

INSPECTION REPORT

THURGOLAND C E PRIMARY SCHOOL

Thurgoland

LEA area: Barnsley

Unique reference number: 106626

Headteacher: Mrs R Davies

Lead inspector: Mr R Burgess

Dates of inspection: 7th – 10th June 2004

Inspection number: 265699

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	225

School address:	Halifax Road Thurgoland Sheffield
Postcode:	S35 7AL

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Appropriate authority:	Governing body
Name of chair of governors:	Mrs H Rodley

Date of previous inspection:	16 th March 1998
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CHARACTERISTICS OF THE SCHOOL

The school is situated in Thurgoland to the west of Barnsley, and is similar in size to most primary schools, with 225 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. Overall there are more boys than girls. The school admits children to the reception class after their fourth birthday. Children's attainment on entry is broadly average, with a wide range and significant variation from year to year. The majority of pupils are from white ethnic backgrounds. There are no pupils with English as an additional language. Fourteen per cent of pupils have special educational needs, which is similar to the average. Three children have a statement of special educational need, which is below the national average. The number of pupils in receipt of free school meals is below average. Since the last inspection in 1998 the school has received an Activemark in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. The leadership of the headteacher is excellent. She receives very good support from senior staff and governors. Pupils achieve well throughout the school. Standards are above national averages by the end of Year 6. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching is very good and as a result pupils achieve well.
- The very good care and guidance contribute very effectively to pupils' very good personal development.
- Provision for pupils with learning difficulties and for gifted and talented pupils is very good.
- The outdoor provision for children in reception is unsatisfactory.
- Not all pupils have a clear understanding of how they can improve.
- The physical size of the hall restricts the activities which can safely be undertaken.

The school was last inspected in March 1998 and has made a very good improvement since then, effectively addressing all the issues raised. It has effectively raised standards and provision, and the work of co-ordinators is now good. The school has made strenuous efforts to overcome the difficulties posed by the small size of the hall and is still actively pursuing this issue.

STANDARDS ACHIEVED

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

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

Achievement is good throughout the school. Pupils with learning difficulties achieve very well. Standards in the reception class are in line with national expectations in all areas of learning. The children currently in the Foundation Stage are achieving well because of good teaching. In Year 2, standards in speaking and listening and reading are average and in writing are above average. Standards are above average in mathematics and science. They are average in all other subjects seen. In Year 6, standards are well above average in mathematics and above average in English, science, information and communication technology (ICT), design and technology(DT) and physical education(PE). They are in line with national expectations in all other subjects seen. No judgement was made on standards in geography, history and music.

Pupils' personal development is very good. The provision for their moral and social development is very good. The provision for their spiritual and cultural development is good. Attitudes and behaviour are very good. Pupils behave very well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is **very good**. Teaching and learning are very good overall; both are good in the Foundation Stage. There is very good teaching in mathematics and science. The consistent quality of teaching is resulting in very good learning and improved standards throughout the school. Very good use is made of support staff within most lessons. Pupils find their work interesting and feel their teachers listen to their ideas.

The quality and range of the curriculum are good. Throughout the school, pupils with potential difficulties and with specific talents are identified early and given very good levels of support. Pupils make very good progress towards their individual targets. All pupils learn effectively in a secure environment where health and safety provision is fully in place, along with child protection. Links with parents are very good. Parents are very supportive of the school.

LEADERSHIP AND MANAGEMENT

The headteacher shows excellent leadership and is very well supported by the senior staff. **Management is very good**; there is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The governance of the school is very good. Governors are a committed team who know and understand the school and give very strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has satisfactory resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from parents were very positive and most supportive of the school. Responses from pupils indicate a high level of pride in their school. They feel they are given good opportunities for taking responsibilities and are listened to when sharing their views with staff.

IMPROVEMENTS NEEDED

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

- Improve outdoor provision for children in the reception year.
- Ensure all pupils have a clear understanding of their targets for improvement.
- Continue to seek ways to provide suitable accommodation for whole-school activities and indoor physical education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards have improved overall since the last inspection and are now **above average** overall. The achievement of pupils with learning difficulties is very good.

Main strengths and weaknesses

- The children in the Foundation Stage achieve well against their prior attainment.
- In mathematics pupils achieve very well and standards in the current Year 6 are above average and in English, science, ICT, DT and PE pupils achieve well and standards in the current Year 6 are well above average.
- Pupils with special educational needs are very well supported and their achievement is very good.
- Presentation is not consistent throughout the school.

Commentary

1. When the children enter the school, the baseline assessments show that although overall the children are of average attainment there is a broad range of attainment. The good provision in the Foundation Stage enables the children to make a good start to school; they achieve well in all the areas of learning. The majority of the children in the Foundation Stage achieve the early learning goals in all the areas of learning.
2. Pupils achieve well overall and in Years 3 to 6 very well, thanks largely to the consistently good and often very good quality of teaching. Additionally, all pupils have a very good attitude to their learning and most behave in a mature and sensible way in lessons. Almost all parents who responded to the questionnaire sent out prior to the inspection agreed that staff expect pupils to work hard.
3. Pupils with special educational needs make very good progress because there are very good systems and arrangements in place to support these pupils and this very good support they receive effectively prepares them to fully access the whole curriculum. The school has focused on early identification and intervention to support and help pupils identified with special education needs. This includes pupils with learning difficulties as well as those with behavioural problems and gifted and talented pupils. Very good use is made of individual education plan information to plan pupils' work, particularly in literacy and numeracy where activities are modified and based upon identified targets. Pupils with special educational needs are aware of their targets and know how they can improve. They have very good attitudes towards their learning and enjoy their work because tasks are usually very well matched to their needs and interests. Most pupils work co-operatively and help each other. There are no pupils with English as an additional language identified within school. Staff plan effectively and work with smaller groups when appropriate.
4. The provision for children in the reception year is good with the exception of provision for outdoor activities which is unsatisfactory. Good teaching and curriculum planning give the school the capacity to continue its current effective standard of provision. Children's attainment is average in all areas of learning when they start Year 1, having achieved well. Children with special educational needs are identified quickly and made very good progress in the lessons observed. The good progress started here continues in all classes throughout the school and there is an improving trend in the development of skills.

5. In English, science, ICT, design and technology and physical education, standards in the current Year 6 are above average. In mathematics standards are well above average. In art standards are average. Provision in all these areas is good. In Year 2 standards are above average in writing, mathematics and science. In speaking and listening, reading, ICT, art and design and design and technology, standards are satisfactory. In other subjects insufficient evidence was gathered to make secure judgements on standards.
6. In English achievement is good because teachers have high expectations of the pupils. Pupils demonstrate very good English and literacy skills; their handwriting is well formed but presentation is not consistent throughout the school. In English the results in the National Curriculum tests in 2003 compared with 2002 show a significant improvement.
7. Pupils speak clearly and with confidence. Their pronunciation is good and they show great willingness to answer questions in all classes in the school. Pupils read a wide range of books and keep clear records of their reading, with some parents adding useful comments to help their children make progress. Writing is progressing well and standards are rising. Pupils in Year 6 read with confidence and enjoyment. They are able to discuss in detail the books they read and make good predictions about how the story will end. They have developed good strategies to improve their reading and are able to self-correct their reading mistakes. They are aware that reading is very important and will help them to achieve a good result with their tests at the end of Year 6. In Year 6 pupils have a very good understanding and use of punctuation, write consistently well in paragraphs and have a very good grasp of comprehension.
8. In mathematics pupils' achievement is very good. Pupils' mental arithmetic is well developed and contributes to their achievement because they are able to make quick calculations. Pupils throughout the school use their knowledge and understanding of number to calculate accurately and solve problems. Older pupils are competent in manipulating numbers and use these skills in other subjects such as science and design and technology.
9. In science pupils achieve well. Lessons are well planned and provide many opportunities for pupils to engage in investigation and practical tasks to support their learning. Pupils enjoy their lessons and are encouraged to make predictions and evaluate the outcomes of their experiments, for example when studying how materials change with heat and whether changes can be reversed. Pupils have a good understanding of basic scientific skills and principles, especially in knowing how to conduct experiments and record them. This work is carefully built upon, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces such as gravity and electricity. There is a rising trend of improvement throughout the school as pupils consolidate their basic skills well.
10. Pupils' achievement in ICT is good, supported by the cross-curricular approach to teaching. Achievement is good because teachers are confident to teach the subject and through the provision of very good resources.

