. Compared with schools with a similar entitlement to free school meals, results were well below in reading and writing, and in the lowest five per cent in mathematics. In science, where teachers assess pupils' standards, results were similar to other schools nationally but below similar schools. The percentage of pupils attaining the higher Level 3 was also low, with the exception of writing where the results matched those of other schools nationally but were well below those of similar schools. The school anticipated this dip in results as one in three in the year group had special educational needs. The present Year 2 is on course to improve results substantially.
9. National test results in 2003 for Year 6 pupils attaining at least the expected Level 4 for the age group, showed encouraging improvements compared with other schools nationally. In English the results were well above the national results, which was a significant improvement from the previous year; in mathematics they were above, which was also an improvement, and in science the results were the same as other schools and the previous year's performance. Compared with schools with a similar entitlement to free school meals, English results were above, but mathematics and science were below which was a dip from the previous year.
10. The percentage of pupils attaining the higher Level 5 was again well above other schools nationally in English, above in mathematics and about the same in science. Compared with similar schools, the higher Level 5 results were above in English, about the same in mathematics, and below in science. Overall, the results indicated that the school was very successful in improving standards in English for this group of pupils and had also made gains in mathematics. There was room for improvement in science, particularly in the proportion of pupils attaining the higher Level 5.
11. There is little difference between boys and girls in average test results over the past three years at either Year 2 or Year 6, with the exception of writing at Year 2 where girls' performance is better than boys.

12. The table below shows the average points scores in the national tests for Year 6 pupils in 2003 which exceed the national figures in all subjects and show the significant improvement from the previous year in English.

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

Standards in:	School results	National results
English	28.9 (26.5)	26.8 (27.0)
Mathematics	27.7 (27.0)	26.8 (26.7)
Science	29.3 (28.3)	28.6 (28.3)

There were 65 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The pupils' attitude to their school, their behaviour and their personal development, including their spiritual, moral and social values are good. Attendance and development of their cultural values is satisfactory.

Main strengths and weaknesses

- Spiritual, moral and social development is strong and adds to the positive environment of the school community.
- The positive attitude of the pupils to learning contributes well to their progress.
- The quality of pupils' relationships with others encourages their self-confidence and ability to work together.
- Behaviour is generally good with occasional immature behaviour from a small minority of pupils.

Commentary

13. The pupils enjoy their learning in a pleasant environment where their needs are supported and all members of the staff value their efforts. Relationships are very good and these are well used to encourage the pupils' good level of self-esteem and confidence. The ethos of the school and its broad curricular provision helps promote in pupils a desire to learn and respect for values and achievement.
14. Their overall good behaviour and their positive work ethic support the pupils' achievement and progress. For example, during an English lesson for pupils in a mixed class for Years 1 and 2, they were learning to use structures from poems as a basis for their own writing and to improve spelling. They were very attentive and responded well to the teachers' high expectation for behaviour making good progress in their learning. During a geography lesson for pupils in Years 5 and 6 relating location to travel modes, the pupils were very well behaved. They settled promptly to the task and their learning and achievement were good.
15. The behaviour of pupils is overall good although there are individuals and groups whose behaviour restricts their own learning as well as others and affects lesson progress. The school has well established behaviour management strategies and where these are consistently applied the behaviour of most pupils is not an issue. There are occasions when these strategies are not applied consistently and learning and lesson progress are affected by unsatisfactory behaviour. During recreation and lunch times their behaviour is good and they reveal themselves as sociable and friendly children who are courteous and respectful.
16. Discussions with pupils reveal that bullying is not a serious issue and they are confident of support and advice from their teachers should it occur. They value a calm environment and

respect and support the need for rules and consequences. They have contributed to classroom rules for behaviour. During a lesson for personal, social and health education pupils in a mixed class for Years 5 and 6 were discussing the appropriate age for children to be introduced to drugs awareness. In managing the debate themselves they agreed rules for the conduct of the debate with the whole class and applied them fastidiously.

17. The school achieves a satisfactory level of attendance and pupils generally arrive promptly and lessons start on time. The level of authorised absence is affected most significantly by medical absence and pupils taken on holiday during term time, in some instances for significant periods. The school makes good provision to promote and support attendance, however, a small number of parents fail to support the school or their children's learning.

Attendance in the latest complete reporting year 94.7%

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.2
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.

18. The school's ethos and promotion of Christian ideals provide a strong basis for pupils to develop values founded in spiritual, moral, social and cultural traditions. The school uses the reflective element of collective worship and prayer to give opportunity for the pupils to experience spiritual values in their school and daily life. This is reinforced through their enjoyment of singing and opportunities to play musical instruments and is evident in their delight when their work and achievement is celebrated. The pupils have a clear view of right and wrong and they are firm in their rejection of bad behaviour. They are aware of sanctions being applied such as detention and accept this as necessary in order that they can complete their work without interruption. They have contributed to rules for classroom behaviour.
19. Throughout the school pupils have roles and responsibilities which they carry out sensibly and with appropriate independence. Junior pupils accept the role of 'Buddy' to infants and support them during play. They also provide them with reading support. Their awareness of social values is evident in their support for several charities for which they have raised funds. They have further extended development of these values through a range of visits to outside venues and their experience of outdoor activities on residential courses. Through the curriculum they have studied aspects of their own culture including the Tudors and Victorians, the Gunpowder Plot and the Great Fire of London. They have investigated their local area and looked at various aspects of British life during the last century. Their knowledge of other cultures includes history studies about the Ancient Greeks and the Vikings. In religious studies they have made comparisons between the major religions of the World and Christianity. Through this they have a satisfactory insight into cultural values. Their experience of the modern cultural traditions of the diverse ethnic population of Britain is less developed and they are not well prepared for life in a multi-cultural society.
20. Most pupils with special educational needs are interested in their learning, behave well in lessons and relate positively to others in class. There is evidence of immature and inappropriate behaviour when some pupils are being taught in withdrawal groups.

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	284	3	0
White – any other White background	8	2	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – any other Asian background	3	0	0

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

There have been seven exclusions in the current school year, involving two pupils, as part of a plan for improving behaviour, which has been successful.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There are strengths in the overall good teaching which are reflected particularly in the standards achieved in the Foundation Stage, in English, music and ICT. The school's curriculum offers a suitably broad range of opportunities for pupils in all age groups. The use of assessment information to ensure lessons are planned to match the different levels of pupils' attainment is not yet fully effective.

Teaching and learning

The provision for teaching and learning is good throughout the school. The overall quality of teaching is good, with regular examples of very good teaching throughout the school.

Main strengths and weaknesses

- Teachers are conscientious, hard working and committed to improvement.
- The teaching in lessons is carefully planned and prepared.
- Support in lessons for pupils with special educational needs is effective.
- Assessment information is not used well enough to promote improvement or to match work to the needs of the full range of pupils in each class.
- The management of pupils' behaviour is good, although in some lessons pupils become restless.
- The effectiveness of homework varies in junior classes.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	12 (26 %)	23 (50%)	11 (24 %)	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.

21. The quality of teaching is satisfactory or better in all lessons. Lessons are often lively and interesting. In over half the lessons it is good and in one in four lessons it is very good. This is a strong position from which to improve standards and achievement, and this is already beginning to show. The teaching team is now reasonably stable, and new staff have brought fresh expertise and ideas to complement the established team. Although the leadership of some subjects is not fully in place, staff have worked well together to share expertise. The teamwork is very good, and has helped to maintain the quality of teaching and learning during the school's recent difficulties with staff redundancies, illness and falling rolls.
22. Teachers have sound subject knowledge in almost all subjects, and where expertise for some staff is limited, such as in music, the school has successfully used specialist teaching, training and subject guidance to ensure pupils' continue to make progress. This is evident particularly in ICT where all staff now have a good level of competence in the subject and use it to make learning more interesting.
23. The preparation of resources, the planning of the teaching and the sequence of activities in lessons are a consistently good feature of lessons. This helps to maintain pupils' enthusiasm and interest in most lessons, and to make at least reasonable progress. The teachers use schemes of work, based on national guidance, in all subjects to ensure pupils make at least steady progress through the school. Assessment of this progress is evident in all subjects and is effectively used to group pupils or identify them for particular activities, such as support in literacy for those working a little below the expectations for their age, and for the pupils of highest attainment in science. This works well. The identification of pupils' individual strengths and weaknesses is less effective at present. Although teachers often know their pupils well and are aware of their major needs, the planning of lessons rarely reflects this detail in pupils' targets, teaching or tasks.
24. For example, in the planning of lessons the data from assessment is rarely reflected fully in deciding what pupils should achieve and which level of tasks they should undertake. As a result some pupils are not making the progress they should; most often this is the pupils of lower attainment when support is not available in the lesson, and the pupils of higher attainment who are not always challenged sufficiently. The school recognises this and plans are already underway to ensure that pupils at different levels of attainment have both teaching and tasks matched more accurately to their needs. This is evident in the use of setting in junior classes, which is at an early stage but already enabling pupils in the same year group to work at a pace. Nonetheless, within the sets, there is still a broad range of attainment, so continuing to improve the precision with which the expected learning is identified at the planning stage, remains an issue.
25. The small number of pupils who are at the early stages of learning English as an additional language are taught well. The LEA provides additional expertise to help with assessing and planning their progress and teachers use this advice well in lessons to ensure the pupils are included in the activities whenever possible, and have individual help when needed. This is working well at present. The pupils' interest is being maintained and they have developed helpful relationships with other pupils in their class. They are taught English systematically when working one-to-one with an adult and records of their experiences and progress are kept. At this early stage, specific targets for their achievement have not been agreed, but staff have reasonable expectations for their improvement. Not all teachers have experience of teaching English as an additional language, so training is likely to be needed as the pupils become increasingly competent.
26. Pupils' work is marked regularly and, although the quality is variable, there are occasional examples of teachers helping pupils to see how they might improve. This good practice could usefully be disseminated through the school in order to extend the pupils' understanding of what they can do to themselves to improve their work.

