

INSPECTION REPORT

WADWORTH PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106715

Headteacher: Mrs E Molyneux

Lead inspector: Parveen Raja

Dates of inspection: 12th - 14th January 2004

Inspection number: 258281

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	187
School address:	Meadow Rise Wadworth Doncaster South Yorkshire
Postcode:	DN11 9AP
Telephone number:	(01302) 851 451
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Anthony Senior
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Wadworth Primary School is a smaller than average school which is at the heart of the village community it serves. It also serves some of the surrounding villages and, more recently, some pupils come from families moving into a new housing estate built in the Balby area. Pupils are from a wide range of social and economic backgrounds reflected in the school's socio-economic profile. Seventeen pupils joined the school at other than the usual time and ten pupils left. There are 187 pupils on roll and numbers are rising. Six per cent of the pupils are entitled to free school meals, which is below the national average. The school has 16 pupils with special educational needs, which is well below the national average. None of the pupils speak English as an additional language except for the one pupil identified as being at an early stage of English language acquisition. The pupils' attainment when they start school is average. Most children start the reception year with some pre-school experience. About 16 per cent of the pupils use the transport provided by the local authority to travel to the school.

INFORMATION ABOUT THE INSPECTION TEAM

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6282	Parveen Raja	Lead inspector	Mathematics Art and design Design and technology English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school makes sound provision for the education of its pupils. The headteacher leads the school well and, together with good support from governors and key staff, has created an effective and purposeful school ethos with emphasis on pupils' personal development. Consequently, pupils develop independence and good attitudes towards learning. Standards at the end of Year 6 are improving and most pupils in the school are achieving as well as they can, with most children in the reception year achieving well. Teaching is good overall, although the many changes in the teaching staff over the past two years have resulted in greater variation in the quality of teaching and learning and Years 5 and 6, have been taught by a number of supply teachers. The school makes the best use of its resources and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the school is good.
- Provision for the Foundation Stage is good and children achieve well.
- Procedures for the early identification of special educational needs are not applied rigorously enough and resources for these pupils are inadequate.
- The quality of teaching is good.
- Teachers do not always provide sufficiently varied work to match the wide range of abilities and there are some inconsistencies in marking which do not help pupils to improve.
- Good teaching enables pupils to achieve above average standards at the end of Year 6 in English, mathematics, science and information and communication technology.
- Pupils are well supported to maintain good standards of behaviour and good attitudes to learning, and pupils' independence in learning is promoted well throughout the school.

Overall, the school has made satisfactory progress since the last inspection in 1998. Pupils in Years 1 and 2 develop speaking and listening skills satisfactorily. The school makes good provision overall in developing independence in learning and consequently many pupils work with concentration and self-reliance in lessons. There is now consistent monitoring of teaching and learning, and provision for music is improving. Governors have a good understanding of the school's strengths and weaknesses because they visit school regularly to observe, and ensure that policies are applied.

STANDARDS ACHIEVED

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

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

Achievement is satisfactory overall. The school's national test results fluctuate from year to year because of the size and nature of the cohorts. Children in the reception class achieve well because of good teaching and the good provision made in the Foundation Stage. They exceed expectations in personal, social and emotional development, communication, language and literacy, and in ICT skills, and in other areas of learning achieve average standards. Pupils in Years 1 and 2 make satisfactory progress and achieve average standards. This is because whilst teaching is satisfactory, pupils' reading skills are not developed systematically and this affects

their overall rate of progress. Achievement in Years 3-6 is satisfactory in relation to pupils' prior attainment, which was well above average. In information and communication technology (ICT), junior pupils achieve well because they are provided with challenging work, which is well linked to interesting topics. Most pupils in the junior classes work at a good pace, with high level of motivation, and are provided with good opportunities to consolidate new learning, which was evident in the frequently recorded work in books. The recent focus, for example, on mental calculations in mathematics, has enabled pupils to calculate at speed with good mental agility, which sets a good pace in lessons. Currently, in Year 6, standards are above average in English, mathematics, science and ICT and average in other subjects seen. Pupils with special educational needs are not always identified early enough but once they are registered as having a special educational need, they are supported well and make satisfactory progress, as does the pupil with English as an additional language.

QUALITY OF EDUCATION

The school provides a **good** quality of education. Teaching is good in Years 3-6 and in the reception year. It is satisfactory in Years 1 and 2 because the scrutiny of work shows a lack of rigour and challenge provided to pupils. No unsatisfactory teaching was seen. In all the classes, teachers work well with the support staff, who contribute effectively to pupils' learning. Staff set high standards of conduct and consequently pupils behave well. Teachers use daily routines well to promote independence in learning. They treat pupils with respect, which fosters very good relationships. In the reception and Year 6 classes, activities are challenging and stimulating and pupils experience learning as fun. There are very good systems for checking children's progress in reception. Assessment practice is satisfactory overall in the school. However, marking does not always help pupils to improve their work and most pupils do not know how well they are getting on. The curriculum is broad and balanced and is relevant to pupils' needs. Visitors to the school, visits and good links with the community enhance the curriculum. Parents contribute well to their children's learning. Resources for learning are satisfactory overall but are limited for pupils with special educational needs.

Pupils' personal development is good overall. Their attitudes and behaviour are good, as is attendance. Pupils make **good progress in their spiritual, moral, social and cultural development** and develop independence and initiative in learning well.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are sound with some strong features. The headteacher, staff and governors have a strong commitment to raising standards and providing a good quality of education. The headteacher is managing staff changes very well. She takes good care to ensure new staff effectively meets the needs of the school and employs good selection and induction procedures in recruitment. Whilst the basic skills of literacy and numeracy are given high priority, the headteacher has introduced innovative projects to make the curriculum more exciting for the pupils. Governors are very supportive of the school. They fulfil the critical friend role well and finances are managed prudently. The requirements for special educational needs are implemented fully. Provision for those pupils identified with special educational needs is satisfactory. However, since the school does not apply the early identification procedures rigorously enough, some pupils who are given additional support because of lower attainment may also have special educational needs. This is because the differences in the provision for lower attaining pupils and that for pupils having special educational needs is not focused sharply enough. The school meets all the statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and most have no significant concerns. A few parents indicated that standards in handwriting were not as high as they would like. Inspection evidence shows that standards in handwriting are at least satisfactory and work is presented well in books.

Pupils in Years 5 and 6 whose opinions were sought feel that the school is good. They particularly like the school council and are sensitive to the needs of other pupils.