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

Standards in:	School results	National results
Reading	16.8 (16.2)	15.7 (15.8)
Writing	15.6 (15.4)	14.6 (14.4)
Mathematics	18.0 (17.3)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	28.1 (27.6)	226.8(27.0)
Mathematics	27.9 (28.7)	26.8 (26.7)
Science	30.0 (29.5)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

11. The table for Year 2 pupils shows standards to be above average for reading and writing and well above average for mathematics. The table above show that standards in the national tests in 2003 for Year 6 pupils show standards to be above average in English and mathematics and well above average in science. Comparisons with schools whose pupils attained similarly at the end of Year 2 show the school's results to be well above average in English and science and above average in mathematics. These results reflect the very good teaching of the basic skills required for reading and writing which means that pupils achieve well in both subjects. Overall, the rate of improvement in standards over the past three years is similar to the national trend.
12. In 2003 the percentage of pupils achieving above levels expected for their age has improved in English, mathematics and science. School analysis of the 2003 National Curriculum results correctly identifies that there is no significant difference in achievement between boys and girls. Overall, achievement in the school National Curriculum tests results for English, mathematics and science shows an upward trend over the last five years, with some variation from year to year reflecting the individual groups of pupils in those years. In 2003 in English, mathematics and science the school targets were achieved.
13. Targets set by governors are challenging and high, but realistic, given inspection findings. These are based on a thorough analysis of what pupils' potential is. Inspectors judged there to have been an improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.

Pupils' attitudes, values and other personal qualities

Pupils display **very positive** attitudes to school, reflected in their **very good** behaviour, attendance and punctuality. The school succeeds **very well** in promoting the personal development of its pupils. As at the previous inspection these aspects of school life remain among its strong features.

Main strengths and weaknesses

- Pupils' show great enthusiasm for school.
- This is a very orderly school community in line with its strong Christian ethos.
- Pupils' social and moral development blossoms as they move up the school.
- Attendance is very good, improving year on year.

Commentary

14. The overwhelming majority of pupils declare that they like coming to this school – a view shared by parents responding to the inspection questionnaire. Pupils show very high levels of interest in lessons, they are eager to answer questions and they display remarkable levels of concentration in response to some very good teaching. In a Year 3 mathematics lesson, for example, pupils responded with enthusiasm to figure puzzles pitched at an appropriate level for different ability groups by the teacher. In consequence all were able to respond to the challenge, and they worked very effectively alone and in pairs, for sustained periods, without distraction.

So keen were they to extend the challenge that they were disappointed that the lesson did not continue further.

15. Such a love of school is accompanied by an eagerness to please, and by respect for those who guide and support pupils' learning. The headteacher and the staff team lead by example, modelling in their behaviour the Christian values presented in assemblies through prayer and reflection. Through its simple behaviour code the school sets high ethical standards for pupils to pursue. They follow the example set by adults in the school by behaving very well in the classroom, in the dining hall, and at play. Playtimes are noisy, but harmonious and well supervised. Pupils cannot remember any incident of bullying, and staff can think of no incident leading to an exclusion from the school. Between activities pupils line up in orderly fashion and quietly follow the directions given by adults. As a result very little time is lost between activities, and pupils are given full access to the curriculum.
16. The children achieve well in the Foundation Stage because all of the adults have high expectations that they will behave well, play and learn well, both alongside one another and together. The children develop good relationships with the adults who work with them, and with each other. The school has good arrangements in place for the reception children to be introduced to the full school day; this means that they come into school happily and confidently. The children enjoy coming to school. They like to learn and they concentrate well and persevere to complete tasks.
17. As they move through the school pupils are presented with more opportunities to accept responsibilities such as setting the tables for lunch, or preparing the hall for assembly, or helping younger pupils to settle into the school. Even in their early years at school pupils are encouraged to exercise choice, so that they become accustomed to making reasoned judgements. Teachers make a point, for example, of offering pupils a choice of task or of methodology when setting class work. In the rich programme of extra-curricular activities, pupils are confronted with a series of choices. At the same time their social interaction with their peers and with adults around the school helps to develop social networks and personal relationships that prepare them very effectively for life in the world beyond the school. Involvement in circle time and in the democratic processes that relate to the School Council helps pupils to see that not only does the individual matter greatly, but also that they can make a difference to the lives of others. Their views are taken seriously by the school, and several improvements such as improved provision for activities in the playground to the school have already been implemented on the strength of the School Council's recommendations. Further afield, pupils demonstrate their care and concern for the disadvantaged in society by identifying suitable charities, choosing among fundraising options, then applying themselves with great energy to raising considerable sums of money for the chosen charities. Barnado's, NSPCC, NCH, British Heart Foundation, Guide Dogs for the Blind, Poppy Appeal, and many others have received substantial amounts through the efforts of the pupils. Involvement in such activities under the careful supervision of the school makes a great contribution to preparing pupils of this school to be mature, reasonable and caring citizens of tomorrow.
18. **Attendance** at Thurgoland Primary School has improved year on year for the past three years, placing the school among the top ten per cent in the country, and well above the national average. This record is further enhanced by very good punctuality, and by nil unauthorised absences. Registration procedures comply fully with legal requirements. Strong parental support in ensuring that their children get to school, the pupils' love of their school, and the effectiveness of the school's attendance strategy all contribute to this great achievement. As a result pupils draw maximum benefit from their time at school, and help to maintain its vibrant and purposeful atmosphere.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.5

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

Exclusions

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is very good. Teaching and learning are very good overall. The promotion of equality of opportunity for all pupils is excellent. Provision for pupils with specific learning needs is very good. The breadth and balance of the curriculum are good. There is very good provision overall for pupils' support, care and guidance. Links with parents and the community are very good.

Teaching and learning

Teaching and learning are very good. Very good support is given to pupils with learning difficulties. Very good provision is made for gifted and talented pupils. Assessment is **good**.

Main strengths and weaknesses

- The teaching is good in the Foundation Stage and provides the youngest children with a good start to their education.
- Teaching in Years 1 to 6 is very good overall and leads to good achievement and high standards.
- Staff have very good knowledge of pupils and understand their individual needs.
- Staff have high expectations of pupils and expect them to work hard and achieve their best.
- Pupils are well motivated and want to learn; they have good self esteem and look forward to lessons.
- The school has a well-established and well-managed assessment system for tracking pupils' progress over time.
- Pupils with special educational needs progress very well because they are fully included in lessons.
- Pupils are not sufficiently aware of their precise learning targets or the timescales for their achievement.