27. When teaching assistants are available, they often provide valuable support. For pupils with special educational needs there is good support in lessons when adults work directly with pupils. Learning objectives are clear and the level of challenge in planned tasks and activities is appropriate. As a result, most of these pupils achieve well. Teaching assistants have a wider role in many lessons, and in the best practice they support pupils from the beginning of the lesson, sometimes teaching a particular group or ensuring the specific pupils understand and contribute to class discussions. This works well. Where the introduction to lessons is prolonged, teaching assistants are less effective and sometimes find themselves more focused on ensuring pupils' continue to pay attention than to promoting learning.
28. The management of behaviour in most lessons is good with a good degree of independence in nursery, reception and infant classes, and most pupils throughout the school able to work collaboratively. In the best lessons, staff use a range of strategies, with which the pupils are familiar, to maintain the flow of the lesson while keeping pupils focused on their work. This is most effective when the potential for restless or inappropriate behaviour is dealt with at an early stage. On the rare occasions when it is not dealt with soon enough, the pupils' learning is affected, although some pupils still have the maturity to remain focused on their work. In junior classes, there is a tendency to have a narrow range of teaching strategies, sometimes with prolonged introductions to lessons, which test the pupils' ability to concentrate, and results in inattentive behaviour.

The curriculum

The curriculum provision is good overall, including for those pupils with special education needs.

Main strengths and weaknesses

- Very good provision in the Foundation Stage.
- The accommodation provides very good facilities both indoors and outside, which are used effectively.
- The basic curriculum is enhanced through the use of visits and visitors, including a residential visit, and extra-curricular activities.
- Resources are adequate for the present curriculum and good in some subjects.

Commentary

29. The school provides a suitably broad curriculum including all the subjects of the National Curriculum, religious education and collective worship. Within this provision, pupils make at least steady and often good progress particularly in the knowledge of the topics they study. As the school's assessment systems are improving the opportunities for pupils to make the best of the curriculum provision, whatever their level of attainment, are also getting better, although there is room for further improvement in planning the match of work in lessons to the needs of individual pupils. The provision for investigative work is limited in junior classes, although there is ample opportunity for pupils to undertake practical activities.
30. Suitable attention is paid to aspects such as anti-drugs education, and sex and relationships education. Pupils are well prepared for transition points in their schooling with the large majority of pupils attaining at least the national expectations for their age. There is also careful provision for younger pupils moving from the nursery building to the reception year which is in the school's main building.
31. Pupils learning English as an additional language have satisfactory provision at present, including good quality opportunities to develop their speaking skills during play, as well as individual support within lessons. The school's plans for their future curriculum needs are not clear as yet, but both the LEA and the senior management are aware that provision will be

needed until the pupils are secure in their command of English and confident in their personal development.

32. For pupils with special educational needs there is good provision to meet the needs outlined in their individual education plans (IEPs) and statements of entitlement. The learning objectives in pupils' IEPs are clear, achievable and appropriately assessed to set the next targets for learning. There is also support for pupils who need a boost to their learning, such as that provided in literacy and numeracy, through the teaching of small groups in line with national guidance. There are also good arrangements for pupils who have been identified as gifted or talented in aspects such as dance leadership, to develop their competence further.
33. Extra-curricular provision is mainly focused on sport and music, and available to junior pupils. However, these do enhance the curriculum and increase pupils' enthusiasm for school as well as improve their skills.
34. The school building has been refurbished and offers good accommodation which is effectively used. Resources are adequate, and in ICT are good, but finance is tight and replacement and development is restricted at present.

Care, guidance and support

The school has very good arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is satisfactory. There are good arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The very strong quality of care, guidance, health and safety.
- The very good quality of relationships.
- The school's very good induction arrangements.
- Information gained from assessing pupils' work is not used sufficiently well to plan lessons more closely to match their needs.
- Pupils do not have a clear idea of which skills they can do well and which they need to improve.

Commentary

35. The school premises have been developed to provide a pleasant, well-organised and stimulating facility where the pupils can learn in a safe and secure environment. Their learning is enhanced and supported by the very good relationships that exist and their confidence in the teaching staff. Formal advice and guidance based on monitoring is less effective being only satisfactory. The school provides good opportunities for pupils to express their views through, for instance, the school council, which meets regularly and raises issues of concern or for improvement. The council is currently discussing the introduction of a school newspaper providing further opportunity for the expression of views. The pupils recently gave significant response to a questionnaire circulated within school seeking their views on aspects of their school life. The school gives serious consideration to issues raised by the pupils such as the introduction of the school newspaper. The induction arrangements for pupils are very good, and discussion with older pupils reveals their confidence in the provision made and the contact and support provided for secondary transfer. The child protection co-ordinator is well established in post and staff is aware of their responsibilities and procedures to be followed.
36. There are very good relationships between teachers, classroom support assistants and pupils in the school. Pupils feel secure in their classes, and teachers and support staff know of any special circumstances relating to individual pupils. In lessons help is always available

for those who find the work difficult, and everyone is included equally. In some classes teachers are adept at spotting individual needs and moving pupils forward. As lessons begin, pupils are told what they will learn in the session.

37. There is a comprehensive programme of assessment throughout the year in the core subjects of English, mathematics and science, with significant help from the link governor. Pupils are tested and the results are recorded. For example, in mathematics there is an annual test in February plus some tests similar to national tests in years 3 – 5. These are useful for revealing levels of work across the group, but they are not used to identify the strengths and weaknesses of individual pupils' performance. Furthermore, they are not properly tracked from year to year to show periods of enhanced or reduced performance. Answers from national tests at Year 2 and Year 6 are analysed; this is used to reveal areas of weakness in the teaching, but has little impact on teachers planning as yet. Pupils, and particularly those in lower sets, do not clearly understand what they need to do to improve. The use of pupil targets is very recent, and patchy throughout the school. Assessment systems are now ready for the leadership to ensure rigorous transfer of information into lesson planning for pupils at all levels of attainment, and into individual targets which can be shared with pupils. The assessment co-ordinator is aware of these issues, which feature on the school improvement plan.
38. For pupils with special educational needs, assessment is used appropriately to inform the next steps in learning in pupils' individual education programmes. Teachers make effective use of assessment information when planning activities and support in lessons. However, not enough attention is paid to decisions about in-class support and withdrawal groups. The school recognises that action needs to be taken on wheelchair access to all parts of the school and plans are in hand.
39. Generally, more could be done to develop responsibility in pupils, particularly the younger age groups. However, some good examples were seen as when a talented pupil led the warm up part of a gymnastics lesson, not only demonstrating appropriate exercises, but commenting on how well or otherwise classmates were doing it. Another pupil, also identified as talented, does the choreography for a dance club run by pupils themselves. Teachers are caring, and show concern for pupils when unforeseen events occur. A lesson had been given in Year 2 dealing with issues of bereavement with some sensitivity.

Partnership with parents, other schools and the community

The school has developed very good links with other schools. Its links with parents and the community are good.

Main strengths and weaknesses

- The links with other schools are well established and help pupils to make a smooth transition.
- Provision to parents of information about the school is detailed.
- Involvement of parents through seeking, valuing and acting on their views are appreciated by the majority of parents.
- Parents of pupils with special educational needs are not sufficiently involved in the preparation of individual education plans.