IMPROVEMENTS NEEDED

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

- Ensure the early identification of pupils' special educational needs and provide an appropriate range of resources to support these pupils' needs.
- Ensure good quality of teaching in Years 1 and 2.
- Provide activities that are more closely matched to the wide range of ability in Years 1-5.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve **satisfactorily** in relation to prior attainment. Standards in English, mathematics, science and ICT are average at the end of Year 2 and above average at the end of Year 6. The unusually high level of staffing changes over the past two years has resulted in the current Years 5 and 6 pupils being taught by a number of supply teachers. Consequently, this has had a significant impact on the value added by the end of Year 6.

Main strengths and weaknesses

- Standards since the last inspection have been maintained in Years 3-6.
- Children in the reception year achieve well.
- Standards are above average in writing at the end of Year 2 but are not as high in reading.
- Year 2 pupils do not have sufficient opportunities to record their work systematically in writing books.

Commentary

1. The school is small, consequently standards vary from year to year for both Year 2 and Year 6. For example, in 2003 there were only 17 pupils in the Year 2 cohort.
2. Assessment data shows that when children enter school the range of attainment levels is wide. The overall profile of attainment on entry to the school has changed over the last three years because the catchment area of the school is now wider. Most children start school with skills, knowledge and understanding that are average. The standards children currently achieve at the end of the reception year are not as high as those found during the last inspection when most children exceeded the expected levels in all the areas of learning and started Year 1 with above average skills. Children make good progress, and some very good, in the reception year and achieve better than average standards in the early learning goals for communication, language and literacy and personal, social and emotional development. Standards by the end of the year are average in other areas of learning except in knowledge and understanding of the world where, due to insufficient evidence, no judgements are made.
3. The table below shows that in the 2003 national test results, standards in Year 2 were above average in writing but in reading standards have slipped since the previous year. In mathematics, whilst standards are above average when compared to all schools and average when compared to similar schools, about half of the pupils achieved Level 3. The school's trend in the national tests for this age is at least in line with that of schools nationally.

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

Standards in:	school results	national results
reading	15.2 (17.3)	15.7 (15.8)
writing	16.1 (16.2)	14.6 (14.4)
mathematics	17.2 (17.8)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year 2002.

4. The current Years 1 and 2 started with average standards. Inspection evidence showed that most pupils in Years 1 and 2 achieve satisfactorily but on occasions activities were not

sufficiently well matched to ability levels and that some pupils could achieve more. Activities were not as inspiring as in Years 3-6 and sometimes lacked the sparkle and vitality to enthuse the pupils. Standards in writing are above average. Standards in mathematics and science are average. Pupils have regular opportunities to apply their knowledge and skills in investigations and practical problem solving activities, which helps them to apply what they know. However, in both subjects, pupils' learning is not always carefully recorded in workbooks. Thus, the opportunities pupils have to consolidate new learning and to revise previous work is limited.

- The table below shows that in 2003 tests standards in Year 6 were above average in English and science and well above average in mathematics when compared to all schools nationally. When compared to similar schools, results were below average in English and science and above average in mathematics. This is because the unsettled nature of the teaching staff resulted in these pupils being taught by supply teachers in Years 5 and 6. Results fluctuate from year to year but are always at least average when compared to schools nationally. The school exceeded its targets by two per cent in English and six per cent in mathematics, and is on course to reach the targets in both English and mathematics. At the end of Year 6, the school's improvement has been satisfactory. However, the value added by the school from the end of Year 2 was adversely affected by the intermittent supply teaching.

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

Standards in:	school results	national results
English	28 (29.3)	26.8 (27.0)
mathematics	29.1 (29.7)	26.8 (26.7)
science	29.5 (31.7)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year 2002.

- Inspection findings show that achievement in Years 3-6 is satisfactory. In the Year 5/6 class, the rate of progress accelerates and achievement is generally good because pupils are provided with stimulating and exciting work which is well supported by imaginative quality resources which help to bring the lessons alive. In Years 3-5, most pupils are suitably challenged, although on occasions activities are not sufficiently varied to match the wide ability spectrum and some higher attaining pupils do not achieve as well as they could. Standards are above average in English, mathematics, science and ICT. Standards were average in the few lessons seen in other subjects.
- Throughout the school, those pupils already identified with special educational needs are supported well and achieve as well as fellow pupils. The pupil with English as an additional language has additional specialist support from the local authority on a regular basis and achieves satisfactorily.

Pupils' attitudes, values and other personal qualities

The behaviour of the pupils is **good** and supported well by the very effective provision for their moral and social development. Pupils' spiritual and cultural development is **good**. They have **good attitudes** to work and like coming to school. The pupils' attendance rate is **satisfactory**.

Main strengths and weakness

- Pupils have good attitudes to learning and develop independence well.
- Relationships throughout the school are underpinned by the caring ethos and are very good.
- Pupils' behaviour is very good in the Foundation Stage and good in Years 1-6.

Commentary

8. Pupils' good attitudes to work make a positive contribution to their learning. Most pupils are interested in their lessons and are eager to join in discussions and answer questions. They take pride in their work, willingly talk about what they are doing and readily explain their ideas to others. Most pupils can work with sustained concentration and work hard when activities are interesting and challenging. This was apparent in an art lesson when pupils in Years 5 and 6 studied Aboriginal art. As a result of their good attitudes and behaviour, they made good progress in learning in a fun-filled, enjoyable lesson. Pupils with special educational needs show the same positive attitudes to school as their fellow pupils. Throughout the school, pupils are developing independence well. Reception children select resources, choose activities and look after belongings responsibly, growing in confidence and self-esteem. Older pupils respond thoughtfully and sensibly to the many opportunities provided for taking increasing responsibility for independent study, which includes homework. These opportunities for personal development also include membership of school and class councils, being playground buddies, in-house photographers and assembly monitors.
9. Almost all pupils say they enjoy coming to school and are able to identify favourite subjects. Pupils' attendance is satisfactory and they arrive punctually at the start of the day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
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.

