

ROYSTON PARKSIDE PRIMARY SCHOOL

BARNSLEY

LEA area: BARNSLEY

Unique reference number: 106612

Headteacher: MRS J WILD

Lead inspector: Mike Warman

Dates of inspection: 1st to 3rd November 2004

Inspection number: 267603

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	257
School address:	Midland Road Royston Barnsley South Yorkshire
Postcode:	S71 4QP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs A Mallen
Date of previous inspection:	17 th May 1999

CHARACTERISTICS OF THE SCHOOL

Royston Parkside Primary School is for boys and girls aged 3 to 11. The school is situated in the former mining village of Royston not far from Barnsley. The catchment area is mainly the eastern side of the village. The socio-economic background of pupils is mixed but there are high levels of deprivation in the area and attainment on entry to the school is below and often well below average. There are 218 pupils on roll. The movement of pupils to and from the school is above average. Most pupils are white with a very small number of pupils coming from different ethnic groups. There are 4 pupils whose first language is not English. Almost thirty per cent of pupils are eligible for free school meals, a proportion which is well above the national average. The school has identified thirty per cent of pupils who need further support, the majority with moderate learning difficulties and behavioural difficulties – a figure which is well above the national average. Four pupils have a statement of special educational need, which is similar to the national average for this size of school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1516	Mike Warman	Lead inspector	Mathematics, information and communication technology, physical education, special educational needs
19431	John Holmes	Lay inspector	
30781	Wendy Richardson	Team inspector	English, art and design, music
11371	Frank Ravey	Team Inspector	Science, history, geography,
27677	Doreen Davenport	Team Inspector	Religious education, design and technology, Foundation Stage,

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Effective leadership by the governors, headteacher and other key staff combined with the current good teaching and learning are now ensuring that pupils receive a satisfactory provision. The school gives satisfactory value for money.

The school's main strengths and weaknesses are

- Standards of pupils' work are below average in the current Year 2 and Year 6.
- The current good teaching has created a positive climate for learning and pupils' achievements are now satisfactory.
- Pupils have good attitudes, are proud of their school and generally behave well.
- The school is well led.
- The school provides particularly well for pupils with special educational needs resulting in their good achievements although at times higher achievers are insufficiently challenged in lessons.
- The provision in the nursery gives children a very good start to their education.
- Arrangements for the care and welfare of pupils are good.
- The ways the school monitors and evaluates its performance and the initiatives it has introduced to raise standards in English, mathematics and science are not sufficiently systematic.
- Pupils' attendance is unsatisfactory.

Improvement since the last inspection in 1999 has been good overall. Although standards seen during the inspection in the current Year 6 are below average, this is a significant improvement in the results obtained over recent years. Teaching and learning have improved and are now good overall. The work of the leadership team has been strengthened and this is now having an impact on improving standards. Pupils' behaviour has improved as have their attitudes to school and to learning. The school now has good procedures for monitoring attendance and following up unexplained absences.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	E	E	E
Mathematics	E	E	E	E
Science	D	E	E	E

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievements are **satisfactory** overall. Standards in the current Year 2 are below average in reading, writing, mathematics and science. Standards in the current Year 6 are also below average in English, mathematics and science. This represents a significant improvement on the tests results obtained in 2003 and 2004. Challenging targets have been set for the pupils currently in Year 2 and Year 6 for the test results in 2005 which, evidence indicates, they are on track to reach. Boys and girls do equally well. The children who started in nursery in September 2004 have made good progress in the short time they have been in school. Current standards in information and communication technology (ICT) in Year 2 and in Year 6 are below expected levels. Standards in religious education in Year 2 and Year 6 meet the standards expected in the Locally Agreed Syllabus.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. They behave well and have positive attitudes to school and to learning. They develop a good understanding of right and wrong, they are polite and friendly to visitors. Relationships are good and pupils develop confidence and self esteem well. Current levels of attendance are unsatisfactory but pupils usually arrive on time.

QUALITY OF EDUCATION

The overall quality of education provided by the school is **satisfactory**.

Teaching is **good** overall, with particular strengths in the teaching of English, mathematics and science in Year 6. Teachers working in this class have very high expectations and, consequently, lessons are very well paced, and set pupils challenging activities. They mark work well so that the pupils know how well they are doing and how they can improve consequently, they learn effectively. This quality of marking is not seen consistently through the school. Pupils respond well to the challenges set for them in many lessons. A high proportion of the teaching seen in the school was at least good which is having a significant impact on raising standards. Although teaching in a small number of lessons was satisfactory it did not have the pace and challenge seen in many other lessons in the school. In a number of lessons pupils capable of higher achievements were being insufficiently challenged by the written activities provided although this was not so during the oral and practical elements of the lessons.