Commentary

40. Those parents who responded to the pre-inspection enquiry, report strong satisfaction with the provision made by the school to involve and inform them. They acknowledge the 'Open Door' policy provided by the school and appreciate the access that they have to the Headteacher and teaching staff. Formal information about the pupils' progress is supported by opportunities to discuss their children's work with class teachers during annual parents'

evenings. The school makes very good provision to help the induction of Nursery children. During inspection these children and their parents spent an afternoon being introduced to the Reception teacher and staff and the Headteacher spent time with parents discussing how the induction process was managed. Parents of reception pupils join the class on three afternoons each week to share reading with their child. The pupils' development benefits from a broad range of visits into the community as well as community groups and visitors who come into school. This includes a local group of disabled people to share tea and watch the children perform. Classes also use the local library and health centre as a learning resource and the school is linked with its local church. The school's link arrangements with other schools are well established and provide very good support for the educational transition of the pupils.

41. For pupils with special educational needs, the school is not sufficiently involving parents and pupils in reviews and target-setting. Although the co-ordinator for special needs recognises this as an area for development, it does not appear in the school improvement plan as a priority target.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a very effective leader and receives good support from key staff and governors. As a result the school runs smoothly, teaching is good and standards are at least satisfactory.

Main strengths and weaknesses

- The leadership of the headteacher has maintained a consistent focus on improving the school for several years.
- The involvement, interest and enthusiasm of the governing body in the work of the school provides good support.
- The monitoring of teaching and learning by subject co-ordinators is not yet extensive enough to provide a sound basis for setting strategic planning priorities.

Commentary

42. The leadership and management of the school have improved since the last inspection. Between then and now, there have been significant difficulties to overcome which have slowed the pace of progress towards higher standards and better teaching. These difficulties, mainly falling rolls and subsequent redundancies and financial constraints, staff illness and the disruption of refurbishing the building, have been led and managed well by the headteacher and governing body. The school is now in a more stable position and the pace of improvement is increasing rapidly.
43. The headteacher has retained the clear vision for progress which was identified at the last inspection, has made good use of opportunities, and steered the school past the worst effects of the changes over which the school had little control. As a result, the school is now in a good position to continue improving. For example, a new deputy headteacher is in post after the long term absence of the previous deputies; all subjects have a co-ordinator most of whom are working effectively; the school now has a nursery, and the overall quality of the teaching has improved considerably.
44. The governing body is well informed and involved in the school. For example, one governor has undertaken the task of analysing the basic test data so the staff can evaluate the results more easily. Appropriate committees are in place and active. The range of expertise of governors is wide and there is good contact with the local community and parents. Strategic planning is generally good, although the format of the school improvement plan is sometimes too vague on how decisions about the success of the planned actions will be evaluated. A sensible approach has been taken to finance, with the principles of best value applied to

expenditure. The school is likely to overspend in the 2003/4 financial year, with the knowledge of the LEA, but has managed to reduce the projected deficit of over £30,000 by about a third as a result of careful planning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	861,369
Total expenditure	852,825
Expenditure per pupil	2,375

Balances (£)	
Balance from previous year	35,957
Balance carried forward to the next	8,544

45. Key staff generally work well in their leadership and management roles, but some are inexperienced and most are constrained by the current financial situation which reduces opportunities for release for training and monitoring their subjects. Nonetheless, they make good use of opportunities available and there are few ill effects in the short term, except the limited evidence about the learning of different groups of pupils despite the scrutiny of pupils' work and lesson observations which have provided a sound overview of the school's strengths and weaknesses. There is also some uncertainty at senior management level about the overall responsibility for pupils' learning; for example, in how the learning in attainment sets and in mixed age classes should be maintained at suitably high standards. Leadership in English is particularly strong. Good improvements have also been made in the leadership and management of special educational needs since the last inspection, when this aspect was judged as unsatisfactory and a key issue. Documentation in this area is organised well and the provision in lessons is good. There remain decisions to be made about when it is appropriate to withdraw pupils from lessons as the current arrangements are not always successful.
46. The day to day management of the school runs smoothly, and there is a positive atmosphere for teaching and learning. Lessons start on time, and pupils and teachers know what is expected of them. Performance management for teachers is firmly in place, and the school regularly evaluates its performance, albeit often through oral reports which reduce the ease with which this information can be shared. Parents are welcome and have confidence in the way the school is managed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

47. Provision in the Foundation Stage is very good. Leadership is effective, teaching and learning are very good and resources and accommodation are of high quality. Children enter a most attractive and stimulating environment both indoors and outdoors where there is a good balance of child-chosen and teacher-directed activities and where a warm, caring atmosphere supports learning.
48. Although nursery and reception units are some distance apart physically, the co-ordinator ensures, by weekly liaison, that planning and delivery of the curriculum enable children to make progress and that any transition between the two year groups is as smooth as possible. This is particularly important because there are three admission dates for children's entry into the reception unit. There is a good ratio of staff to children and careful planning provides frequent opportunities for adults and children to work closely together throughout the day. As a result, all children including those with special needs are well supported. Staff are well trained and support each other in effective teams. The children's growth in confidence is well supported by the very good relationships with staff.
49. The positive relationships established with parents when their child enters the nursery, are continued through very good quality communications, both written and oral. Parents know what children are learning, how they are assessed and what progress they are making. In nursery, they have access to activity sheets to complete at home that consolidate their child's learning in class. In reception, examples of questions to support reading, are sent home with reading books.
50. Although children enter Nursery with a wide range of ability, attainment for the majority is at least in line with national expectations for the age group in all areas of learning. Their progress is tracked continuously towards and beyond the early learning goals that are expected to be achieved by the end of the reception year. It is not possible to compare children's achievement through the Foundation Stage with the previous inspection findings as nursery was not in place at that time.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines and procedures are well established in both nursery and reception classes.
- Children are taught respect for others.
- Courtesy and co-operation are successfully encouraged.

Commentary

51. Routines are established in a relaxed atmosphere throughout the foundation stage years. Both units are organised towards independence and both offer a suitable range of tabletop activities, computer and listening centres, role-play, art and construction areas. For example, as children enter the nursery, they use a nametag to register and choose an activity to work on with a parent. They know which areas they cannot use without teacher supervision such as the woodwork area and they know where to place work when they have finished. They know how to line up sensibly and how to take turns. They put on the correct clothing for different activities, use equipment with care and return tools to their correct place. They listen to each other and to the teacher and respond with the minimum of fuss when they are

told to stop or change activity. Stories they hear usually concern attitudes and behaviour. Through discussion and role-play they learn what is socially acceptable and what type of behaviour shows consideration of others and is worthy of praise. In one particular story about a rabbit and some worms the children learned that all living creatures must be treated with respect.

52. In reception the well established procedures continue and in class discussions children use the convention of raising their hand to answer and are very confident asking and answering questions in front of the class as well as modelling written answers. In assembly they show their imaginative work, for example, in weaving and the construction of the three bears' beds. They are developing orderly habits well, such as walking down the corridor on the left hand side and always leaving their shoes and clothing neatly when they go to physical education. They can organise board games amongst themselves and play according to the rules with the minimum of adult intervention.
53. Teachers are very good role models: they are respectful to each other and to the children; they praise the children when they say 'sorry', 'please', 'thank-you' or 'excuse-me.' They demonstrate principles of fairness so that all children answer and participate in an activity. They encourage the children to share and help each other at all times.
54. Teaching and learning are very good in both nursery and reception and because children achieve well, most reach the early learning goals with a significant number working beyond. This is similar to the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Speaking and listening are well taught across the curriculum.
- Opportunities for adults and children to work together are extensive.
- Opportunities to enrich oral sessions are sometimes missed.
- Basic skills are well taught.
- Teachers emphasise grammatical structures at an appropriate level.

Commentary

55. Teaching and learning are good in this area and children achieve well. Speaking and listening are particularly good in the nursery. Teachers plan effectively for speaking and listening across the curriculum both in the child-chosen and the teacher-directed activities. The pace of development is appropriate and takes place through role-play activities, collaborative work with other children and adults intervening at suitable moments. Staff are skilful at intervening in child-chosen activities to extend vocabulary, check understanding and develop the play further to avoid repetition. They give suitable commentaries and ask a range of questions so that children experience a variety of language uses.
56. In activities chosen by the adults, learning objectives are clear but sometimes far too limited for the time available, for example, a lesson in single word labelling did not use the opportunities to explore other language devices. Nevertheless, in one nursery session with new musical instruments the teaching assistant made very good use of the language opportunities, giving the children chance to answer a range of questions with extended answers. When labelling, the children discussed word associations such as caterpillar for clatter pillar; they noted similarities, "It sounds like a clock and that is like a road drill," and they sang and recited short rhymes to remember the names by consolidating the associations. All this took place with a great deal of humour so that the children enjoyed

playing with words. Another particularly effective language session was in outdoor play when a teaching assistant sustained interest in role-play by developing the diction, tone and action of the players. As a result the children captured the drama and rhythm of the original story and enjoyed the results of their performance.