Commentary

19. The teaching of the reception children has a number of strengths which ensure the children make a good start to school, make good progress and achieve well. The teacher and her assistants plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised and this results in the good progress seen in learning to read, to write and in number work. The teaching assistants very effectively support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the carefully planned learning tasks. All the adults help the children to feel secure, gain confidence and communicate well with others. Good arrangements are in place to check what the children know, understand and can do and the information is used well to plan the next steps children need to take in their learning.

20. Teachers offer challenging and interesting lessons; as a result, pupils respond very well. They work well alone or in groups as required. A very good example of this was seen in a Year 6 design and technology lesson where pupils worked together in pairs or small groups to investigate the strengths of different structures linked to their history work about life in World War II.
21. The results of Year 2 and Year 6 statutory tests together with end-of-year tests throughout the school are collated, analysed and used to produce detailed tracking information. This is used to show an estimate of attainment for each pupil at the end of Year 6. The tracking of information is used to raise standards, in particular in the core subjects of English, mathematics and science. Throughout the school pupils are identified and target groups formed to support learning. The school also monitors closely any under or over-achievement from one year to the next.
22. Teachers have a good knowledge and understanding of the individual pupils' ability and needs, appropriate challenges are set, and marking is used well to inform pupils what they need to do to improve further. As a result pupils make good progress. The needs of gifted and talented pupils are clearly identified and provided for within lessons. Pupils develop a good understanding of their own learning but not all have a clear understanding of their own targets in all subjects. The use of well-matched focused comments and questions develop knowledge and understanding and the use of specific learning objectives is good throughout the school.
23. The school collects considerable information on pupils' attainment and progress. The standard of marking of pupil's work is very good in some classes as was seen in the sampling of work across all year groups. Where this is very good it gives the pupils clear direction on how to improve their work and praises their achievements. Very good assessment systems have been put in place to support a whole-school approach to all aspects of monitoring and evaluation. Day-to-day assessment procedures within all classes are effectively used to inform the teacher's planning in every subject; expectations and targets are clearly identified but these are not always clearly communicated to pupils.
24. Behaviour is managed very well; as a result pupils sustain good levels of concentration which contributes positively to the very good achievement. The support given to pupils with learning difficulties is very effective and enables them to be fully included in all lessons.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3)	16 (46)	15 (43)	3 (9)	0	0	0

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

The curriculum

The quality of the curriculum is **good**.

Main strengths and weaknesses

- The curriculum is well planned to provide a cohesive approach to learning.
- Very good enrichment of the curriculum promotes the pupils' enthusiasm for learning.
- Pupils with special educational needs are very well provided for and consequently make very good progress and achieve well.
- The children have a good start to school in the reception class.
- The school hall and the outdoor play area for the youngest children provide inadequate accommodation.

- The split levels within the building pose problems of access for disabled pupils and staff.

Commentary

25. All of the pupils achieve well because there are consistent approaches to teaching the key skills of literacy and numeracy and to applying them across the curriculum. The school is committed to making cross-curricular links between subjects and this can be seen in the school's planning. This means that the pupils often have good opportunities to make connections in their learning. The school has begun to use a multi-intelligence approach to learning, especially in the foundation subjects such as history and geography, giving pupils access to different learning styles. For example, a review of what is already known, along with the posing of questions that the pupils would like to discover the answers to, often begins topics. The overall planning of the curriculum has improved well since the last inspection and the key issues with regard to art and design and design and technology have been very well addressed.
26. Visits and visitors, together with the use of expertise and talents of staff, are very well used to create an interesting curriculum offered to all the pupils. This very good enrichment of the curriculum promotes the pupils' enthusiasm for learning and contributes well to their spiritual, moral, social and cultural education and very good personal development. Pupils are encouraged to have an awareness of cultures and their place in a multi-cultural and multi-ethnic society.
27. The school ensures that all pupils receive equal access to the curriculum. Provision is very good for pupils with special educational needs and those pupils identified as gifted and talented. Provision is clearly defined, and represents an improvement since the last inspection. Curriculum support assistants provide a very high quality of support for pupils as they work well alongside class teachers to modify the curriculum and support the learning targets identified in individual education plans. These are very carefully drawn up to ensure all pupils with special educational needs receive very good support. As pupils' needs are identified early after their entry to the school and accurately assessed, procedures for addressing them are implemented as soon as possible. This early intervention contributes well to the pupils' very good achievement.
28. The good quality provision for the children in the Foundation Stage means that they get a good start to their education. The children have access to a range of well-planned and challenging learning activities. The classroom is well organised and equipped; it provides an interesting environment that encourages the children to become involved in the learning opportunities provided. However, the outdoor facilities are limited and this restricts the opportunities for the children to explore and play freely.
29. The school's very good level of staffing contributes well to the quality of education provided for the pupils. The school is well resourced to deliver the planned curriculum for teaching ICT skills, and the planning and use of these skills across the curriculum are systematic. Recent building has greatly improved the accommodation but the school hall remains inadequate for the full delivery of the physical education curriculum. The number of pupils on roll means that when the whole school meets in the hall conditions are rather cramped. In addition the outdoor play provision for the youngest children is unsatisfactory. The school has plans in place to improve both of these areas. Despite their best efforts the split-levels within the building pose problems of access for disabled pupils and staff. The school makes the best possible use of outside areas with different gradients for a good variety of activities for lessons, break times and extra-curricular activities.

Care, guidance and support

The school's **strong** caring ethos is reflected in the **very high** standards of health, safety and personal guidance that help pupils to feel safe and to grow in self-esteem. This aspect of school life is one of its many strengths. The school makes **very good** provision for seeking, valuing and acting upon the views of its pupils.

Main strengths and weaknesses

- Very good induction arrangements are in place for the children to start school.
- The careful and efficient arrangements for pupils' care and protection create a secure environment that makes a very good contribution to their education.
- The school's intimate knowledge of each individual ensures effective monitoring and support.
- The very good consultation arrangements with pupils make them feel valued because they know that the school is listening to their voices.

Commentary

30. The school has very good arrangements in place for when the children start school. The teacher visits the pre-school provision for story sessions and the children take part in joint activities with the reception class such as assemblies. This means the start to the day is calm and positive because when the children start full-time they come into school happily and confidently. There are good arrangements in place for the day-to-day exchange of information between parents, carers and the school staff and for the children to leave school safely. The adults who work in the school know the children well and establish good relationships with them. This encourages the children to try hard and to behave well and promotes the good progress seen.
31. Among the many very good features of the school's care provision are the detailed and sensitive arrangements for pupils' health and safety. Termly fire drills and risk assessments, weekly alarm tests and upgraded security arrangements make pupils feel safe and cared for. The headteacher, as the designated child protection officer in the school, is well trained and experienced. She ensures that all adults in the school receive up-to-date information and maintain a high level of alertness. Several staff are trained in first aid, and the health and safety co-ordinator ensures that proper records are maintained. The resultant climate of security and well-being makes a substantial contribution to pupils' education and personal development.
32. The school knows its pupils intimately and makes effective arrangements for tracking their academic and personal progress in line with its caring Christian ethos. The school gets to know its pupils through its detailed induction process that includes a home visit. Many prospective pupils attend the popular Pre-School Club, while many current pupils are cared for in the Out-of-School Club, before and after the school day. Teachers effectively monitor how well pupils with special educational needs are progressing towards their individual targets, and they use assessments well to identify and plan their work. Class work, supported by homework, is used effectively to compile material for pupils' annual reports. These latter identify areas for further effort so that parents can support their children in their learning. Pupils openly admire their teachers and describe how they feel confident in approaching them for advice or comfort. The knowledge that they are so well cared for helps pupils to grow in confidence and self-esteem.
33. This school listens to its pupils, and they know it. In the intimate setting of circle time (a time when pupils sit in a circle and discuss matters that affect their life in school) they are able to share their problems and their successes with their peers, under the protective guidance of the teacher. Matters considered to be of importance to the whole school are fed into the more formal setting of the democratically elected School Council by Year Group Representatives, and several of the Council's recommendations have resulted in changes to school routines or standards. Even in the formal setting of the classroom, pupils know that they can have their say. In a reception year religious education lesson, for example, the teacher listened patiently while one child after another gave their own colourful comment on the lesson. Knowing that their opinions are valued and acted upon makes pupils feel valued as individuals, and contributes greatly to their personal development.