The curriculum is satisfactory. It is well supplemented by a good range of extra-curricular activities. The provision for children in the Foundation Stage is good, it is very good in the nursery. Pupils with special educational needs are well supported. Provision for the care and welfare of all pupils is good. There are satisfactory links with parents and the school has a good relationship with the local high school.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **satisfactory**. The headteacher is an effective leader. She is successfully tackling many issues including the dip in standards in 2004 so that standards seen in the current Year 6 are much improved on these results. The recently enlarged management team is effective in setting the climate for school improvement. The role of subject leaders is effective, and they are having an increasing impact on standards and levels of achievement. Management is satisfactory. The school has established systems for checking pupils' performance and the quality of teaching and these are helping to improve standards but they are insufficiently systematic. The governing body meets its statutory responsibilities well. Governors work effectively with the staff. They have a good understanding of the strengths of the school and areas for development.

PARENTS AND PUPILS VIEWS OF THE SCHOOL

Parents have positive views about all aspects of the school and the progress their children make. They feel they do well and are happy. They think the staff of the school listen to them and work with them for the benefit of their children. The pupils like their school and indicate they feel safe and are happy.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science throughout the school.
- Ensure more able pupils are challenged by the written work they are given to do in lessons.
- Improve the way the school checks its performance and the impact of initiatives designed to raise standards.
- Improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Inspection evidence shows that standards in reading, writing and mathematics are below average overall in the current Year 2. In the current Year 6, standards are also below average in English, mathematics and science. Overall, this represents satisfactory achievement for pupils of all abilities as many are starting from a low base.

Main strengths and weaknesses

- Although pupils' achievements in English, mathematics and science are satisfactory, standards in these subjects are not as high as they could be particularly for the most able.
- The majority of children in nursery and Reception make good progress although few are on track to achieve the early learning goals by the time they enter Year 1.
- Pupils in the current Year 6 are achieving well.

Commentary

The results of the reading, writing and mathematics tests for pupils in Year 2 in the summer of 2004 were lower than they had been in recent years. A low proportion of pupils reached the higher than nationally expected Level 3 in all three subjects. Girls and boys did equally well. The results were well below average in comparison with schools containing pupils from similar backgrounds.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.5(14.0)	15.8(15.7)
Writing	13.8(13.7)	14.6(14.6)
Mathematics	13.5(13.8)	16.2(16.3)

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

Although the results of the English, mathematics and science tests for pupils in Year 6 in 2004 were the lowest they had been for several years, during the previous three years the school's results had shown a picture of steadily rising standards in all three subjects. In 2003 the school's results, when compared with schools whose pupils attained similarly at the end of Year 2, were average in all three subjects. Following the 2004 results the school analysed the answers to the questions in detail to see where pupils went wrong and has improved the curriculum in all three subjects, changed the way pupils in Year 6 are taught and included the subject leaders in teaching this group. In addition a 'booster day' has been included in the timetable as the analysis showed that levels were missed by only one or two marks by a significant number of pupils. This picture of improving standards was seen during this inspection with good evidence from the work seen and the pupils' results at the end of Year 5 to suggest that the results in 2005 will be much improved on those obtained in 2004. The improved quality of teaching and changes to the organisation of the curriculum have resulted in the good achievement seen in the current Year 6. However, these changes have not had time to make a difference to standards throughout the school and therefore the overall provision is satisfactory as is the achievement of pupils.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	23.9 [25.3]	26.9[26.8]
Mathematics	23.7[25.6]	27.0[26.8]
Science	25.3[27.1]	28.6[28.6]

There were 47 pupils in the year group. Figures in brackets are for the previous year

The school has set challenging targets for pupils in the current Year 2 and Year 6 to reach in the tests in 2005. Evidence from the inspection suggests that pupils are on course to achieve them.

Evidence from the work seen and discussions with pupils indicates that standards in religious education, in Year 2 and Year 6 meet the requirements of the locally agreed syllabus. Standards in ICT are below expected levels in Year 2 and Year 6. Although the standards seen generally are below those expected this represents a significant improvement on the standards seen in recent years. There was not enough evidence to judge standards in other subjects of the curriculum.