57. In both nursery and reception, staff engender a love of books and children handle books with care. Reception children talk enthusiastically about their favourites, can give reasons for their choices and proudly point to words they can read. They use a suitably wide range of strategies such as hear and say, initial and final sounds in words and short vowel sounds within words.
58. The correct formation of the handwriting style is taught from an early stage and on a regular basis. Most of the children can use a pencil effectively to form recognisable letters, most of which are correctly formed. In writing, the concept of a sentence is also developed effectively. Nursery children use printed words from the reading scheme to compile their own sentences; reception children are given sentence beginnings, which they complete with the correct punctuation and then add supplementary sentences of their own. In reception the pupils of higher attainment can spell monosyllabic words and make phonetically plausible attempts at more complex words.
59. Most children are well placed to achieve the early learning goals in this area of learning, and on current form, a significant number should exceed them particularly in speaking and listening and reading. This is similar to the last inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- Mathematics is taught across the curriculum.
- Work is well matched to levels of attainment.
- ICT is used well to consolidate and extend class work.

Commentary

60. Teaching and learning are very good in this area in both nursery and reception, and children achieve well. There are plenty of opportunities throughout the day when children in both units count, match and sequence a range of small and large equipment. For example, as children cut dough in daddy, mummy and baby bear shapes, nursery staff question them about the relative sizes. The children can arrange the shapes accurately in increasing and decreasing order. Children's craftwork is often discussed in terms of similarity and difference whilst children name the shaped materials they use to make effective composite pictures and models. Painted self-portraits have questions attached about size and age and the children can explain the relationship between the two.
61. Reception teachers encourage estimation, checking the actuality and calculation of difference. Repetition in games enables the children to become more accurate at all stages of the process. Teachers use lots of practical equipment and chanted rhythm to discuss pattern with the children. This strategy works successfully in accommodating the children's various ways of learning, and they come to recognise sequence and recreate it.
62. Information and communication technology is very well used in this area. Children work on self-supporting packages to reinforce and extend classroom experiences at their own rate of working. Assessment is an immediate built-in feature and so children can adjust their answers in response. Use of the headphones enables the teacher and the well-briefed

technician to give appropriate individual support where it is needed and so the children concentrate for sustained periods of time.

63. About one in five children are sufficiently advanced to use the vocabulary associated with addition and subtraction; they use left and right to describe position; they know their basic shapes and can build an image using them. These children are on course to exceed some of the early learning goals. The majority of other children are confident and indications are that they will achieve the expected standards for their age by the end of the reception year. This is similar to the last inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- An appropriately wide range of topics is used to teach this area.
- Visits and visitors enrich the curriculum.
- ICT is well taught.

Commentary

64. The curriculum is well planned and taught very well. Children explore a two-year rolling programme of topics that develops all aspects of this area. By a good variety of activities, visits and visitors, teachers ensure that children investigate a wide range of objects and materials. For example, they look closely at similarities and differences, pattern and change and build and construct models to represent their own thoughts and observations. In reception they think back to the time when they were babies and the teacher arranges a visit from baby Thomas and his mum to remind them of their own experiences. This effectively develops their sense of time. Teachers also organise walking routes outside and visits to the church centre and the locality. These enhance children's understanding of the school environment whilst the use of the outdoors areas for gardening and general curriculum work increases their knowledge of the natural world. After discussion led by the teacher, and book research, nursery children were able to construct a realistic jungle in the sand tray, making hiding places for animals and places where they might drink. They work with food and construct healthy fruit salads, vegetable soup and tasty milk shakes. They experiment with different lights and construct kennels for 'outside dogs'. All these activities contribute to the children's development in this area and extend their natural curiosity in the world around them.
65. Teaching and learning in the ICT aspect of this area were observed in both units and both were assessed as very good. All children achieve well. Nursery children are shown how to use the mouse and how to click on an icon choice. Teachers enhance the continuous provision of programs to develop basic skills by good questioning so that the children realise the effects of their choices and reflect on how they can make further progress. In the reception year, staff teach a progressive programme so that when children leave reception they have a range of skills. These include moving items on a screen, using the keyboard for upper and lower case font, using ENTER and SPACE keys appropriately and accessing the speech function to hear text spoken.
66. Almost all children achieve well which is an improvement since the last inspection. The majority are on course to attain the early learning goals, with some exceeding these especially in ICT.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Children have many opportunities to refine their fine motor skills.
- Outdoor play greatly enhances physical development.
- Children have confidence and control using gymnastic apparatus.
- Some children are ready for further skills development.

Commentary

67. Teaching and learning are good in this area and most children achieve well. The majority of children should comfortably reach the early learning goals with a significant minority of children exceeding them. This is an improvement since the last inspection.
68. Children's fine motor skills are progressing well and there are opportunities across the curriculum for further development. All children have access to 'small world activities' and malleable and rigid material for construction. They are instructed in the use of a wide range of equipment including pegs, pencils, pens, scissors and clay tooling. These they use with increasing control. Both nursery and reception units have access to well planned and creative outdoor play areas and both have suitable wheeled vehicles although the progression between the two units in such resources needs to be re-assessed. In outdoor play much energetic and vigorous movement was observed. Nursery children travelled around, under, over and through climbing equipment; they washed down the school walls using large brush strokes; they dug up top soil and transported it to a bedding plot and they rode their tricycles with increased co-ordination and confidence round a track. Teachers successfully encouraged children to experiment with the various equipment and to work together to resolve a situation, such as determining how much soil was needed and how to avoid spilling it on the path!
69. In indoor physical education, reception children were very confident exploring but many were ready for more specific direction to develop their skills further. Nonetheless, most were competent. They could go backwards, forwards as well as sideways on the apparatus. With good instruction and encouragement, individual children experimented with new combinations of movement and improved attention to take-off and landing. Children with special educational needs were particularly well supported in these lessons. Children responded well to teacher's good use of pupil demonstrating how they strived to extend their limbs in a stretched position, and how they used a more tucked-in shape when completing a roll. However, more specific teaching around one piece of equipment on the existing carousel organisation was rarely used to extend the skills of individual children.

CREATIVE DEVELOPMENT

Provision in creative development is very good.

Main strengths and weaknesses

- Children have continuous access to imaginative materials.
- Teachers teach skills well and children are also encouraged to experiment.
- Children have access to quality music sessions.

Commentary

70. Much of the evidence in this area of learning comes from analysis of teachers' planning, displays and files of children's previous work. These indicate that children experience a good range of model making and craftwork throughout the Foundation Stage years and that the skills of mixing paint, printing, painting and colouring are very well taught and lead to at least sound standards of work. For example, children draw their families expressively using chalk

and crayon; they use computer graphics to depict easily recognisable Easter chicks; they design puppets with moveable arms and legs and decorate biscuits imaginatively, which sell for a Blue Peter Appeal.

71. The teacher used the skills of the visiting pianist well to introduce the children to a number of action songs with very different rhythms. Good demonstration of hand positions, when holding an instrument, enables the children to produce better sounds. The children know the names of the instruments and are confident playing an accompaniment in front of the class. The children sing well. They enjoy music and can sing in pitch. The teacher encouraged them to suggest further actions and compose new words in the form of rhyming couplets. The children explored with enthusiasm and all successfully fitted the rhythm. A good achievement. Teaching and learning are very good in this area and children achieve well. Most are expected to reach the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good. Standards attained by most pupils in Years 2 and 6 are above the expectations for their age. Teaching is good overall with regular examples of very good teaching.

Main strengths and weaknesses

- Standards in both reading and writing are above average by the end of Year 2 and Year 6.
- Pupils achieve well in all year groups because of good teaching. Pupils in Year 6 are well placed to meet the statutory targets by the end of the school year.
- Lesson planning is very detailed and thorough and meets the needs of most pupils.
- Assessment systems are consistent but are not well enough established to ensure that the information about pupils' learning is used effectively to track the progress of individual pupils and whole year groups.
- The good provision for pupils with special educational needs enables them to achieve as well as their classmates most of the time. Not enough thought is given to when it is best for individual pupils to be withdrawn from lessons to work in small groups or to work in class with additional adult support.
- Teachers have very high expectations of behaviour and attitudes and pupils respond positively.
- The co-ordinator for English is committed to the continuing improvement of provision and this is having a positive effect on standards and achievement. There are not enough opportunities for her to check the quality of teaching and to look at standards of work across the school.