Partnership with parents, other schools and the community

The **very good** links with parents, other schools and the community have a very considerable bearing on the school's success in achieving very high educational standards.

Main strengths and weaknesses

- The school works very well in partnership with parents to ensure that the children have a secure start to school life.
- Information provided for parents is of very high quality, enabling parents to support at home what their children learn at school.
- Parents express very positive views about the school, and give it their full support.
- Exploration of the world outside the school helps to prepare pupils for citizenship.

Commentary

34. The teacher of the reception children is available each day to discuss with parents and carers any problems affecting the children. The parents are given clear guidelines on areas to help their children with at home and they do this with commitment and consistency. A number of parents and grandparents give generously of their time to help in the reception class. Each week there is a 'Parents' Club' afternoon when parents join with the children and enjoy games and learning activities together. This effective partnership between the parents and the school gives the children a good start to school and makes a significant contribution to the positive progress and achievement made by the children. Regular formal reports are given and meetings are arranged to discuss the detailed progress made by the children.
35. The lively weekly newsletter, the informative induction pack, the fully compliant prospectus and governors' annual reports keep parents very well informed about general school matters. Information about each child's progress, and about how parents can support their children's learning is contained in the helpful reading diaries, in the four separate parents' evenings and in the pupils' annual reports. These latter are now much improved, and include targets for the following year, as well as a facility for parents to comment on the report.
36. Parents of pupils with special educational needs are fully involved in their child's learning. The school sees parents as vital partners in the provision for special educational needs and in reviewing their child's progress. They are kept fully informed about how well their child is progressing at formal reviews and new targets are set and agreed. Parents appreciate they are able to make informal contacts with the school should they have any cause for concern. Pupils of all abilities are fully included in all areas of the curriculum. Gifted and talented pupils and those with special educational needs achieve very well by the end of Year 6.
37. Parents responding to the pre-inspection questionnaire, those attending the meeting with the registered inspector and those chatting with the inspectors at the school gate were united in singing the praises of the school. They agree that their children like school, and that they are kept well informed about their children's progress (98 per cent). They declare that the school is well managed (100 per cent), that teaching is good (100 per cent), that their children behave well (96 per cent), and are encouraged to become mature and independent (98 per cent). As a result parents are very supportive of the school, principally by ensuring that their children attend regularly and punctually. Many of them help out in the classroom or on educational visits, while others run the Parents and Friends Association and raise considerable sums of money to purchase new materials and equipment for school activities. Such a dynamic partnership between school and home helps to motivate all parties in the education of their charges.
38. The school makes very good use of its links with the community to enable its pupils to develop a sense of citizenship as members of a wider community beyond the school. The close links with the church help to underpin the school's Christian ethos and its religious worship

curriculum, while the shared use of facilities with the village hall and the Parish Council introduce pupils to community networks. Grants from local businesses and sponsorship arrangements with local industries help to improve school facilities, and give pupils an insight into the world of work. The strong ties with its main receiver school, with the pyramid of neighbouring primary schools and with the local college of further education enhance pupils' educational opportunities through study placements and exchange visits, preparing them for the next stage of education. All such links make a very good contribution to the education and personal development of Thurgoland Primary School's pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. Leadership of the school by the headteacher, together with governors, is excellent. The headteacher is well supported by the deputy head and the senior teacher. Governance of the school is very good and governors fulfil their statutory duties very well.

Main strengths and weaknesses

- The leadership, vision and educational aspirations of the headteacher are outstanding.
- There is very clear commitment to respond to the pupils' individual needs.
- Special educational needs provision is very well led and managed and provision for gifted and talented pupils is very effective.
- The school rigorously evaluates its performance and monitors developments, while reviewing patterns and taking action most effectively.
- The governing body is very well organised and knowledgeable and is taking an active part in shaping the direction of the school.

Commentary

39. Leadership provided by the inspirational and experienced headteacher is excellent and is clearly a strength of the school. She has established a very clear sense of direction for the school, based on a shared vision of success for all. The vision is founded on the belief that all pupils can succeed and that pupils' learning is the school's priority. She is actively involved in day-to-day school life and relates extremely well to parents, pupils, visitors and staff. Management procedures and interventions are unobtrusive. She has a perceptive overview of the school's work and detailed knowledge of areas for development. Plans are initiated in consultation with staff, governors, parents and pupils to make changes and improvements, with pupils always central to strategic thinking. It is clear decisions have a most positive impact on the ethos and workings of the whole school. The role of subject co-ordinator is one that is developing within the school. Subject co-ordinators are developing the expertise they need and lead their respective subjects successfully. The reception teacher works well with her colleagues to promote the provision of the curriculum for the reception children. She has clearly identified areas for improvement such as the development of the outdoor area. The school's policy and practice for staff induction and their continued professional development are very good. Very good procedures for the performance management of teachers are fully in place.
40. The school is committed to providing the best education it can for each pupil according to specific individual needs. It is highly successful in its provision and support for pupils with special educational needs and those identified as gifted and talented. Special educational needs is very well led by a committed and experienced co-ordinator. Resources for pupils with special educational needs are very good and along with all other aspects of provision are very well organised and managed. The co-ordinator works closely along side the headteacher and staff to ensure all groups of pupils, including those with a gift or talent in a particular subject, are fully challenged and have opportunities to enjoy experiences which extend and improve their skills further. Additional support and advice are provided wherever possible to enable pupils to develop their specific talents.

41. Systems for checking each area of the school's performance are extremely rigorous. The headteacher has established consistently thorough systems for evaluating the school's work through regular observation, detailed monitoring and purposeful analysis. These involve all staff and governors and seek the views of pupils and parents in the drive to improve provision and raise standards further. The school knows its strengths and weaknesses and senior staff have a very good grasp of the relevant issues. The school has developed excellent monitoring systems covering all aspects, which results in the school knowing its strengths and areas for improvement. Pupils' progress is carefully analysed and well-planned action taken to target and improve learning. The school has identified appropriate key priorities and has put in place very effective strategies to further raise standards. A major strength is the effective way these strategies are implemented and monitored. Teacher performance and professional development have been closely linked to the school's priorities within its development plan, and are helping to raise standards further.
42. The governing body is a dedicated and strong team. Governors have a very good knowledge and understanding of the school's successes and of any areas that can be further improved in the future. Governors continue to make strenuous efforts in order to improve indoor physical educational provision because it is clear the school hall is inadequate in size. They have made contacts with architects with a view to consider a number of options for improvement. They play an active role in raising standards and improving the school further. Governors are committed to principles of high standards. They enjoy very good relationships with staff and strong links with parents and the local community and in turn the school appreciates the support the governors provide. Governance therefore is very good. They know and understand the school very well and several governors visit regularly with a clear purpose, and are aware of its strengths and weaknesses. They are very well informed on the progress of the school's development plan. All staff and governors are involved in the school development plan, which accurately identifies priorities for improvement and reflects school aims. Financial management is excellent and funds are thoughtfully and carefully allocated to priorities for improvement. Procedures to ensure the very best value underpin decision making throughout the school. The significant carry-forward includes building costs to be deducted in the next financial year. The school provides very good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	464446
Total expenditure	406928
Expenditure per pupil	1743