10. The school provides good support overall for the personal development of the pupils. There is very good provision for pupils' social and moral development, and good provision for spiritual and cultural development. Pupils' good understanding and following of clear school rules and systems of sanctions and rewards give them a good practical understanding of the difference between right and wrong. Good behaviour in lessons and around school demonstrates the effectiveness of this provision. For example, the midday meal is an enjoyable social occasion. Pupils are encouraged to appreciate the needs of others through being involved in a range of fundraising activities to support charity appeals. The table below shows that the school very occasionally uses exclusion as a sanction when other behaviour management strategies have been unsuccessful in modifying behaviour.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Pakistani
Chinese
Any other ethnic group

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
178	2	0
2	0	0
1	0	0
1	0	0
3	0	0
2	0	0

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

11. The school is a harmonious and considerate community and relationships between all the members are very good. Pupils work and learn in a calm, purposeful learning environment. Assemblies make an important contribution to pupils' spiritual, moral and social development. They strongly celebrate good conduct, consideration and personal as well as academic achievement. Year 6 pupils said they valued saying the Lord's Prayer and

school creed because these gave practical guidance on their relationships in the school community. The school strongly supports pupils' appreciation of cultural heritage through visits to the theatre and inviting artists and musicians to the school. This is also achieved through the celebration of Christian, Muslim and Chinese festivals, May day and the summer gala held at the school, which is an annual highlight of the village. Pupils gain further understanding of the multi-ethnic character of today's society through presentations from parents in the school community. The annual talent concert gives all pupils opportunities to perform as singers, dancers, comedians, magicians and gymnasts.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education overall. The good teaching in Years 3-6 enables pupils to achieve above average standards. In the Foundation Stage, children achieve well because they are taught well. Parents support their children's learning well. The school is managing the huge changes in its teaching staff well and provides good induction to the pupils and adults who are new to the school.

Teaching and learning

Teaching and learning are **good** overall, as it was in the last inspection. Teaching is a significant strength in the Foundation Stage, it is good in the Years 3-6 and continues to be satisfactory in the infants, with some good teaching seen in Year 1. Teaching is consistently good and some very good in both the reception and the Year 5/6 class. Assessment of pupils' learning is satisfactory overall but does not always inform planning rigorously enough for all the various ability levels in classes.

Main strengths and weaknesses

- Teaching and learning in Years 1 and 2 is not as good as in the other classes.
- Teachers' expectations of good behaviour are high.
- Good support from learning support assistants (LSAs) helps pupils to move forward.
- Teachers make the learning intentions clear and conclude the lessons well.
- Teachers provide interesting resources to support learning, which generates good levels of motivation.
- They establish effective routines and provide ample opportunities for pupils to become independent learners.
- Marking does not indicate to pupils how they can improve.
- Pupils with special educational needs and those with English as an additional language are well integrated in classes.
- Assessment is not used rigorously enough to inform planning in Years 1-5.

Commentary

12. The table below indicates the quality of teaching seen across the school. During the inspection, the Year 2 teacher had started teaching at the school in the week before the inspection and was at the stage of finding out about the individual pupils' needs. The pupils' work in the sample for the Year 2 class had been done with the previous teacher. A supply teacher and a visiting teacher from the local authority taught two classes in Years 3-6. All staff was well supported by the headteacher. Both parents and pupils are very positive about the teaching and support staff.

Summary of teaching observed during the inspection In 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (15%)	17 (52%)	11 (33%)	0 (0%)	0 (0%)	0 (0%)

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

13. There are positive features in teaching throughout the school. These include high expectations of pupils' behaviour and use of effective management strategies, which means that pupils concentrate well on learning. Teachers have a very caring attitude towards pupils and always treat them with respect, which fosters very good relationships. Good support from the LSAs helps pupils to gain in knowledge and understanding in small groups and individually with an adult, which raises their confidence. Most teachers have established routines such as pupils making a note of their targets for the week in the planners, effectively implementing the 'Buddy' systems and allocating responsibilities for some of the daily tasks in the classrooms and around the school. These help pupils to become responsible and independent individuals. Open questions are used well to check pupils' understanding and extend their ideas. Pace in the lessons is good and most pupils achieve well. In the satisfactory lessons, the activities on offer are not as inspiring as in the good lessons, and on occasions work is repetitive, and although pupils listen attentively, they lack motivation and enthusiasm.
14. Teachers generally set tasks to match the needs of their pupils with at least three sets of group work planned for different attainment levels in the class. However, most classes have a very wide ability range and on occasions more able pupils are not sufficiently challenged because everyone in the class is doing the same activity. The school effectively includes all pupils and they are provided with the support they need. Pupils with special educational needs receive good support in class and in small withdrawn groups by LSAs, to enable them to understand and complete the tasks set. Teachers make good use of additional resources to make activities more interesting and fun for the pupils. For example, in Year 3/4, the teacher provided a variety of sandwiches for pupils to investigate the preferences for taste and appearance before collating the information into graphs, and designing sandwiches as part of the design and technology (food) project.
15. Assessment procedures are satisfactory. Teachers and senior staff undertake a range of assessment activities to monitor pupils' achievement. They also effectively use commercial schemes related assessment materials at regular intervals to check pupils' learning. However, assessments are not used rigorously to ensure that the work provides more challenge for the wide range of ability in Years 1-5. In the Foundation stage, assessments are very good and all staff has a thorough understanding of where children are in each of the areas of learning. Pupils in the rest of the school are tested frequently in English, mathematics and science. The statutory test results are very thoroughly analysed so that staff have a clear picture of pupils' attainment. Generally, staff give good verbal feedback on their work but the marking of work is not helpful because it does not give pupils a clear picture of whether they have learnt what was intended. Homework is used satisfactorily throughout the school.

The curriculum

The school provides a **satisfactory** curriculum. **There is a good range of out of school clubs, visits, events and activities.** The accommodation has been improved well and is now good. The quality and range of resources is satisfactory overall.

Main strengths and weaknesses

- Extra-curricular activities contribute well to the quality of the curriculum for the pupils.

- The focus on cross-curricular links through the introduction of an innovative art project makes activities lively and interesting.
- The range of resources for supporting pupils with special educational needs is limited.

Commentary

16. The curriculum provides a sound basis for learning. The school offers an appropriate range of learning opportunities that meets the needs of its pupils satisfactorily. In the reception year, children are provided with a rich and stimulating learning environment which enables children to learn well. In Year 6, pupils are provided with challenging and interesting work that is well supported by a range of high quality resources which helps pupils to work with motivation and the pace in lessons is good. A regular programme of visits and visitors and a good range of out of school activities enrich and support the curriculum. As a result, pupils of all ages gain valuable historical, geographical, scientific, musical and cultural stimuli and experience. Annual residential visits offered to all the junior age pupils provide good opportunities for pupils' personal development. Personal development is further promoted through science topics and the personal, social and health programme. Both of these are effective in raising awareness and understanding of issues such as diet, drugs and alcohol abuse and the dangers of smoking, and have contributed effectively to the school achieving the 'Healthy Schools Award'.
17. The school is committed to providing an exciting, challenging and interesting education for its pupils and to this end has focused on developing cross-curricular links. It has successfully used 'The Stonemason's Yard' painting from the National Gallery 'Take One Picture' project as a stimulus to introduce cross-curricular approaches. As a result, pupils throughout the school have produced work of a high standard in art and design, English, mathematics and geography. However, the overall impact of this work and other curriculum development work is not as yet evident in the pupils' work.
18. The school has fully implemented the new requirements for pupils with special educational needs. Once pupils' needs are identified, they are well supported and consequently they access all aspects of the curriculum. However, the school does not apply its identification procedures early enough. The newly appointed co-ordinator for special needs is aware of this and is taking appropriate action.
19. The school accommodation has improved considerably since the last inspection. The school makes very good use of the accommodation. There is growing pressure on spaces because of the increase in number on roll. Resources are overall satisfactory with a good range and quantity of resources for design and technology. New resources are of high quality and reflective of the high expectations the headteacher and the deputy headteacher have for the school and its pupils. The provision for ICT has improved well and the school has built a good range of software programs and internet facility that are used well.