Commentary

72. The results of national tests in both reading and writing at Year 2 dipped significantly in 2003 and were untypical of the pattern of pupils' performance over the previous three years. The main reason for this was that the year group contained a much higher proportion of pupils with special educational needs than is seen in most schools or in other year groups in this school. Year 2 pupils in the current year are reaching above average standards in both reading and writing. By Year 6 many pupils are also attaining standards in both reading and writing that are above national expectations for their age. In the 2003 national tests for YEAR 6, results were well above those of other schools nationally. This was partly as a result of a one-year injection of extra funds to reduce class sizes in Year 6. The school's decision to teach English in ability sets this year has gone some way to ensuring that standards remain high. Standards in speaking and listening throughout the school and at both Years 2 and 6 are broadly typical of pupils of this age. The school has identified as a priority the introduction of more planned opportunities for pupils to develop these skills across all subjects in order to improve standards further.

73. The impact of the good teaching is evident in lessons and in the work in pupils' books throughout the school. During the inspection, three-quarters of the teaching seen in English was good or better, with a quarter being very good. As a result of ongoing professional development, teachers are confident in their knowledge of the subject using this effectively to explain, question and promote learning. A particular strength lies in the quality of the planning. Activities are carefully planned to reinforce what has been learned previously and to promote new knowledge, understanding and skills. Pupils are provided with appropriate challenges in the tasks that teachers plan for them.
74. Pupils' work is carefully assessed and teachers make effective use of this information when planning what needs to be learned next. This link between assessment and planning is not a wholly consistent feature in the decisions made about whether pupils with special educational needs should remain in class with additional support or be withdrawn from the lesson to work in small groups. In lessons, teachers and support assistants provide skilful help for pupils who have special educational needs and those for whom English is an additional language are provided with skilful support. Teachers know the targets in pupils' individual learning plans and design activities carefully to meet their learning needs. This is not always the case when pupils are withdrawn. In one withdrawal group, pupils were inappropriately mixed and the challenging behaviour of some interfered with the progress being made by others. During one particularly motivating class lesson, three pupils were withdrawn part way through to work on a literacy programme. Having had a very positive experience in the introduction to the lesson their enthusiasm for pursuing this learning further quickly evaporated when they were withdrawn.
75. Very high quality relationships are a natural part of lessons and as a result, pupils work hard and harmoniously with a good level of independence. Resources are carefully planned to reinforce and promote learning.
76. The teaching of reading is good. Pupils enjoy books and many have developed good reading skills. Careful guidance ensures that pupils are reading at the correct level. Guided reading sessions are a successful and valuable use of time. A particularly good feature in Years 3 to 6 lies in the provision of carefully planned and structured independent reading tasks for pupils to follow while the teacher focuses on a specific group of pupils. Parents play an active part in supporting reading both at home and at school where in Years 1 and 2, a good number regularly stay for the first fifteen minutes to listen to their children read in class. The school has an adequate number of books in classrooms. The school recognises that the library is barely adequate for a school of this size, and there are plans to enhance the provision when funding allows.
77. Pupils achieve well in writing. Marking is generally of a good quality, although teachers of Year 6 pupils do not always provide them with enough specific information on how well they are doing and what they need to do to improve their work. All teachers provide many opportunities for pupils to write independently and for a range of purposes. Standards in handwriting are above expectations in Years 1 and 2 because teachers have high expectations of presentation and handwriting skills are taught systematically and well. The presentation of work in Years 3 to 6 is satisfactory overall; some teachers have high expectations but this is not consistent across all classes and the completed work of some pupils is poor. The standard of presentation in the junior classes was identified as a weakness at the time of the last inspection and the school has not done enough to tackle this in the intervening period.
78. A key strength in provision lies in the leadership and management of the subject. The co-ordinator is very committed to the continuing improvement in standards and provision, and is ambitious for the pupils. As a result, she has put into place a carefully thought out subject action plan. Not enough opportunities are provided for her to check the quality of teaching

and the standards of work across the school to ensure consistency in all aspects of teaching and learning.

Language and literacy across the curriculum

79. Pupils are given satisfactory opportunities to practise their reading, writing, speaking and listening skills in other subjects. In most lessons pupils are given opportunities to discuss their ideas or share with the rest of the class what they have done at the end of a lesson. There are good links with ICT. The computer-linked interactive whiteboard, in one of the Year 3/4 classes, was used particularly effectively to support learning in one literacy lesson. Literacy also played a significant part in a Year 3/4 ICT lesson when pupils were asked to reflect on the electronic music they were composing and to write down any special words that might describe the sounds being made.

MATHEMATICS

Provision in mathematics is satisfactory. Standards are in line with national expectations, and pupils make satisfactory progress as they move through the school. The quality of teaching is good overall, but somewhat variable between different classes. Although assessment systems are in place, they are not yet having sufficient impact on pupils' learning.

Main strengths and weaknesses

- Information and communication technology is used very well to support learning in mathematics.
- Pupils are not sufficiently aware of how to improve.
- Not enough care is taken with presentation.
- There are insufficient opportunities for pupils to undertake mathematical investigations.

Commentary

80. The results of the 2003 national tests at the end of Year 2 were well below the national average. Over the previous three years results had risen steadily to well above the national average. The poor results in 2003 were close to the teachers' own assessments of how well the pupils would do. In that particular year group there are significantly greater proportions of pupils with special educational needs, and of summer born pupils who are younger than the average. Results from national tests at the end of Year 6 were above the average for all schools nationally although below the results for schools with a similar entitlement to free school meals. This represented a small improvement over the previous year, but was not as good as teachers had expected in their own assessments. There was no significant difference in the performance of boys and girls.
81. Most pupils enter the school with average mathematical understanding. Progress in learning is satisfactory for all pupils including those with special educational needs, and by Year 2 they are working within the expected range for their age. Progress in Years 3 to 6 is satisfactory overall. However, pupils with special educational needs do not always progress as well as they should when they are withdrawn from classes and the challenging behaviour of a minority can affect progress made by the others.
82. The quality of teaching seen during the inspection, though good overall, varied from class to class. Most of the very good teaching occurred in Years 1 and 2. In these lessons there was pace and challenge, pupils thinking quickly and working hard. There were good relationships in the class, teachers had good subject knowledge and enabled all pupils to achieve well in the lesson. Work was carefully differentiated for the different attainment groups. Where the teaching was less than good, ways of presenting the work were not so imaginative and tasks

were not as stimulating. The most advanced pupils were not always challenged sufficiently to make the most of their capabilities.

83. Planning of lessons was generally good. Analysis of work both in books and on display showed that there is good coverage of the mathematics curriculum including work on solving problems. Much of the work for younger pupils is done on worksheets which are kept in folders. As they move up the school more work is done in exercise books. Some of this work was rather low in quantity, with limited evidence of pupils consolidating their skills despite the useful work in ICT. Work was also often untidy and sometimes undated. Marking was of variable quality; the best offering explanations of errors. Displays of mathematics around the school often had useful reference material for pupils to look at, although there was little of their actual work on show. In particular there were few opportunities for pupils to do more open ended and investigative work. Homework is given to all pupils, but the amount and proportion of pupils completing it successfully varies from class to class.
84. Computing equipment and software are used very well in the school to support learning in mathematics. In one Year 1-2 class an electronic whiteboard was used to teach Venn diagrams. Pupils were able to come out to the board and use their fingers to slide animals into the right circles according to the number of their legs. The teacher used a finger to write labels in the joined writing in use in the class, and quickly moved to harder examples using properties of numbers and intersecting circles. Meanwhile the other half of the class worked at computers using a program which read questions accurately matched to individual attainment, reinforcing weaknesses and progressively moving pupils on. All classes use the computer suites to support mathematical learning, and the classroom machines in lessons.
85. There is a program of assessment which includes an annual test for all pupils. Additionally there are tests for Years 3 – 5 modelled on the national tests which pupils sit in Year 6. These results are collected together and show in a general way how groups of pupils are doing. They do not reveal in sufficient detail individuals' rates of progress, and in which particular areas of mathematics they need further support. The school is just beginning to assess understanding of the key objectives of the teaching, but this is at an early stage and has not had time to make any difference to pupils' achievement. At present, pupils do not have individual targets, and do not clearly understand how to improve.
86. The curriculum co-ordinator has recently taken up the post. Development is a little hampered by funding which affects, for example, the amount of in-service training which can be provided. The co-ordinator plans to have a course on investigative work soon. She is working closely with a numeracy consultant from the local education authority who has helped with the action plan. This includes sensible areas for development, including assessment and investigations. The co-ordinator has monitored three of the classes and been able to follow up concerns in one of them. This is a reasonable level of monitoring in a short time. Resources for teaching the subject, kept centrally and in classrooms, are good. There remains a lot to be done, but leadership and management of the subject are satisfactory.
87. Since the time of the last inspection standards have remained satisfactory. Improvements have been made in teachers' planning, there is now some better teaching and much better use is made of ICT. Progress since then is satisfactory overall.