Balances (£)	
Balance from previous year	51472
Balance carried forward to the next	55518

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. The provision for each of the areas of learning is **good**.
44. When the children enter the school, their attainment is wide ranging but taken overall it is broadly average across all areas of learning. The children achieve well overall and the majority of them reach the goals in all six areas of learning.
45. The **teaching** of the reception children is **good** overall with a number of significant strengths enabling the children to make a good start to school. The teacher and her assistants plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised and this results in the good achievement seen in learning to read, to write and in number work. The teaching assistants very effectively support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the carefully planned learning tasks. All the adults help the children to feel secure, gain confidence and communicate well with others. Good arrangements are in place to check what the children know, understand and can do and the information is used well to plan the next steps children need to take in their learning.
46. The Foundation Stage is **well led and managed**. The teacher in charge is working well with her colleagues to enhance the provision and development of the curriculum for the children. She has a clear vision of how the provision for the youngest children can be further improved to promote the progress of the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- The children develop a good understanding of how to behave and look after themselves in school.

Commentary

47. The children settle quickly and happily when they come into school because all of the adults make sure that the children have a clear understanding of what is expected of them. As a result the children develop positive attitudes to taking care of themselves and to learning. The teachers and their assistants have high expectations that the children will behave well which they do and most persevere well. The children know the routines well on entering the classrooms. For example, in the reception class the children put their reading folders away and organise their dinner boxes and drinking bottles. Secure relationships develop between the adults and the children, and the children speak confidently to adults and to each other. Their personal and social skills are well developed because they are provided with a range of opportunities to play together.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- Children achieve well in learning the basic skills of speaking and listening, reading and writing.

Commentary

48. In the reception class an early emphasis is placed on the development of children's speaking and listening skills. The children are given good opportunities to respond to events in stories and adults extend children's vocabulary well through question and answer sessions. There is a good range of role-play opportunities such as the post office and holiday role-play areas so that the children begin to explain their reasons for choices and develop related vocabulary. The teacher and her assistants develop and build the children's early reading skills well through the teaching of the sounds that letters make and the sharing of books and stories. By the end of the reception year a good number of children read simple books accurately and can retell stories they have read. Writing skills are taught systematically so that children learn to form letters correctly and to spell a basic vocabulary of key words. The children's confidence to 'have a go' and develop independent writing skills is carefully fostered by giving the children opportunities to spell words for themselves. A good range of opportunities for writing is provided, including writing their names and addresses, the retelling of stories and writing accounts of events in their lives.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- Children are achieving well in learning the basic skills of counting, recognising and using numbers.

Commentary

49. The children achieve well in acquiring basic numeracy skills because the teachers use the children's natural enthusiasm for counting and using numbers. For example, the teacher uses rhymes and games to encourage the children to count in twos backwards and forwards. Together with the teaching assistants the teacher provides a good variety of activities and resources to extend the children's knowledge and understanding of number patterns and of the early stages of addition and subtraction. An emphasis on the correct use of language enables children to acquire new words to use in number activities and this helps to ensure that they make good progress in gaining mathematical understanding. By the end of the reception year children have expanded their mathematical vocabulary to describe features such as shorter and longer, to identify the properties of simple shapes and to tell the time in hours. The assessment of the children's knowledge and understanding of numbers is carried out well and is used to carefully plan the next steps in learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Main strengths and weaknesses

- The teacher plans the learning activities to give access to all the strands within this area of learning.
- The children are making good progress in learning to use computers.

Commentary

50. The teacher and her assistants ensure that there are good opportunities for the children to work in each of the different strands within this area of learning. Visits and visitors enhance their learning and good use is made of the local area. For example, as part of their project on 'Where I live' the children carry out a traffic survey to see whether more vehicles are going to Barnsley or to Sheffield. The children use the computers well to support their learning in areas such as map work, reading and artwork and confidently control the mouse to point and click. The

children learn about the customs of different religions, cultures and traditions and about celebrating festivals such as Christmas, Easter and Diwali. They find out about the life cycle of the frog and butterfly.

PHYSICAL DEVELOPMENT

Main strengths and weaknesses

- A good range of activities is planned to develop both fine and large movement skills.
- The underdeveloped outdoor area and the small hall limit opportunities for children to explore movement, and to climb and balance independently.

Commentary

51. The children have some opportunities to use wheeled vehicles to learn to steer and pedal and they show a good awareness of space. However, because of the limitations of the outdoor area and the school hall the teacher has to find ways to ensure the physical development of the children. The children have regular physical education lessons in the school hall where they take part in activities to learn to run, skip and jump. They enjoy this and can follow instructions, and respond well when asked to move in a variety of ways. The reception children can dress and undress independently. The children have good opportunities to develop fine manipulative control when they use pencils and scissors with care and precision, and to join and fix when using construction toys, kits and jigsaws.

CREATIVE DEVELOPMENT

Main strengths and weaknesses

- Overall resources are well prepared and provide a wide range of creative activities.
- Opportunities to extend the children's creative development in the outdoor play area are limited.

Commentary

52. The teacher provides a wide range of experiences that the children enjoy, for example in art, story and imaginative play. The children also have opportunities to listen, participate and respond to a range of music. They know a range of colours and they enjoy painting portraits of themselves and detailed pictures of their homes. Materials such as sand and water are always available for the children to explore. The children use the role-play areas well and are developing their ability to act out stories and situations independently. The outdoor area is limited in the opportunities it can provide for creative play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English by the end of Year 6 are above those expected nationally.
- All pupils make good progress and achieve well against their prior attainment because of the good and sometimes very good teaching.
- Assessment is thorough and is well used to plan future work but pupils are not always made aware of what they need to learn next.
- The subject is well led and managed.

- Good use is made of literacy skills in other subjects.
- Presentation of work is erratic.