Care, guidance and support

The school makes **good** provision for pupils' care, welfare and health and safety. There are effective measures in place for support and guidance for all the pupils.

Main strengths and weaknesses

- The care and welfare of the pupils has a high profile in the school.
- Pupils have a very good and trusting relationship with adults.
- The induction procedures are good.

Commentary

20. The school continues to take good care of its pupils and has established an ethos of caring, which offers pupils good opportunities to do their best. Staff know their pupils well and pupils know that they can turn to them or to the headteacher for support. All staff are alert to the needs of pupils who may be having difficulties and readily offer them help. Consequently, pupils develop confidence and trust in their teachers and this is based on mutual respect. There are good procedures for the welfare, health and safety of pupils. Child protection procedures are in place and the medical needs of the pupils are met well. Procedures for risk assessments are implemented well and safety inspections are carried out on a regular basis in line with local authority guidelines. As a result of this good provision, pupils' parents are confident that their children work and play in a safe, secure learning environment. Pupils grow and thrive in a caring community.
21. The school has good induction procedures for settling pupils into school and there is also good provision for preparing pupils for the transfer to high school. There is good support for pupils' personal development through the personal and social education programme. Pupils know that their views are valued. The school actively seeks pupils' views, mainly through the school council, questionnaires and discussions in lessons. It values these views, and where practicable takes them into consideration when reviewing policies and procedures. The school makes satisfactory use of assessment to guide pupils' academic progress.
22. The support for pupils with special educational needs is satisfactory. However, although there are clear procedures for systematically tracking pupils' progress, these are not applied rigorously enough when pupils are causing concern about the rate of their progress.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents, who support the school and their children's learning. Links with the community and other schools are **good**.

Main strengths and weaknesses

- Parents hold the school in high regard and are very supportive of the school.
- The school has made strong links with parents, which makes a positive contribution to pupils' learning.
- Some parents would like more information about their children's progress.
- The school has developed good links with the community and other schools.

Commentary

23. The school has a good partnership with parents and this contributes well to pupils' learning. In the main, parents are very supportive of the work of the school and a very high number say that their children are very happy. Parents receive an appropriate range of general information about events and activities taking place in the school and the curriculum their children will follow each half-term. Although the school offers three consultation evenings each year, a significant percentage of the parents who responded to the inspectors' questionnaire do not consider that they receive enough information on the progress their children are making. The school's arrangements and the information it offers about pupils' progress to parents are satisfactory and it is taking further action to improve the situation. For example, the school has effectively introduced individual planners for pupils to encourage them to take responsibility for their own learning and to create a system for an easy flow of information between home and school. The reports to parents on their children's progress mainly summarise what their children can do in subjects but do not state what they need to do to improve. Some targets are set for pupils in some classes but these are too vague to be of help to both children and parents.

24. This is a school at the heart of the community. There are good links with the local and the wider community. The school opens its doors to the local community through offering the use of its premises for sporting activities. Community members make a significant contribution to pupils' learning by listening to children read, football training and helping with field trips and educational visits. There are good links with other primary schools and with the main high school to which pupils transfer and, as a result, they learn valuable inter-personal and social skills and gain confidence through the many social and competitive events pupils attend at the high school. All these good links raise pupils' awareness of the importance of being a valued member of the community.
25. The parents of the pupils with special educational needs are consulted and informed regularly about their children's individual education plans. Parents say that the school's open door policy enables them to share concerns with teachers and assistants, and that this supports their children well.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory**. The governance of the school is **satisfactory**. The leadership of the headteacher is **good** and she receives good support from other senior staff. Management of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher leads the school well and has a clear view of what needs to be done and why.
- Governors support the school well and are influencing its strategic development.
- Numerous staff changes have been managed effectively but continuity and development have been restricted.
- Increasing numbers of pupils are putting pressure on accommodation.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	402,427	Balance from previous year	36,805
Total expenditure	408,300	Balance carried forward to the next	37,627
Expenditure per pupil	2,441		

Commentary

26. Governance of the school is satisfactory. Since the last inspection, governors have established a more formal committee structure, which enables governors to satisfactorily monitor the school's work and deal with issues as they arise. For example, there are named governors responsible for monitoring key aspects of the school's work. Governors take full advantage of local authority support and training and take their responsibilities seriously and consequently are better informed and more effective in their roles. Governors review performance data and the school's targets and are aware of how well the school is performing compared with similar schools. There are very good working relationships between the headteacher and the governing body. Several governors have personal management and educational experience to effectively support and challenge the work of the school and influence its development in a strategic way. In particular, the finance sub-committee has a good understanding of the school's financial position and works closely with the curriculum sub-committee to meet priorities and make best use of available funds.
27. There were large budget surpluses in the last two years that had been earmarked for improvements to accommodation but a large proportion of this money had to be used to set

the budget for this year and maintain current levels of staffing and resources. The head teacher and governors have taken great care identifying and appointing new teaching staff who will fit into the school and offer particular skills and curriculum expertise, for example, in information and communication technology and English. All statutory requirements are being met and overall the school gives satisfactory value for money.