Although pupils' overall achievement is satisfactory it is not even across the school. As a result of insufficient challenge in some lessons for more able pupils their achievement is often not as good as those of average ability and those who have special educational needs who are well supported and consequently often achieve well. The high proportion of very good teaching in Year 6 is raising standards, and these pupils achieve well. Good progress can be seen in the many lessons when the high quality of teaching inspires pupils to great effort.

Overall standards on entry to the nursery are well below the expected levels. Although children achieve well in all aspects of the Foundation Stage curriculum, few are on course to achieve the early learning goals expected for their age by the time they enter Year 1.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' spiritual, moral, social and cultural development is good. Attendance is unsatisfactory.

Main strengths and weaknesses

- The school has high expectations of pupils' behaviour and, as a result, pupils show good attitudes to their work and behave well.
- Provision for children's personal, social and emotional development in the Foundation Stage is very good.
- Relationships throughout the school are good and the school deals effectively with any form of harassment.
- Provision for pupils' moral and social development is good.

Commentary

Most pupils enjoy coming to school and are eager to take part in the range of activities provided for them. Children in the Foundation Stage quickly settle into school life and the very good emphasis placed on learning to share, co-operate and relate to adults and to each other has a positive impact on their personal and social development. Teachers manage pupils well: they expect them to work hard and to do their best. As a result, pupils show good attitudes to their work, which most say is interesting and enjoyable. Pupils willingly carry out their responsibilities as class and school monitors, but opportunities for them to use their own initiative are limited.

The school sets high standards of behaviour and consequently pupils behave well in lessons, around school and in the playground. Instances of bullying are rare and parents and pupils say they

are confident that any such behaviour is dealt with quickly and effectively by the school. There have been 3 exclusions in the last school year but these were for very short periods.

Pupils form good relationships with staff and with each other and pupils with special educational needs are fully included in the life of the school. Most pupils are polite and friendly when talking to adults and feel that, through school council meetings, their views are listened to, valued and acted upon whenever possible.

Pupils have good opportunities to discuss their feelings, opinions and concerns with others and through adults' use of praise and encouragement confidence and self-esteem are boosted. The school's clear guidelines and the good role models presented by staff develop in pupils a good understanding of right and wrong. Good opportunities are provided to develop social and collaborative skills both inside and outside the normal school day through, for example, participation in after school clubs and sporting activities. However, although pupils have a good understanding of their own culture, through various curriculum areas, visits and visitors to the school, there are too few planned opportunities for them to learn about the diversity of cultures that exist in Britain today.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
209	3	0

Attendance

Although attendance is unsatisfactory, it is similar to other schools in the area that have a similar intake. The school has worked hard to improve attendance and the attendance has risen during the academic year 2003/4. Punctuality is generally satisfactory with only a few pupils who are late on a regular basis. The level of unauthorised absence is in line with the national average with parents generally good at notifying the school regarding absence either by letter or telephone. The school has a first day call system in place for the few occasions that parents fail to call or are late.

The school has good procedures in place to promote attendance and monitor patterns in pupils' absences, which is done on an individual basis. The school works closely with the Education Welfare Officer to follow up persistent absentees. The school has extended the role of two members of staff to allow time for them to pursue the attendance issues, which is proving effective. The level of absence due to holidays being taken in term time is high although it is recognised that a number of parents have rostered holidays with their place of work, which may fall in term time.

Attendance in the latest complete reporting year 2003/2004

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Provision is satisfactory. The overall quality of teaching and learning is good. Curricular provision is satisfactory. The school makes good provision for the care and welfare of all its pupils. Support and guidance is good and the links with parents are satisfactory and those with other schools are good.

Teaching and learning

The overall quality of teaching and learning is good.

Main strengths and weaknesses

- A high proportion of the teaching in Year 6 and in the nursery is very good.
- Teaching assistants support pupils' learning well.
- Most teachers have high expectations and manage pupils well.
- Pupils learn effectively. They are well behaved, and most work hard.
- The arrangements for assessing pupils' work are inconsistent.

Commentary

A high proportion of the teaching seen during the inspection was at least good and a significant amount was very good. The quality of teaching has risen significantly since the previous inspection.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	14	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

The nursery and Reception classrooms are well organised to provide attractive and interesting places where young children can learn, and teaching overall is good. There is a clear emphasis on the teaching of basic skills in language and number, and positive and caring relationships help children to make very good progress in their personal, social and emotional development.