Commentary

53. Standards in English are similar to those found at the last inspection and by the time the pupils leave the school they are above average in speaking and listening, reading and writing. Although there is some variation in the attainment of individual year groups of pupils the results over recent years have shown a steady rise. This good rate of improvement is mainly due to the fact that the school has used information from assessments very well to identify areas for improvement and has worked systematically to address them. This work is well led and managed by the subject leader. The pupils enter the school with a wide range of attainment but overall an average level. This year the standards reached by the end of Year 2 are comparable with those found nationally in reading and are likely to be above average in writing, which represents good achievement.
54. Throughout the school the pupils' levels of attainment in speaking and listening are reaching national expectations. The breadth and depth of language used by pupils are well developed by the teachers who foster the expansion of more complex language structures when the pupils are answering questions or contributing to shared writing. The school has designated this as an area for further development to complement the work it is doing on the development of different learning styles.
55. Reading standards are average at the end of Year 2 and above those found nationally by the end of Year 6. Overall the pupils achieve well in learning to read because priority is given to developing the basic skills of reading and the pupils are taught well, building on the good start made in the reception class. As a result, the pupils have very positive attitudes to reading; they read accurately and confidently and older pupils in particular enjoy talking about their favourite authors and stories. The pupils in Year 6 are able to recognise the key features in a text and show a good understanding of the ideas, themes, events and characters in a story. There are good home-school reading partnership arrangements in place, and the good support from home in practising their reading has a positive effect on the progress of pupils. There has been a very good improvement since the last inspection in the opportunities provided for pupils to use research skills using glossaries, indexes and contents in books and on Internet sites to discover facts for themselves.
56. Standards in writing are above average at the end of Year 2 and by the time the pupils leave the school. The good rate of progress and levels of achievement are well maintained as the pupils move through Key Stage 2. The pupils are given good opportunities to write for a variety of purposes. They learn to spell words accurately and to use an increasingly complex range of language structures. Although handwriting skills are taught systematically, the pupils do not always use them when writing for a range of purposes and the presentation of work is erratic.
57. The teaching throughout the school is good overall and several very good lessons and one excellent lesson were seen. In the most successful lessons the teachers challenge the pupils to extend their understanding and literacy skills. The teachers and other adults who work with the pupils are highly committed to helping them make progress in learning to read and write, and provide a very good range of focused support. The pupils with special educational needs and those pupils with particular gifts and talents in literacy are well identified and very well supported to achieve against their prior attainment. The marking of pupils' work stresses the positive gains made and identifies immediate areas for improvement. However, overall the individual target setting for pupils is inconsistently applied and not all the pupils know what they have to do next to improve.

Language and literacy across the curriculum

58. Good use is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. The pupils

respond well to the opportunities to write reports and accounts in subjects such as history, geography, science and religious education, and the use of specific subject vocabulary is well reinforced. The pupils' speaking and listening are well promoted through discussions, often at the beginning and end of lessons.

MATHEMATICS

Provision in mathematics is **very good** and standards at the end of Year 6 are well above average, which represents an improvement since the last inspection.

Main strengths and weaknesses

- The quality of teaching is very good overall and pupils are achieving very well in Years 1 to 6.
- The pupils have very good attitudes towards the subject.
- The subject is well led.
- There are particularly good systems of assessment, collecting and analysing information and monitoring pupils' progress.
- The use of ICT in mathematics is underdeveloped.
- The use of mathematics across the curriculum is underdeveloped.

Commentary

59. Pupils achieve above average standards by the end of Year 2 and in Year 6 standards are well above average. This represents an improvement in standards in Year 6 since the last inspection. Extensive inspection evidence underpins the school's accurate assessment information and indicates that across the school a high proportion of pupils are achieving nationally expected levels and many are reaching the higher levels. The more recent results in Years 1 and 2 have been brought about partly because of the arrangements to teach pupils in smaller ability groups in both years. The pupils enjoy their mathematics sessions, and their attitudes towards their learning in mathematics are very good. This is because teachers usually make their lessons interesting and relevant. Pupils are good at helping each other and relationships and behaviour in lessons are very positive. This aids learning in a good number of situations and contributes very well to pupils' social and personal development. One significant reason for the very good achievement is the noticeable challenge offered to higher attaining pupils. For example, approximately half the class are working at well above expected levels. The high quality of teaching seen across the school has several strengths, such as the very good provision made for pupils of all abilities and the very good level and quality of support offered to pupils with special educational needs. Teachers use resources very well and have very good subject knowledge. They are able to communicate very well to all pupils through explanation and demonstration, so that pupils acquire knowledge, skills and understanding very well in lessons. Pupils are able to apply these effectively to new learning and are encouraged to share their ideas and make their own choices of methods based upon prior learning. They can work well on their own and collaboratively with partners or in small groups. As a result pupils confidently explain their findings and how they worked out their answers to calculations and problems. The quality of teaching has improved since the last inspection. Pupils are achieving very well across the school, as the quality of teaching is now very good.
60. The experienced co-ordinator leads the subject well and is committed to continually developing the subject. She has used the outcome of very good self-evaluation, to improve standards further. The school is very thorough in its assessment of mathematics and rigorously analyses information and test results. This information is used well to monitor progress and improvements, identify pupils' needs and targets. It also influences curriculum planning to good effect. Year 6 pupils are involved in their own self-assessments and are therefore gaining good knowledge of their own learning. All this has a positive impact on their achievement. However, across the school there is not a consistent approach to involve all pupils in determining their own targets and learning overall so that they accept further responsibility and have more

knowledge of what they must do to improve further. Marking is usually clear and where it is particularly good gives guidance on how pupils can improve. Teachers' comments are not yet consistently linked to the pupils' individual targets or specific learning objectives of the lesson. In several classes display is well presented and informative but as yet is not consistent across the school. Where display is prominent, pupils' work is celebrated and other related facts and questions stimulate pupils' interests and extend their mathematical thinking.

Mathematics across the curriculum

61. Currently teachers make satisfactory use of mathematics in other subjects. The co-ordinator recognises that opportunities to identify its relevance in the planning of other subjects should not be missed, in order to promote mathematics across the school. She intends to continue to develop the planned use of ICT more consistently in mathematics. The use of ICT across the school in mathematics is underdeveloped. Teachers use specific software to develop mathematical skills and reinforce learning objectives. The subject's resources do not extend to the provision of interactive whiteboards in classrooms for teachers' and pupils' use in lessons. Mathematical skills were seen to be put to appropriate use in a selection of examples during the inspection. For example, pupils used graphs in science to represent their findings. Year 6 pupils' knowledge and use of co-ordinates are evident in their geography study of the Don River. In history, pupils learn where various periods are positioned on a time line.

SCIENCE

The provision for science is **good**. Standards at the end of Year 6 have improved since the last inspection.

Main strengths and weaknesses

- Teaching is very good and expectations are high.
- Support for pupils with special educational needs ensures their full inclusion.
- Interest and enthusiasm are good.
- Pupils have a good understanding of fair testing procedures.
- Research skills are developed well.
- Pupils apply mathematical and technological skills to create spreadsheets and graphs to present their findings.
- They collaborate well and share ideas.

Commentary

62. Standards at the end of Year 6 are above average and pupils make good progress. Pupils with special educational needs receive very good support and achieve their best. Gifted and talented pupils are fully challenged and achieve standards which are well above those expected of the age range. Trends show a good and sustained improvement since the last inspection.
63. The quality of teaching and learning in the school has improved since the last inspection. . During this inspection lessons were very good. The very good quality of learning also reflects the good attitudes and behaviour shown by the pupils. Progress in learning is good for all pupils, including those with special educational needs and gifted pupils because of the very good quality of support they receive. This ensures they achieve well. The significant improvement in the quality of teaching, a stronger emphasis on investigational work and teaching of scientific vocabulary have made a significant contribution to pupils' attainment and progress.
64. Pupils learn to select appropriate equipment and how to use it. Most can confidently explain and demonstrate their results. They are able to classify materials into groups according to their different properties. Many understand the complexity of fair tests, for example in their experiments to investigate which materials change with heat and whether the change can be

reversed. Pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using ICT. Pupils' understanding of electricity is good. They know how to construct circuits, incorporating batteries and switches. Most pupils are able to explain their findings. By the end of Year 6, pupils are effectively developing their investigative skills well and can suggest ways of improving their work and give reasons. Pupils are very good at discussing and sharing their ideas. All pupils are well trained in logging on to the Internet to search for information.