28. The headteacher gives a strong steer to the school and she has a clear view of what needs to be done and where the school is going. Two key initiatives are currently being developed :
- 'Take One Picture' project, using art to focus on the development of cross-curricular approaches and making connections for pupils.
 - A draft policy to look at different teaching and learning styles that will meet the needs of pupils more effectively.
29. Pupils talk about their work on 'The Stonemason's Yard' with enthusiasm and pride and have produced good quality work such as in art and design and English. Samples of monitoring feedback show that the policy on teaching and learning styles is being implemented well.
30. The headteacher leads by example, teaching as often as is possible and setting high expectations for everyone to do their best. The school is equitable and inclusive, though there is an issue around the early formal identification of pupils who have special educational needs. There is full wheelchair access to the school and facilities for the disabled. The school has an appropriate four-year strategic plan that directs and informs the annual improvement plan effectively. The school improvement plan is generally well thought out, though some subject action plans are more clearly focused than others, for example, mathematics is very specific, whereas music is not. Curriculum leadership roles have been adversely affected by staff changes and long-term absence but this is now more settled and likely to improve. Teaching and learning have been monitored in most subject areas and the school is aware of the need to further develop the skill of some subject leaders in monitoring and evaluating the provision in subjects to further raise standards. The performance management of staff is satisfactory and governors have set realistic objectives for the headteacher. Performance management of other staff has been maintained, despite staffing changes, and written feedback from this has been evaluative with constructive comments. The office manager and administrative assistant have clearly defined roles and sufficient time to carry out their duties effectively. The office manager is the initial point of contact for support staff and is also the non-teaching staff governor.
31. Parents rightly believe that the school is well managed. Management structures are good and enable staff and pupils to work efficiently. Self-evaluation procedures are good and data from national tests results in Year 2 and Year 6 is analysed well so that teaching can be adjusted to take account of strengths and weaknesses and set appropriate targets for improvement. The social mix in the school has become more varied as the school has attracted pupils from a wider geographical area and this, coupled with the different numbers of pupils in each cohort, means that care should be taken when comparing results year on year. There can be noticeable differences and it is easy to draw invalid conclusions. An electronic system is currently being introduced that will enable pupils' progress and achievements to be recorded and tracked more closely as they move through the school and will identify improvements needed.

Specific aids or barriers to raising achievement

Aids

- Strong leadership by the headteacher.
- Good attitudes and behaviour of pupils.
- Parental and community support.
- The village atmosphere and ethos of the school.

Barriers

- Teaching space is becoming limited as numbers continue to rise:
 - a) the school has already adapted existing accommodation to create more teaching spaces; and
 - b) extended facilities are being considered by the local authority.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The reception class gives children a good start to their education and is a strength of the school. Most children have attended pre-school groups and have average attainments when they start at Wadworth. The quality of teaching, learning and achievement is good. This is because the curriculum is very well planned. Learning activities are well prepared and organised. Children therefore enjoy all areas of learning that lead into the National Curriculum. Very good assessment arrangements build up a clear picture of each child's development, enabling staff to match activities closely to individual needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional education is **very good**.

Main strengths and weaknesses

- The children settle quickly, securely and happily into school life.
- They rapidly learn to work well as a whole class and responsibly both by themselves and with other children.

Commentary

32. Children make good progress and most are likely to exceed most of the national goals set in this area by the end of the year. This is because the teacher quickly establishes very positive relationships with all the children. They respond strongly to high expectations of conduct, effort and achievement, as staff consistently support and encourage them with praise. They gain independence, for example, in getting ready for lessons at the start of the day. Their capacity to keep concentrating by themselves, for example, when using computers, is often above that expected for their ages. They make simple but thoughtful choices of activities, follow instructions responsibly and work and play together happily.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher develops language well through activities arising from stories.
- Careful planning provides many opportunities to develop children's speech each day.

Commentary

33. Most of the children are likely to exceed many of the goals they are expected to reach by the beginning of Year 1. This is mainly because of good teaching and high standards of speaking and listening. For example, the children listen intently and with delight to each other's news at the start of the week. The teacher finds many ways of using stories to stimulate speaking and listening and early reading and writing skills. For example, children dramatise the angry speech of the Three Bears in "Goldilocks", act the story out, put episodes in order, read key phrases from the story and, with help, write shopping lists for the bears. Nearly all children join in discussions and have made a good start in learning to read. They know how to hold and use books properly. Nearly all benefit from good support for reading at home. The teacher models language very well when reading and talking to the

children, but does not always give them enough time to copy and practise expressive spoken language and reading aloud. Sometimes, by using only 'closed questions', adults supervising activities miss good opportunities to draw out children's ideas.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Careful planning ensures frequent opportunities for mathematical activities.
- The children learn effectively through daily experience of mathematical skills.
- Stimulating resources engage them well in mathematical learning.

Commentary

34. Achievement in mathematical development is good. Most children are likely to reach the goals expected by the end of the year. A good range of attractive resources stimulates and focuses learning nicely. For example, Velcro counting strips give children good support in learning how to add and take away. Good relationships encourage them to learn enthusiastically through number songs and games. However, whole-class activities to promote counting are occasionally not brisk enough to challenge children and sharpen their attention to number. Teaching makes good links with mathematical aspects of other practical areas of learning. For example, experimental play with sand and water, and baking, teach the children about capacity, volume and weight from first-hand experience and observation. Colourful printing work strengthens knowledge of number shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Commentary

35. There was not enough evidence to make a judgement about all aspects of this area of learning. Plans and assessment records show that children take part in a satisfactory range of activities and are likely to reach the expected standard by the end of the year. However, progress and achievement in information and communication technology are above average. Children work quickly and independently on the computers, using language and mathematical programmes to practise new skills and concentrating well for long periods. Children of all abilities know how to programme simple instructions for the floor robot and use listening centres independently to enjoy stories. Designing and making skills, and children's senses of time and places are as expected for their ages.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Activities are well organised and well resourced.
- Children make good progress in imaginative work and play.

Commentary

36. Children learn a good range of early printing, drawing and painting techniques. For example, most make recognisable pictures of different events in the story of the Three Bears. However, at times, adults over-prepare activities or give too many instructions, for example, as children help to make porridge or decorate biscuits. This limits their opportunities both for

creativity and questioning. However, imaginative play develops strongly in a good range of sensitively supported activities, such as drama in the home corner, constructions with toy bricks and dance. Conversations with adults in these activities are strengths of the teaching, expanding ideas, inventiveness and vocabulary. The quieter children benefit particularly from these thoughtful interventions.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children's skills develop quickly through many activities available each day in the classrooms.
- The quality of teaching and learning in physical education lessons is good.
- The outdoor play area is small and limits activities.

Commentary

37. Achievement is good overall because children's physical activities are varied, stimulating and well organised. Most children are likely to reach the early learning goals in this area. They make good progress in using tools, such as brushes, crayons, pencils, scissors and markers, safely and with growing precision. For example, children carefully made shelters in the sand for toy animals and a garage for toy cars using wooden blocks. Very good management has developed good poise and co-ordination in children's movements in the classrooms and around the school. They also know how to be quiet and still. The teacher manages activities well, encourages children to experiment in dance and movement, demonstrates clearly, joins in and sensitively involves all children. These lessons stimulate imaginative movement and allow the children to see the effects of exercise on their bodies. Physical development benefits to some extent from a small, soft surface area next to the classroom. This gives limited opportunities for outdoor play and development of physical skills with wheeled vehicles. However, the area offers few other resources, confines movement and lacks fixed climbing equipment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**, with some good features.