Mathematics across the curriculum

88. Examples were seen of cross curricular work in which mathematics skills were used, such as work in science which involved pupils reading scales, measuring, drawing graphs of results. Mathematics was used well in a geography lesson in which pupils drew pie charts and bar graphs following a video about ways of travelling to school. There is a very strong and effective link with ICT, pupils being able to develop their mathematics alongside computer skills. This area in particular is well planned and has improved in the last three

years. As a result standards in mathematics are in a stronger position to rise as pupils move through the school.

SCIENCE

Provision in science is good. Standards of attainment overall are good by Year 2, and satisfactory by Year 6. Most pupils achieve well but there remains some underachievement which gives scope for higher standards.

Main strengths and weaknesses

- Good teaching which maintains pupils' interest and ensures they have good knowledge of the topics they study.
- Good use of ICT, with plans for further development.
- The limited use of assessment when planning the learning of pupils at different levels of attainment which results in some pupils not achieving as well as they should.

Commentary

89. Results of the 2003 national assessments of the attainment of Year 2 pupils in science were about the same as other schools nationally for the Level 2 and above that is expected for the age group. The results were below the results of similar schools. The proportion of pupils attaining the higher Level 3 was below other schools nationally and well below similar schools. The results were anticipated by the school as over a third of the pupils in the year group had identified special educational needs. In these circumstances, having nine out ten pupils attain at least the level expected for their age and a small proportion achieve the higher level, is a good achievement.
90. National test results for Year 6 in science showed an improvement in the proportion of pupils attaining the Level 4 expected for the age group. Overall results in average points were about the same as both the previous year and as other schools nationally. The results were below those of schools with a similar entitlement to free school meals, which was a slight decline from the previous year. Results for the higher Level 5, were the same as other schools nationally, but below those of similar schools. The improvement in results from the science assessments made when the pupils were seven years old was good.
91. In lessons, discussions and pupils' work there is clear enthusiasm for the subject. Pupils can talk knowledgeably about the science topics they have studied and take delight in discovering surprising details. For example, Years 3 and 4 learned that badgers catch and eat very large quantities of worms, and they know to take straw or other materials into their sett to make warm beds. Through this type of work, pupils are building a useful bank of factual information which helps them to understand the natural world and also the physical aspects, such as when Year 2 pupils gained insights into friction by running toy vehicles down a ramp, recording and comparing the differences in speed and distance. Overall, standards in science have improved since the last inspection, although there remains some underachievement, especially at the upper and lower levels of attainment, in most year groups. Currently, standards in Year 2 are good and in Year 6 are satisfactory with examples of good work.
92. The quality of pupils' scientific enquiry, although satisfactory overall, varies through the school. All classes have regular practical work, but not all of this work has enough of the elements of enquiry to make genuine investigations. Often, the pupils have the benefit of following an investigation planned and demonstrated by the teacher, which helps them to appreciate a technique for testing or is a quick, practical way to reinforce their knowledge. For example, how some medicine packets can be easily confused with packets of sweets, or how electrical circuits can be used to make a number game. In the best work, these demonstrations went alongside the pupils' own investigations, where they explored the

science elements and tested their own ideas, such as the Year 2 pupils who had learned about setting up simple electrical circuits and switches before they used their skills to make the number game. However, in many science topics, especially in the junior year groups, there is too little of the pupils' using their own knowledge, ideas and skills to check out a hypothesis or solve a problem.

93. ICT in science is used effectively, especially in enabling pupils to gain knowledge of a topic in a stimulating way. For example, pupils in Years 3 and 4 had used a commercial program to help them gain sufficient knowledge about badgers to raise initial questions with a specialist visitor, and to develop the same points with further pertinent queries. The staff are rightly keen to develop further the use of ICT and, when funds allow, are intending to extend the current resources.
94. Teaching overall is good, which is an improvement since the last inspection. The systematic teaching of science topics through the school is providing most pupils with a sound knowledge of the work covered. Staff prepare well for lessons, with the sequence of teaching and activities in the lesson carefully planned. They make very good use of simple resources, and generally make lessons interesting. There is recognition in the planning of most lessons of the different levels of attainment in the class, although this rarely goes as far as identifying the different expectations for pupils' achievements or pace of learning. As a result, not all pupils have teaching and tasks which are well matched to their level of attainment. Although pupils' work is usually checked for accuracy, marking is often minimal, which is a lost opportunity to give individual pupils guidance on what they need to do to improve.
95. Occasionally, teaching was well matched to the needs of small groups of pupils, or individuals. This was usually where there was more than one adult in the class. On these occasions the lower attaining pupils often had additional support and achieved well. Without such support, work in some of these pupils' books indicates that they do not always finish their tasks, especially when they have to spend time recording in narrative sentences. They are more successful in demonstrating what they have learned when they use other means to record such as tables, graphs, or lists. Some imaginative recording work was seen with younger pupils using pictures, including their own labelled drawings, to show their understanding.
96. Assessment in science is conscientiously completed by staff at the end of each science topic and enables them to identify those pupils who are achieving above or below the majority of pupils in the class. It is not yet detailed enough to ensure pupils are systematically building up their skills and knowledge. Recent developments, such as the basic analysis of test results, are helping the school move forward in this area, but progress is at a very early stage and not yet having a significant impact on teachers' planning of pupils' learning.
97. The subject is managed satisfactorily by the subject leader, who makes good use of the LEA's support provision including conferences and links with other science subject leaders locally. However, there is very limited time available for her to carry out the basic monitoring of the subject which is essential to leading new developments and improving standards. Monitoring of lessons and the scrutiny of pupils' work are undertaken where possible, but not systematically enough to ensure good knowledge of teaching and learning through school. Nonetheless, good support is received from other staff, notably in supporting "booster" work with pupils at lunchtimes and after school. Visitors also make a positive contribution to the pupils' experiences, which are firmly based on the national guidance with the support of a commercial scheme of work and the allocation of science topics to each year group.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment by Year 2 are very good.
- Cross-curricular uses of ICT are very good.
- Equipment and software resources are very good.
- Teachers' knowledge of the subject is good.

Commentary

98. Pupils achieve very well in Years 1 and 2, and by the time they reach the end of Year 2 standards are well above the national expectations for their age. They also achieve well in Years 3 – 6, and their knowledge, skills and understanding of ICT is above average. The quality of provision has improved markedly in the last three years. The pupils in the infant classes have had the benefit of these improvements, including good teaching, for all the time they have been in school. The junior pupils have had a more fragmented past experience, but good use has been made of recent improvements, teaching is good and pupils are achieving well so their progress is brisk and the good standards are set to improve still further.
99. All the specific ICT teaching seen during the inspection was good. Digital whiteboards were used very effectively both to demonstrate ways to control programs, and for individual pupils to contribute ideas. Teachers demonstrated confident use of this equipment. Most teachers have good subject knowledge, both generally for ICT and in relation to the specific software they are using. The confidence of most teachers helps pupils to learn quickly and effectively, and to become independent. For example, during a lesson on spreadsheets, all pupils were able to access and open their own files from the server. They shared machines, and in many cases where one pupil was uncertain how to proceed another was able to help. Some pupils have wider experience of computers from home, and skills and alternative methods of working were also passed from one to another. The computer suites are timetabled and used very well for all pupils in the school to develop their abilities. There are good links with the secondary school, such as when teachers visit to help pupils learn about sensing of aspects such as temperature and sound through the use of computers in science. Good displays of work also help to stimulate improvement by setting high expectations.
100. There has been a very significant amount of training for teachers and support staff over the last three years. As the new equipment was bought and installed, grants for funding the necessary training were successfully attracted, and the curriculum co-ordinator led the teachers through courses on different aspects of ICT. The use of national guidance for planning was developed, and portfolios of completed work were collected, levelled and annotated, led by the co-ordinator. This has resulted in a rapid improvement in provision throughout the school. Assessment of completed units of work is now carried out, which leads to a good understanding of overall standards at Year 2 and Year 6. A system to assess individual standards is under development. The co-ordinator leads by example, as when an arrangement is in place for him to teach another class where the teacher is less confident in ICT. Health and safety issues such as correct seating and internet safety receive proper attention.
101. The level of resources is very good. Classrooms have computers, and the two computer suites are able to take whole classes. A technician is on hand to deal with technical difficulties and help pupils; she very effectively explains solutions to problems and encourages pupils to do things for themselves. There are programmable 'Roamers' for younger pupils, and there is enough 'Rollalab' control hardware to enable a class of older pupils to learn how computers can be used to work lights and motors. School has also attracted funding for software, and invested money in providing a literacy bank and 'Easiteach'. The latter enabled pupils to work at their best pace, consolidating skills in mathematics. The co-ordinator has written a good action plan with appropriate issues in

order to develop provision still further. Leadership and management of the subject is very good.