65. Teachers have high expectations and succeed in challenging the pupils. They choose interesting practical activities, which promote pupils' enjoyment in science. Correct scientific language is used well, so as to enhance pupils' language skills. This work makes a positive contribution to the basic literacy skills of all pupils. Opportunities are also given for pupils to develop their basic numeracy skills by using graphs and tables to record the results of their investigations.
66. The subject leader provides very good leadership. Schemes of work support teaching and learning well and staff training and development have been effective. Good links are made to subjects such as history and mathematics and teachers draw attention to the excitement of discovery. The subject makes a good contribution to pupils' personal, social, moral and cultural development. Monitoring arrangements have been effective and evaluative comments accurately identify future developments. The capacity for further improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The quality and range of resources have significantly improved since the last inspection.
- The quality of teaching is good overall so that by the end of Year 6 pupils achieve well and standards are above average.
- Pupils' attitudes to the subject are good and they are keen to learn.
- Leadership and management are good.

Commentary

67. The school has very successfully kept pace with rapidly changing developments in ICT. Since the last inspection there have been very good improvements in resources, and the overall provision for ICT is good. Projectors and interactive whiteboards have yet to be fitted in every classroom to support teaching and learning across the curriculum. There are mini-suites in each classroom with up to five computers available for pupils' use. Additionally there is a laptop computer for the teacher to use in each classroom. Technology, which is used effectively across the school by pupils, has clearly contributed to the increased popularity of ICT, has improved skills and standards and has promoted an increased interest in learning.
68. Standards at the end of Year 6 are above average. This is particularly due to significantly improved resources since the last inspection and good teaching across the school. Teachers work closely with teaching assistants who provide very good support for pupils in lessons. Year 6 pupils confidently know how to use and apply previously acquired ICT skills. Pupils in Year 6 know how to use ICT to improve their own work and say they enjoy the subject because it gives them "lots of freedom to explore and learn new skills". They "can use technology and try out things at home and outside school". They say they recognise the importance of being able to "change their work". Across the school all pupils have an email address, which enables them to communicate with others or seek information quickly for their work in other subjects. Pupils know how to edit their work and can use a range of skills and techniques to good effect in order

to enhance the presentation of their work and use the Internet effectively to find a variety of information to enrich their learning. However, Year 6 pupils say they “think this sometimes takes too long”. No judgements are available on the quality of teaching or pupils’ achievement in Year 1 or 2 because only one lesson was seen during the inspection. In the Year 2 lesson in which the teaching is very good, the teacher shows a very good understanding of the use of technology to enable pupils to learn from her explanations and demonstrations. Pupils are able to access and find their way around a website.

69. Pupils’ attitudes towards ICT and the understanding of their own learning are good. They demonstrate the capacity to work very well either alone or with others. In such situations they show respect for others’ views, ideas and abilities. Pupils respond very well to encouragement, support and guidance because the teachers’ subject knowledge and understanding are at least good. Good teaching results in good learning for pupils of all needs and abilities. All pupils are fully included in all tasks and activities. Pupils are very confident in applying their skills and achieve well by the end of Year 6.
70. The subject is well led and managed by the keen, hard-working, knowledgeable and experienced co-ordinator. The ICT club enriches the curriculum, where Year 3 pupils can further increase their ICT skills, knowledge and understanding whilst working well together on new ideas and techniques using *Picture Easy* to save a slide show of their own pictures and subsequently beginning to confidently use the video camera with the help of the co-ordinator. Recent building work and temporary demands upon available space have restricted the regular planned use of the ICT suite and as a result has impinged a little on the continuity and progression of teaching and learning in the subject. The co-ordinator has established a portfolio of work, which includes a few recent examples. As yet teachers cannot use this information to inform planning because they have not indicated how or why the work was undertaken or the standard compared to a National Curriculum level.

Information and communication technology across the curriculum

71. ICT is used satisfactorily by teachers to support teaching and learning in other subjects. The co-ordinator recognises it is an area for further development so that ICT will be identified in teachers’ planning and used in all subjects across the school in order to raise standards further and enrich the whole curriculum. During the inspection classroom computers were seen to be used in a number of lessons; for example, in Year 6 mathematics a pupil with special educational needs was guided to use the *Maths Factory* program to find specific shapes and calculate their areas. Year 6 pupils created a *PowerPoint* presentation on healthy foods, which they then evaluated well, having carefully considered the range of questions the teacher had asked in order to extend their thinking. Other examples across the school include Year 3 pupils, in their history and geography study of Egypt and Year 6 pupils World War II project show good use of Internet research skills. Overall display is limited and therefore reduces opportunities to celebrate pupils’ work, stimulate their interest or further raise the profile of ICT across the school.

HUMANITIES

Geography and history

72. One lesson was seen in geography and none in history. Good links are often made between subjects and very good use is made of art and design and design and technology to complement the learning in geography and history. This means that the pupils often have good opportunities to make connections in their learning. The school has begun to use a multi-intelligence approach to learning, especially in the foundation subjects such as history and geography, giving pupils access to different learning styles. For example, a review of what is already known, along with posing of questions that the pupils would like to discover the answers to, often begins topics. Good use is being made of speaking and listening, reading and writing

skills in history and geography. There has been a good improvement since the last inspection in the opportunities provided for pupils to use research skills using glossaries, indexes and contents in books and on Internet sites to discover facts for themselves.

73. A large number of relevant and interesting visits locally, and further afield, are made to support topics being studied in history and geography. Good links with the community are fostered through visitors to the school – for example to explain local industry and answer questions on historical issues through ‘living memory’. Pupils talk with great enthusiasm on how they have enjoyed these visits, visitors and workshops and how much they learn from the experiences. Both subjects make a positive and significant contribution to the spiritual, moral, social and cultural development of pupils.
74. In their **geography** lessons the younger pupils learn about modes of transport and by the age of seven the pupils begin to learn to identify the different geographical features of their own locality and make a study of the area around school. They compare homes and learn about a contrasting way of life in a hut on the Malaken shamba. Year 3 pupils think about the good features of where they live and consider the ways in which local land use is changing. In Year 4, pupils learn about the features of rivers and consider environmental issues surrounding water use. Older pupils have knowledge and understanding of how to read a map and use keys. A detailed study of coastal settlements, rock formations and erosion is made based on the Flamborough Head area. Year 6 pupils learn about volcanoes and mountain ranges and consider ways in which the local environment can be improved.
75. In **history** displays and work in the pupils' books show that teachers are skilled at encouraging the pupils to pose questions about a historical topic or person and to suggest where the evidence to answer the questions may be found. When the Year 5 pupils study the Tudors they build up information about Henry VIII from a range of sources. Using a letter from the Venetian Embassy in London they draw inferences about life in Tudor England. The Year 6 pupils start a unit of work on World War II by establishing what they already know and what they would like to know, and at the end of the topic they have the opportunity to assess what they have learned. Good use is made of time lines to give the pupils a sense of chronology and to begin to understand differences and similarities between their own lives and those of times past. There is a consistent use of correct historical language, and many useful opportunities to use literacy skills in recording their work are provided. Particularly lively examples of this are seen in the letters written by Year 2 pupils from Florence Nightingale to Queen Victoria describing conditions in the hospital at Scutari. Throughout both key stages the pupils are very interested in history and enjoy their lessons.