Main strengths and weaknesses

- Teaching of English is good in Years 3 - 6.
- Writing tasks do not sufficiently challenge all pupils.
- Marking is inconsistent and does not always tell pupils what they have done well or how they might improve.
- The end parts of lessons are used effectively to review what pupils have learnt.

Commentary

38. The school's national test results need to be viewed with some caution, as there can be considerable year to year differences. Quite small year groups mean that the performance of one or two pupils can have a marked effect on the overall percentage scores. National test results for 2003 at the end of Year 2 showed that pupils' writing was above the national average for similar schools but their reading was well below. At the end of Year 6, pupils' attainment in English overall was in line with national expectations, with the

number of pupils achieving higher levels being well above the national average. Over the past three years, test results show that at the end of Years 2 and 6 pupils have consistently exceeded national averages in English.

39. Teaching seen in Years 1 and 2 was good but taking the work analysis into account, the quality of teaching and learning is satisfactory. This is because the quality of work in Year 2 pupils' books showed that on occasions higher attaining pupils were not sufficiently challenged. Teaching is good overall in Years 3 to 6, which is similar to findings at the last inspection. Lessons and teachers' planning are based on the National Literacy Strategy and this ensures a consistent approach. Specific learning objectives are identified in lesson plans and these are shared with pupils at the start of lessons so they know what they are expected to learn. At the end of lessons, teachers check pupils' learning against the learning objectives and some give pupils an opportunity to assess their own work. For example, in Year 6, pupils were asked to respond to the question: *How successful was my own writing?* Pupils are given a good variety of tasks but work is not always set at different levels of difficulty so that all pupils are suitably challenged. Varied tasks were seen in some of the lessons observed but the evidence in pupils' books suggests that this aspect is not being covered well enough. Pupils with special educational needs are given good support by classroom assistants and make satisfactory progress. Intervention strategies are used well to give small groups of pupils specific help with literacy skills, and classroom assistants have been trained to do this. Teachers are good role models for pupils, successfully modelling reading and writing skills for them. Pupils' writing skills are being developed sequentially, including their handwriting, and they are given good opportunities to write at length.
40. Reading and spelling are taught systematically. Pupils use books from graded reading schemes and colour coded fiction books, which ensures that they are reading texts at an appropriate text level. Essential phonic skills are taught well to younger pupils but Year 2 pupils were found to be too reliant on using letters and syllables to decipher unknown words when they were reading and do not use other clues to grasp the meaning. Older pupils in Year 6 read fluently and confidently and make few errors, often self-correcting when they realise 'it doesn't make sense'. Most of the older pupils have a good knowledge and understanding of non-fiction books and can find information efficiently. The school has a well-developed 'buddy system' whereby older pupils support younger ones with their reading and spelling. Pairs of pupils co-operate well together and there are benefits for both ages.
41. Pupils' progress is monitored satisfactorily using tests and the test results are analysed carefully to identify strengths and weaknesses. Group targets are being set and individual targets are being recorded in pupils own planning booklets, although these initiatives are at a fairly early stage of development and more needs to be done to get the best out of this work. Teachers check pupils' written work regularly but their comments are mostly supportive, such as "Well done" and do not give pupils sufficient information about what it is they have done well or how they can improve their work. The school has a clear marking policy but this is not being applied consistently across the school.
42. The headteacher currently has a 'watching brief' over the subject and this is successful as an interim measure. A new teacher who has experience and expertise in co-ordinating English was appointed in January, and she will assume responsibility in February. Teaching and learning are effectively monitored following the last inspection on a rolling programme. Two aspects of literacy are included in the current year's school improvement plan, first to develop the use of information and communication technology and secondly to train teaching assistants to support guided reading. The progress with the second element is sound. For the first one, the school is focusing on developing pupils' skills in the use of computers so that in lessons pupils draft and edit and word-process work on computers efficiently and competently. The school has spelling and phonics programs but these are not being used regularly as yet.

Language and literacy across the curriculum

43. The school promotes the use of language and literacy across the curriculum and has extended this further. For example, the 'Take One Picture' project had a strong literacy strand to develop oral and written descriptive language and this was very successful. Pupils are given good opportunities to develop their speaking and listening skills in most of the subjects and most speak clearly and confidently. Opportunities to read and write are being exploited in subjects such as humanities and science. Information and communication technology, however, is mainly used for word-processing and work presentation.

MATHEMATICS

Provision in mathematics is **satisfactory** overall and improving, with some strong features, in Years 3 - 6.

Main strengths and weaknesses

- Teaching is good in Years 3-6, which enables pupils to achieve as well as they can and attain above average standards.
 - Teaching is satisfactory in Years 1 and 2 and pupils achieve average standards.
 - Increased emphasis on practical and problem solving activities is helping to raise standards.
 - Subject leadership is good, and contributes well in improving the provision and raising standards over time.
 - There is strong focus on developing pupils' mathematical language.
 - There has been an overuse of published workbooks and worksheets in Year 2.
 - Pupils are not always clear about what they have to do to improve.
44. Inspection evidence shows that standards in mathematics are average in Year 2 and above average in Year 6, and pupils' achievement is satisfactory. The pupils currently in Year 6 achieved well above average standards in the national tests at the end of Year 2. Pupils in both Years 1 and 2 did not exceed the early learning goals at the end of their year in the reception class, as was the case during the last inspection. Whilst standards are lower at the end of Year 2 since the last inspection, pupils are achieving satisfactorily. In 2003, almost half of the Year 2 pupils achieved the higher Level 3 and just over half of the Year 6 pupils achieved the higher Level 5 but the overall grades for both year groups were lower than the results in the previous years. This is because, as a small school with varying size and nature of the cohorts, the results fluctuate and the performance of one or two pupils can have a marked effect on the overall percentage.
45. Teaching is good in Years 3-6 because teachers plan stimulating activities that interest and engage pupils. A particular strength is the way they start lessons with a variety of mental arithmetic exercises. Strategies include team games, use of small white boards to quickly display an answer, timed tests and use of computer programs such as 'Ghost Busters' in which unfriendly ghosts are multiples of nine. The focus on mental arithmetic is paying dividends in improving pupils' understanding and increasing their mental agility in calculating at speed in different number operations. Teachers also finish the lessons crisply and usually target the work well to the standards most pupils are at. Analysis of work shows good frequency of recorded work, which is presented well, particularly in the top two classes. However, in Year 2, pupils mostly record in the commercial scheme workbooks and have little or no opportunity to record and review their work to consolidate new learning. Analysis of work in Years 1 and 2 shows that, pupils are provided with appropriate work, which enables pupils to achieve average standards. Throughout the school, teachers use effective behaviour management strategies. Learning support assistants work well with pupils with special educational needs and other less able pupils. These positive

features of lessons help to explain the good attitudes to learning and good behaviour seen during the inspection.