102. At the time of the last inspection ICT provision was unsatisfactory. Since then planning has improved and provision now meets statutory requirements. Hardware and software resources have very significantly improved, and the amount of time pupils spend on computers has increased. Teachers' subject knowledge is also much better, and ICT is now used well to support learning in other subjects. Overall there has been very good improvement.

Information and communication technology across the curriculum

103. The very effective way in which ICT is used to support learning in other subjects is a strength of the school. Many class lessons have planned opportunities for small groups to work on an activity which is closely related to the main lesson in English and in mathematics. Interactive whiteboards are used in the computer suites and in one of the classrooms. In one English lesson in a mixed Year 3/4 class, the whiteboard was used very well to show how pictures could be used to communicate a sequence of instructions. Classes are timetabled to use the computer suites not only for ICT, but also for English and mathematics; at these times all the class are able to work on computers simultaneously. A commercial program is used positively to provide enjoyable and challenging practice in all aspects of mathematics, and records an assessment which teachers can access enabling them to cross check how well pupils are doing. As a result of the very good provision, pupils come to see computers as a tool to be used for many different purposes, and confidently use many of the features of the software.

HUMANITIES

104. Overall, the provision for the humanities is good. The school has a sound commitment to this area of learning with clear curriculum provision for geography, history and religious education. As too few lessons were seen in history, no overall judgement could be made on provision. Similarly in religious education, no overall judgement could be made on teaching and learning. However, substantial evidence from planning; discussions; pupils' work and other documentation was available. Displays around the school were scrutinised, and the views of a group of pupils were sought.

GEOGRAPHY

Provision in geography is satisfactory.

Main strengths and weaknesses

- Teaching is satisfactory overall. Examples of good and very good lessons were seen during the inspection.
- Standards are broadly in line with expectations at Year 2 and Year 6 but there are not enough opportunities for the most advanced pupils to attain higher than average levels.
- The school now has an assessment system in place. This is in the early stages but indicates an improvement since the time of the previous inspection when there were no agreed assessment procedures.
- Pupils who have special educational needs and those pupils for whom English is an additional language are provided with good support in lessons and this enables them to be as successful as others in the class.
- There are effective links with other subjects, such as mathematics and ICT.
- There are not enough opportunities for the co-ordinator to check the quality of teaching or to check standards of work across the school.

Commentary

105. Pupils achieve satisfactorily by the end of Year 2 although work in books indicates that the most advanced pupils would benefit from being given opportunities to work at a more challenging level. Teaching and learning in the lesson seen was of a good quality. The lesson was well planned and well organised, a consistent feature of the geography teaching seen across the school. The teacher's secure subject knowledge, skilful questioning and explanations, combined with high expectations of behaviour and productivity, resulted in all pupils achieving well in their understanding of the local environment. Work in books from the start of the year shows that pupils are given good opportunities to have first hand experiences through studying the local area.
106. Evidence from work in books shows that teaching over time is satisfactory. By Year 6, pupils are developing a sound knowledge and understanding of places although pupils of higher attainment are not always provided with enough opportunities to explain and question what they have learned and to draw conclusions from their findings. The very good teaching observed in one of the Year 5/6 classes was the result of very clearly focused planning, challenging and interesting activities and very high expectations. Pupils worked productively in groups, making effective use of their data-handling skills and as a result the quality of learning that took place was very high.
107. The co-ordinator checks teachers' planning but does not have enough opportunities to observe teaching or to sample the standards of pupils' work across the school. Since the last inspection, the satisfactory standards have been maintained and there is now some very good teaching which provides an exemplar for the school to improve the teaching and learning further.

HISTORY

There was insufficient evidence to make a judgement on provision.

Main strengths and weaknesses

- Good progress has been made since the previous inspection. The scheme of work and assessment system now provides a sound basis for teachers' planning.
- The school provides pupils with good enrichment opportunities and these make a valuable contribution to learning.
- Work in pupils' books indicates that some more advanced pupils are not given enough opportunities to reach higher than average levels.
- There are not enough opportunities for the co-ordinator to check the quality of teaching or standards of pupils' work.

Commentary

108. There was insufficient evidence to make an overall judgement on the quality of teaching or learning by the end of Year 2 or Year 6. Evidence in pupils' workbooks and on display indicates that visits to places of historical interest, such as the visit made by Year 1 and 2 pupils to Clarke Hall, provide very valuable first-hand learning experiences helping pupils to gain an understanding of life in the past and to make comparisons with life as it is lived today. Pupils in these year groups are also given good opportunities to use their literacy skills to record what they have learned.
109. By Year 6, work in pupils' books shows that they are developing a satisfactory understanding of life in Victorian times and Britain since the 1930s. There was limited evidence of opportunities for the pupils of higher attainment to work at a higher than average level by, for example, evaluating and interpreting what they have learned. Planning is clear and detailed and takes appropriate account of the national guidelines for history. The assessment system

provides teachers with an efficient method of recording what pupils have learned although this is in the early stages and it is not possible to judge its effectiveness. The co-ordinator collects and evaluates teachers' planning but does not have enough opportunity to check the quality of teaching and the standards of pupils' work across the school.

RELIGIOUS EDUCATION

Provision in religious education is good.

Main strengths and weaknesses

- The school has a clear commitment to good quality provision for religious education.
- Standards of attainment are above the expectations of the locally agreed syllabus.
- Pupils have thoughtful views about the contribution religion can make to people's lives.
- The co-ordinator has a clear view of the issues for development.

Commentary

110. Although too few lessons were seen to judge the overall quality of teaching, in a lesson observed in Year1/2 class, the teaching and learning were very good. The pupils reviewed the Easter story and reflected on times when they had felt sad. They concentrated and thought seriously about the story, replying to questions clearly and using good choices of words such as 'betrayed'. Pupils were very well behaved, and all used joined handwriting when recording their personal moments of sadness. Other work displayed around the school was of a good standard. Some classes had visited St. Peter's Church and learned about christenings. They had collected certificates, a christening dress, cards and mementoes. In another room a display on Judaism included artefacts and work from every pupil, written as scrolls. Analysis of pupils' work-books showed that there is good coverage of the curriculum including work on the main world religions. In a discussion with pupils, they offered thoughtful views on the value of religion for believers – 'It gives you rules to live by', 'It gives you confidence'. From their work, this group were familiar with Hinduism, Judaism and Islam. However, they were less clear that people in Britain may follow these religions as well as those from other countries.
111. The recently appointed co-ordinator has written an action plan which has appropriate issues for development. A new school policy for religious education is very clear, and taken with the new Wakefield Agreed Syllabus will enable provision to develop further. The co-ordinator has monitored lessons in other classes and evaluated training needs among colleagues. A manageable assessment system is also being developed. Leadership and management of the subject is good. There has been satisfactory progress since the time of the last inspection, as planning has improved and standards are now higher.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The school's curriculum provides for all the National Curriculum subjects in this area of learning to be taught regularly, but not all were available during the inspection. The provision overall is satisfactory, with regular examples of good work and good teaching. No lessons were seen in art and design. In design and technology two lessons were observed, one in an infant class and one in a junior class. In music, the lesson observed in Key Stage1 was focused on singing and included the pupils from all three classes.

ART AND DESIGN

The standard of pupils' work on display and in their folders is satisfactory. A wide range of techniques are planned to be taught in lessons and in cross-subject themes, although there is limited analysis of the work of artists. However, there is little evidence of such techniques being

developed, or of pupils choosing their own mixed media to develop themes. The co-ordinator has already identified these aspects, as well as the need for further resources and more precise individual assessment. She is enthusiastic about the subject's development and during the coming terms it is planned to be the focus of staff discussion and further development.