Religious education

76. One satisfactory and one good lesson were seen during the inspection, therefore it is not possible to make secure judgements on the provision or the quality of teaching and learning in the subject. A scrutiny of pupils' work showed standards to be satisfactory and to be meeting the requirements of the locally agreed syllabus.
77. Pupils' attitudes towards their studies are very good and planned activities make a very positive contribution to pupils' social, moral and personal development. For example, in the Year 6 class assembly pupils are very sensible and mature when discussing forgiveness as they draw upon their own experience. They explain their feelings very well as both the person forgiving and the one forgiven. The activity is very closely linked to the Bible, highlighting forgiveness in three stories about Jesus' teachings. The religious education curriculum meets statutory requirements as outlined in the locally agreed syllabus.
78. Pupils' work seen in Year 2 and Year 6 indicates there is an interesting range of experiences and learning opportunities made available by the school. The breadth of opportunities within the religious education curriculum and the provision for those pupils with special educational needs are good. The subject is well organised so that each year group of pupils predominantly studies

Christianity, which is carefully planned across the school in a structured way to ensure continuity and progression. In addition pupils study another faith such as Hinduism in Year 2, Islam in Year 3 and Judaism in Year 6. Year 6 pupils understand how they “can compare their own religion with other religions and see how things are done differently” and they have a good knowledge of Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

79. No lessons were seen in art. Standards are average by the end of Year 6. Pupils have opportunities to work in a variety of media. The pupils use their knowledge of the work of famous artists to create imaginative and vibrant landscape pictures. They design patterns and follow them through using ICT programs to refine their ideas.
80. Pupils work with a variety of media including, clay, paint, charcoal and pastel crayons. They produce pictures of good quality using silk printing, and polystyrene printing. They take pride in their work and can describe the processes leading to the finished products.
81. The broad, balanced curriculum provides pupils with opportunities to explore and develop ideas. They record things from direct observations, examine individual objects from various angles and arrange groups of objects they have collected to form effective still life pictures. They investigate shade and tone using techniques such as smudging to enhance their pictures.
82. Art and design is used effectively to support work in other areas of the wider curriculum, for example in history, geography, literacy and ICT.

Design and technology

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

Main strengths and weaknesses

- There has been a very good improvement since the previous inspection.
- Pupils achieve well.
- Evaluations of designs and products could be improved.

Commentary

83. Standards are average at the end of Year 2 and above average at the end of Year 6. This represents a very good improvement since the previous inspection when standards and provision were judged to be unsatisfactory. The co-ordinator has led and managed the subject well and has been instrumental in driving forward the improvements in standards and provision for the subject.
84. Pupils achieve well and standards are above average by the end of Year 6. The range of models and other products demonstrates progression of skills through the school. The finished products and discussions with pupils show that the pupils take pride in their work and are able to select suitable materials, tools and techniques for the task in hand. Pupils work individually, in pairs and in groups to design, make and evaluate their products. Some of the products are linked with other areas of the curriculum; for example, in a Year 5 lesson pupils were designing and making collages using different fabrics linked to their work on animal habitats in science. A good display in Year 6 showed pupils' work on shelters linked to their history topic about World War II.

85. In some cases products have descriptions of how they were made but do not include details of how they could be improved. Where evaluations are included more analysis could be given of the different approaches possible. This is an area for development.

Music

86. One lesson was seen in **music** and it reached a very good standard. The teacher had high expectations of the pupils to concentrate, participate and work collaboratively to compose and perform a rhythm pattern. The school is partially using the national guidelines to plan work in music together with its own scheme of work and this means that the pupils have access to a carefully planned and organised music curriculum. Music is used effectively to promote the pupils' spiritual, social and cultural education and it contributes well to the personal development of the pupils. The pupils enjoy taking part in performances for parents, carers, and friends of the school and pupils talk enthusiastically about how they have participated in past events and are beginning preparations for the end of term production of 'Robin Hood'.
87. The pupils enjoy singing and know a good range of songs. They participate well, sing tunefully and pay good attention to phrasing. As the pupils move through the school there are opportunities for all pupils to play the good range of percussion and tuned instruments that is available. Lessons in a number of instruments such as the violin, keyboard, guitar and clarinet are provided, for which the parents pay. All pupils can participate in the after-school recorder classes and the choir that is established for special occasions and performances. There are opportunities provided for the pupils to listen to and appraise music from a range of traditions and cultures. Links are made across different areas of the curriculum; for example as part of their geography project on the sea the Year 5 pupils listen to Mendelssohn's *Fingal's Cave* and express how it makes them feel.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils do well to attain standards that are above average by the end of Year 6 and their attitudes towards the subject are very good.
- The standard of teaching in physical education is good.
- Leadership and management are very good.
- The school hall offers inadequate space for indoor physical education activities.

Commentary

88. The good teaching in physical education enables all pupils to make good progress and to attain standards that are above average by the end of Year 6. Teachers and support staff work well together and display at least good subject knowledge and expertise, which they communicate very effectively to the pupils. Lessons are well planned and instructions are clear, enabling pupils to achieve well.
89. Pupils have access to all aspects of the physical education curriculum and enter into all activities with enthusiasm and enjoyment. When asked to, they work together sensibly, take turns, play together effectively and form teams quickly. Staff and pupils are aware of safety issues. In the lessons seen, there was appropriate time for practice and the development of skills. All pupils have opportunities to engage in all planned areas of the curriculum. Pupils in Years 3 to 6 experience outdoor and adventurous activities and Year 5 pupils swim regularly. As a result, by the end of Year 6 all pupils are able to swim 10 metres, and the majority at least 25 metres. The breadth and quality of experiences that pupils receive in physical education contribute very well to their personal development.

90. The subject is very well led by an experienced, well-qualified and committed co-ordinator who is well supported by staff in order to further improve provision for all pupils to participate in a very wide range of sporting activities in the curriculum and outside the school day. The school's quality of provision was recognised with the award of an activemark in 2004. A sports co-ordinator supports teaching and learning across the school each week and was seen during the inspection to offer good golf coaching to Year 5 pupils. The subject has a high profile in the school and is very popular amongst all pupils. They have very good attitudes toward physical education and Year 6 pupils believe "everybody finds it fun, nobody is incapable and there is always something we like to do because teachers adapt tasks and activities". Unfortunately the tiny school hall remains inadequate and limits opportunities for indoor activities. However, the school make suitable alternative arrangements to compensate for these limitations and the extensive outdoor facilities are very well used. The enclosed hard surface 'kick wall' is also used by the local community out of school time.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

91. No direct teaching of personal, social and health education was observed during the inspection. As a result, it was not possible to make a judgement about standards or the quality of teaching. Evidence of the development of pupils' personal, social and health education can be found throughout the curriculum. Religious education lessons and assemblies make a significant contribution to the provision for pupils' personal, social and health education and citizenship. Teachers and all staff are very good role models for pupils and the close and caring relationship which exists between staff and pupils aids discussion.
92. Assembly themes encourage pupils' thinking about other people, helping them to be more aware of people's feelings and to be more tolerant. The quality of provision is enhanced by the very good attitudes of pupils and the close and trusting relationships they enjoy with staff.
93. Pupils' views are regularly sought and pupils of all ages are elected to serve on the School Council and this effectively promotes their sense of responsibility
94. The school has allocated specific time for developing personal, social and health education and the curriculum is well organised. Teaching usually takes place through 'circle time' when pupils gather in a whole class group, and support staff are used well to ensure that children have the opportunity to discuss personal and social issues in small groups.
95. The school has a strong focus on healthy eating. Staff set a good example for pupils, who are aware of the need for a healthy balanced diet. This is exemplified, for example, through the decision to manage the school meals provision and source local produce where possible.
96. The management of personal, social and health education is very good. The co-ordinator has identified links between personal, social and health education and other areas of the curriculum. The scheme is wide ranging, encompassing healthy living, including diet, relationships and an awareness of the dangers of alcohol, smoking and illegal drugs, and citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

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