46. The deputy headteacher's leadership plays a key part in the recent improvement. The recent introduction of a commercial scheme assists in ensuring that all strands are fully covered and this was clearly evident from the analysis of Year 1 pupils' work. The deputy headteacher monitors teaching and learning regularly and as a result ensures that all the teachers provide sufficient opportunities for practical and problem solving activities. A high emphasis is placed on developing mathematical language and providing ample opportunities for pupils to explain their work with insistence on the use of correct terminology. The action plans are based on good understanding of the strengths and areas for development in mathematics. Assessment is overall satisfactory and is improving. The quality of marking, though, is variable and does not always indicate to pupils how they can improve. Resources are sufficient for current needs and have been improved significantly since the last inspection.

Mathematics across the curriculum

47. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, in the Year 3/4 class, pupils measured the packaging for their sandwiches in the design and technology work. They measure substances in science investigations and the 'The Stonemason's Yard' project has contributed well to making cross-curricular links.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils reach above average standards by the end of Year 6.
- The new curriculum gives balanced coverage of all aspects of science and interests pupils because learning is made relevant to their experience.
- The subject makes a strong contribution to health education.
- Pupils have good opportunities to learn through investigation.
- Teaching does not always take enough account of pupils' different capabilities.
- There is too much variation in the quality of teaching between classes.

Commentary

48. Pupils' standards are average in Year 2 and above average in Year 6. This represents satisfactory achievement by these pupils from their attainments at the beginning of Year 1 and Year 3 respectively. Year 6 pupils' standards in their 2003 national tests showed the same picture, with half the pupils reaching standards above those expected for their ages. Girls' and boys' standards are similar. Above average standards in English and mathematics contribute significantly to pupils' progress and understanding of science.
49. Conversations with pupils and scrutiny of teachers' planning show full and balanced coverage of the main aspects of science. The school now gives pupils good opportunities to learn through investigation, an improvement since the last inspection. For example, they devise experiments to discover how different materials muffle sound; the properties of steel, glass, plastic, wood and clay; and how pushing, pulling and turning forces work. Year 6 pupils quickly came up with six factors needed to make a test fair. Pupils say they enjoy discovering scientific knowledge in this way "because of finding a lot out and learning a lot."

50. Scrutiny of work in books and on display shows that science lessons give pupils good understanding of how to live a healthy life through topics such as diet, exercise, hygiene, safe and unsafe substances. For example, Year 5 pupils listed many key factors before designing posters to get this message across to younger pupils. Such work has been an important contribution towards the school gaining the 'Healthy School Award'.
51. The quality of teaching is satisfactory overall but varies between good and just satisfactory. Teaching in Year 6 is consistently good and is the main reason for pupils' above average standards in recent years. Effective monitoring of lessons last year showed shortcomings in questioning skills, development of scientific vocabulary and the match of work to pupils' varied capabilities. A good Year 6 lesson during the inspection showed improvements in all these areas. Very thorough planning and good knowledge of the topic on 'sound' resulted in challenging questioning, good learning of scientific terms such as "insulation" and strong involvement of pupils. However, not all lessons show such improvements. For example, a Year 2 lesson on forces did not highlight key terms enough or provide adequately for slow and able learners. Questions did not give pupils enough opportunities to explain what they had observed or to think scientifically. These variations in the quality and rate of learning prevent pupils from making steady progress. Exercise books show that learning is not always carefully recorded, thus limiting opportunities to consolidate new knowledge and to widen writing skills.
52. Satisfactory leadership and management have maintained standards since the last inspection, successfully addressing key issues and improving resources. However, the use of information and communication technology, improved recording, and consistency of teaching remain significant areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Basic ICT skills are being taught well and by the end of Year 6, pupils achieve above average standards.
- Monitoring and control are not being covered well enough.
- Cross-curricular use of ICT needs to be developed further.
- Pupils are given good opportunities to assess their own achievements.

Commentary

53. Standards in ICT are in line with expectations in Year 2 and above national expectations in Year 6, where a majority of pupils are now working towards higher levels. Pupils respond positively, achieve well and make good progress. Since the last inspection, standards have been maintained by the end of Year 6 but are now not so high in Year 2. Younger pupils can load programs with support from the teacher and use the mouse confidently to navigate through these programs. For example, Year 1 pupils worked well with the "Paint" program and created an information sign that they were able to print off in colour. Year 6 pupils use computers confidently and work on a good range of tasks, including Internet research.
54. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. ICT has been prioritised as an area for school improvement in order to keep pace with developments in a rapidly changing subject. The current level of staff competence and confidence is good and further training is planned. Curriculum planning is based on national and local guidance for ICT, which ensures progression and continuity in the experiences offered to pupils. All classes are timetabled to use the computer suite at least once a week and this, coupled with the scheme of work, ensures that skills are taught effectively and systematically. The area of weakness is that pupils are not being given opportunities to see how computers can

be used to monitor and control other devices. This issue was identified at the last inspection and, although some progress has been made towards providing relevant hardware and software, pupils' logbooks show that it is still not being taught well enough.

55. The scheme of work takes account of mixed age classes to avoid unnecessary repetition and allows some pupils to work on computers while others work on related tasks. This is a necessity as the computer suite is quite small and cannot accommodate a full class even when additional laptop computers are used in the adjoining practical area. A good example of the school managing this problem effectively was in a Year 1 lesson. In this lesson, half of the class worked in the suite with the class teacher while the rest of the class was well supported by two classroom assistants as they used digital cameras to record examples of information signs around the school.
56. Each unit of work has an integrated assessment task and teachers also use the last section of each lesson well to review with pupils what they have learnt. Pupils are able to record what they have achieved in their own logbooks and, although these are at an early stage of development, they are proving to be a useful addition to the portfolios of work already in use.
57. The subject is being led and managed satisfactorily by the headteacher and a newly qualified teacher who will take on full responsibility at the beginning of the next school year. The designated co-ordinator is an information and communication technology specialist who has very good knowledge and skills in ICT from her previous work and training. Resources have improved since the last inspection. The ratio of computers/pupils is around the national average but the school does not have a formal replacement policy to maintain current levels. Teaching and learning have been monitored and this needs to be continued as soon as possible.
58. Appropriate priorities have been identified in the school improvement plan, which are:
 - extending the use of e-mail by older pupils;
 - promoting primary – secondary links; and
 - designing the school's website (Years 5 and 6 pupils).