DESIGN AND TECHNOLOGY

Provision in design and technology is good. Most pupils make suitable progress and by Year 6 standards are good.

Main strengths and weaknesses

- Good standards are attained by Year 6.
- Pupils make a suitably wide range of products across a variety of themes.
- Use of rigid materials and a range of mechanisms is limited.

Commentary

112. Standards are satisfactory at Year 2 and good by the end of Year 6. In Year 2 pupils use models, pictures and words to explain their own devices and know what they have done well. By year 6 pupils work through their own detailed plans with some precision, adapting them where needed. They understand the limitation of resources and appreciate where and how their designs will be used. They can distinguish between what works well and what can be improved. Overall, pupils plan their designs well using narrative and labelled diagrams. They often record their feelings about the finished product and are effectively encouraged to self evaluate their work making suggestions for improvement both technically and aesthetically.
113. In an infant lesson teaching and learning were good and pupils achieved well, producing attractive models with moving heads. This resulted from effective demonstrations of the mechanism, good practical support in handling the materials and provision of a wide range of materials with the correct tooling. The correct terms for materials were used by the teacher and copied by the pupils in their recording. Use of the digital camera helped focus the pupils' writing and raise their self-esteem so that their enthusiasm for the topic was sustained.
114. In a very good junior lesson pupils achieved very well because they were highly motivated about the task, which was to produce a moving creature, using pneumatic materials such as balloons, tubing and pumping devices. The teacher had developed the project over a period of weeks and because of this learning had been consolidated prior to the lesson. The project was challenging but with the effective support of staff and reinforcement of basic principles, pupils were able to use all their previous skills and learning. Also, excellent relationships within the classroom enabled pupils to articulate their ideas to staff and pupils and react constructively to their comments, refining and modifying their products appropriately.
115. Pupils use a wide range of craft material, food and construction kits to make a variety of products. Wood has been used in a Year 4 class but on the whole the use of rigid materials is limited. Year 2 pupils use axles and a winding device to pull their three-dimensional creatures and year 5 pupils use cams for their automated toys. Nevertheless, use of mechanisms is also limited and little evidence was seen of models involving electrical circuits or control technology.
116. The co-ordinator has only been in post for two months but has already begun to analyse pupils' work and converse with staff to identify future developments and the check resources. Overall, the school has made satisfactory progress since the last inspection.

MUSIC

Provision in music is good.

Main strengths and weaknesses

- Most pupils have access to a teacher with specialist knowledge.
- Most pupils have access to instrumental playing.
- Teachers, who are non-musicians, are given good support.
- Quality work has led to national recognition.
- Many of the staff who are not specialist music teachers are still at an early stage of implementing the new scheme of work.

Commentary

117. Pupils are enthusiastic about music and they achieve well in lessons. Standards are good across the school. In year 2 pupils can sing in tune even when the rhythm is syncopated. They use expression to show different moods and can perform simple parts using an echo technique. Their accompaniment on un-tuned instruments maintains the beat and pulse effectively. In year 6 pupils explore, compose and perform musical sounds to reflect their interpretation of a place. They use a range of notation to depict this and design their own graphic score. They are aware how the different parts contribute to the overall effect and can suggest improvements.
118. Teaching and learning are good at both key stages. Teachers are enthusiastic and pupils respond well to the provision of a good range of music, from popular to classical and incorporating compositions of mixed sounds such as those heard in a jungle at daybreak. Lessons are well structured, well prepared and they have pace. They include good demonstrations by pupils and teachers, ongoing assessment and encouragement, and regular opportunities for composing and recording. Owing to these features, pupils achieve well because they know what they have to do and their interest and concentration are sustained: they strive to meet expectations; they sing with enthusiasm and increased expression; they collaborate well to include particular features in their compositions and perform with confidence in front of their peers.
119. ICT is used well. In one Year 4 lesson, where teaching and learning were both effective, pupils used a commercial program designed to help composition in order to produce a piece of music in pairs. The software allowed pupils to work independently. Pupils built confidently on previous learning and worked enthusiastically towards clear objectives. The most competent pupil was able to change the appearance of the text and the sounds by changing the appearance of the icons. When pupils performed their music they were pleased with what they had achieved and there was good development throughout the lesson.
120. The school has been recognised for the quality of its work in music. Pupils have participated in 'Music for Youth' at the Royal Festival Hall and in the schools' promenade concert at the Royal Albert Hall. Pupils have also received an award in the local Barnsley Co-operative Music and Drama Festival. Musicians have been invited to perform for the pupils and to organise workshops. Indeed, visitors such as Jeff Rich of Status Quo do much to enrich the musical curriculum on offer to the children. Free guitar or recorder tuition is available to most pupils. There is also provision for violin, brass and keyboard tuition at a fee. Overall, the school has worked hard to maintain the good standards observed during the previous inspection.
121. The co-ordinator, although she has only been in post for four months, provides good leadership and management. She has already improved the provision in music by ensuring additional specialist help is given to non-musicians and that a progressive and accessible scheme of work, with inbuilt assessment at the end of each unit of work, is available for these staff to follow whenever they work independently. She recognises that the scheme needs

consolidation and that the use of specialist provision may be re-directed once non-musician teachers acquire the confidence and skills to provide an effective progressive programme.

PHYSICAL EDUCATION

Provision in physical education is good.

Main strengths and weaknesses

- Standards of work are good overall and pupils achieve well as they move through the school.
- Teaching is good and sometimes very good, leading to pupils developing their skills as they progress through the school.
- The monitoring of the standards attained and the quality of teaching is restricted by the limited time available to the co-ordinator.

Commentary

122. Teaching was good or better in all the lessons seen. The spacious hall has integral changing facilities and a large storeroom for equipment. All the pupils changed properly for lessons, and because the floor was smooth were able to work with bare feet. Skills are developed systematically across a suitable range of activities. In a dance lesson pupils were competent to discuss and develop expressive movements in response to a story and later perform it for the class. In a gymnastic lesson a Year 1/2 class worked on large apparatus including a climbing frame and benches of different heights. Pupils were well behaved; they concentrated on the tasks and learned from each other as the teacher selected the best examples for demonstrations. In a games lesson, also with younger pupils, they progressively practised throwing, catching and batting, concentrating hard.
123. The school provides the full range of experiences detailed in the national curriculum, with swimming and athletics for older juniors. A good variety of sports and games are included. There is also an opportunity for pupils in Year 5 to experience outdoor and adventurous activities for two days at Carlton Hall. After school activities are offered, mainly for junior pupils, including football, netball and rounders. A group of Year 6 pupils organise a dance club at playtime once a week, and develop sequences of movements to a good standard led by one pupil who has been recognised as being talented.
124. The subject is well led by the co-ordinator. She is working towards a sports management award, and teaches swimming herself. The scheme of work is due to be aligned with other local primaries who, like this school, are members of the local 'Schools Sports Partnership' in which the local high school leads development of sport in the local primary schools. This initiative is reported to have made a good beginning in providing shared sports events. Monitoring of lessons is somewhat limited, and assessment is not really done in sufficient depth to give the school a clear view of how well pupils are achieving. Overall, however, provision for physical education is good. There has been good progress since the last inspection when there was no large apparatus, and time was not used well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for this aspect of the pupils' development is satisfactory. The school incorporates much of the provision into the daily life of the school, but also timetables specific lessons. This works particularly well in developing pupils' personal skills and is beginning to raise awareness of citizenship issues, especially in the context of the responsibilities of a school community to the wider community.

Main strengths and weaknesses

- The range of extra-curricular activities effectively supports pupils' social development.
- Provision for links with the community supports pupils' understanding of citizenship.

Commentary

125. The school makes satisfactory provision to support the pupils' personal, social and health development and their knowledge of citizenship. This is achieved through good planning that provides for cross-curricular links, and a range of opportunities to consider responsibilities and experience life outside of school during educational visits. The pupils readily accept and enjoy responsibilities allocated to them as part of their school life. These include the 'Buddy' system where Key Stage 2 pupils support younger pupils during play, and pupils being given the responsibility to form their own recreation clubs. Through the well-established school council, the pupils are seeking to introduce a school newspaper to provide a forum for issues relevant to them. The Year 6 class is currently researching features of their town of Wakefield and the role of councillors. This involved sending a letter to a councillor and an examination of the democratic process by which they are chosen. Visitors into school have included a police officer and the school nurse whose talks have supported junior pupils' understanding of drugs awareness and sex education. The pupils and families have supported generously a number of charitable causes, and pupils are becoming aware of some of the issues which affect people and places that are beyond their own direct experience.

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	4
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	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	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).