Information and communication technology across the curriculum

59. There is an appropriate focus on the use of ICT to support teaching and learning in other areas of the curriculum. The school has identified cross-curricular and creative use of ICT as an area to be improved but is making sure that most pupils develop good computer skills so that lessons move at a brisk pace and the focus in lessons does not shift to developing ICT skills. Some training has already been done and new software purchased, for example, to support work in history and music.

HUMANITIES

No lessons were seen in geography or **history** and it is not therefore possible to judge the quality of teaching and learning and the standards pupils achieve. Scrutiny of work and teachers' planning, and discussions with staff and pupils, suggest that the school uses the local area effectively for investigations and fieldwork in **geography**. In **history**, teachers make good use of drama to develop pupils' understanding of what it was like to be children in the past. Pupils' work shows that the school does not make enough use of information and communication technology or opportunities in history to develop pupils' writing and imaginative skills. These subjects have not had much recent priority and monitoring of the quality of teaching and learning in lessons is a further area for development.

Religious education was inspected individually and is reported in full below.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Lessons help pupils to learn both about themselves and others because teachers link work closely to their experiences.
- Limited recording of new work results in gaps in pupils' religious knowledge.
- The school does not monitor the quality of teaching and learning in lessons enough.

Commentary

60. Standards achieved at the end of Years 2 and 6 are as expected for pupils' ages in the Doncaster agreed syllabus, maintaining those reported at the last inspection. Achievement and the overall quality of teaching and learning are satisfactory. Pupils learn about the key teachings of Christianity, Judaism, Hinduism and Islam.
61. The syllabus enables pupils to learn from as well as about religion, because teachers link work to pupils' daily experience. For example, Year 2 pupils' response to moral stories was evident in the religious education lesson in which they showed good understanding of why it was important not to be selfish, but to share. They wrote Christmas wishes both for themselves and their friends. The teacher encouraged them to make wishes for the world. These included an end of war, peace and homes for everyone. Year 5 pupils' resolutions considered practical ways of how to help others as well as how to improve themselves. Year 6 pupils said that Jesus' command: "do to others as you want them to do to you" changed the quality of relationships. Year 4 pupils' close observation of and reflection on religious art showed them how the pictures also revealed the artist's faith and feelings.
62. Pupils explore religions more through discussions than writing. Since they do not therefore record new learning in detail, they often forget key knowledge of the great world faiths and sometimes confuse them. Over-use of work sheets also limits opportunities to express personal responses and the use of writing to consolidate new knowledge.
63. Satisfactory leadership and management have maintained standards since the last inspection. However, the school has not given religious education much recent priority, and the co-ordinator has not had the opportunity to monitor the quality of teaching and learning in lessons. The school does not therefore has a clear enough view on how well teachers meet the learning objectives of the agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. One lesson was seen in each of the subjects in this area of the curriculum. It is therefore not possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work and looked at a very small sample of work in art and design and the design and technology work on display.
65. In **art and design**, the school has focused on a cross-curricular approach using 'The Stonemason's Yard' as a stimulus. Pupils use a wide range of media and techniques to illustrate work in different subjects, which shows good level of skills in observational drawings and paintings throughout the school. Pupils demonstrate good observational skills and mix colours well to match the shades when painting sections of the painting. The teaching and learning in the art lesson was good. Pupils approached their work with maturity and experimented with the Aboriginal art technique. The school sets high standards and pupils are provided with good quality and range of materials.
66. In **design and technology**, the work on display showed above average standards of work. Discussions with the pupils revealed that they have good understanding of the design, make

and evaluate cycle. Making skills are well developed and this was evident in the 'Slippers' project in which Year 6 pupils used a variety of textiles and stitched, glued and decorated their slippers with precision and regard for producing well-made high quality products. Teaching and learning in the lesson seen was satisfactory and pupils showed satisfactory understanding of the need for investigating the demands for the product. Resources for design and technology are good and satisfactory for art overall.

67. In **music**, the lesson seen in Year 6 was very good. All classes are timetabled to have one music lesson each week. The current scheme of work is based on national guidance and commercial materials that together meet statutory requirements for music satisfactorily. The subject has been identified as a main area for improvement and is included in the school improvement plan. However, the targets set to improve the access, care and use of musical instruments and further teachers' subject knowledge give insufficient detail and are too vague to have the necessary impact on provision. Music has been included in the programme to monitor teaching and learning which was an issue in the last inspection report. Pupils enjoy singing in assemblies and do so with expression. Music is played as pupils enter and leave the hall but it is not referred to directly, although there are written details about it at the side of the hall, for example, "Albatross by the Electric Strings Orchestra". Resources for music are adequate with a good range of recorded works, tuned and un-tuned percussion instruments. Some of the school's e-learning credits were also used to purchase music programs for computers. There are good links with the local secondary school and Doncaster Arts Group that contribute to the musical life of the school. Pupils also take part in the school choir and end of term concerts that include music, dance and drama. Some pupils have instrumental tuition with local peripatetic music teachers and learn to play guitar and recorder, which enhances their knowledge, understanding and enjoyment of music.
68. In **physical education**, the lesson seen in Year 2 was satisfactory. The co-ordinator was also observed teaching the reception class where teaching and learning were very good. The planned programme of activities is based on national and local guidance and meets statutory requirements. Physical education has been identified as an area for further staff training with a view to developing a more consistent approach to teaching this subject. The co-ordinator assumed responsibility quite recently and is making good progress to update the policy and scheme of work, with support from the local authority. Some monitoring of teaching and learning has been completed and the co-ordinator has analysed teachers' planning and taken photographs of activities. Resources are satisfactory and in good condition. Indoor facilities are satisfactory and outdoor facilities are very good. Extra-curricular activities are mainly for older pupils but the school intends to offer opportunities to younger pupils through the Top Sport initiative.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

69. There was not enough evidence to report on the individual components of this aspect of provision. Discussions with the pupils were held and one lesson was seen in the top Year 5/6 class. The school sees pupils' personal development as an important part of its work. There is a good programme of activities, including work on diet, health, sex, drugs and personal safety. Through this programme, pupils are supported well to develop a safe and healthy lifestyle, gain in confidence and practise their social skills. Circle time sessions are provided regularly in all classes to develop interpersonal skills.
70. Assemblies make good contribution to pupils' personal development. In the lesson seen, teaching was very good. Pupils were provided with good opportunities to share ideas and opinions with a partner, a group and with the class. They focused on active listening and sharing with others. The lesson contributed very well to strengthening relationships, raising confidence and developing skills in the protocol of discussion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	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	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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