In Years 1 to 6, the school has improved on the quality of teaching and learning seen at the previous inspection. Consequently, from a low base, pupils' achievements are satisfactory, particularly in English, mathematics and science, by the end of Year 2 and Year 6. Teachers' knowledge of the National Curriculum and national strategies for literacy and numeracy is good. They have a good understanding of how pupils learn, and this plays a significant part in pupils' achievement.

A strength of the school is the work of the teaching assistants. They work closely and effectively with teachers to provide each pupil with the opportunity to take part in all the school has to offer. They often give unobtrusive, but vital support, and pupils respect and have good relationships with them.

Teachers follow the national guidance for the planning of lessons well and this results in well-planned, interesting and productive lessons. The way in which pupils are encouraged to support each other, and the frequent changes in activity, are two particular strengths in teaching that are seen regularly and used consistently. This helps pupils to work both at a brisk pace and with good levels of concentration. On the occasions when there is less pace and challenge in the lessons higher ability pupils do not make the progress of which they are capable. Most of the teaching in

Year 6 is characterised by very high expectations of what pupils can achieve and a very lively pace to all parts of the lessons. Pupils respond very well to these expectations and work hard to be successful. Solving problems in all subjects is an important part of the work and these pupils are learning to use their knowledge confidently and flexibly. This was demonstrated very well in a Year 6 science lesson, when pupils used their knowledge of forces to investigate the effect of air resistance on parachutes. Homework is used well to support and extend pupils' learning.

Although work is regularly marked, it is not often used to indicate how well the work has been done nor what the pupil needs to do to achieve the next level. Pupils with special educational needs are well supported. Teachers carefully monitor their progress towards their well-focused targets and new work is planned to build on what they already know and can do.

The curriculum

The range of the curriculum is satisfactory. It is good for children in nursery and Reception. There is good provision for enrichment. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- There is a good range of visits and visitors to enrich the curriculum
- Provision for pupils with special educational needs is good though planning is less effective for pupils who are more able.
- There is insufficient monitoring of new initiatives to measure their effect on the curriculum

Commentary

The curriculum for children in the nursery class is very good and provides a very wide range of stimulating experiences. There have been improvements in curriculum planning and provision since the last inspection. The introduction of small group teaching and extra teaching support is helping to raise standards, however the success of these initiatives is not checked on a regular basis. There is good provision for pupils with special educational needs and support from skilled classroom assistants enables them to feel fully included in their lessons and achieve well. National guidelines are used to support long term planning, however some work lacks challenge for the more able pupils in Year 1 to Year 6 as tasks set for these pupils are frequently not as challenging as they could be.

The school has responded well to issues raised by the last inspection and to the dip in results in 2004. Results have been analysed and changes made to the amount of support for the curriculum in basic subjects such as literacy, numeracy and science. The science curriculum has also developed well with more practical science work included and the mathematics curriculum includes more emphasis on problem solving. Consequently the school is well placed to continue raising standards in the future.

The introduction of non- timetable days to support the national 'Excellence and Enjoyment' strategy is also having a beneficial effect because it widens the enrichment opportunities open to pupils. Links with the local high school provide good opportunities for learning, for example, in physical education, food technology or music. The wide range of interesting visits and visitors also extend pupils' enjoyment in learning. Attractive displays and a range of additional curriculum opportunities, in both sport and the arts support learning well across the curriculum. A good range of extra curricular clubs is provided and has been improved by the addition of a club for pupils in Years 1 and 2.

Accommodation is now satisfactory and there has been significant improvement since the last inspection. The school has made creative use of cupboards and corridors to provide additional learning areas. The mobile classrooms have been removed, the library has been extended and the provision of the information and communication technology (ICT) suite has enhanced opportunities

for pupils, but its small size is restrictive and provision in the subject is still underdeveloped. However, the innovative use of the local library study support centre to support provision in ICT is a strength.

Care, guidance and support

The school takes good care of its pupils. It provides them with satisfactory guidance and support overall. It takes good account of pupils' views about its work and development.

Strengths and weaknesses

- The school has effective procedures for ensuring the health, safety and well-being of its pupils.
- Very good provision of lunchtime staff has a positive impact upon pupils' well-being at this time of the day.
- The school's behaviour policies have a positive effect upon their behaviour.
- Strong efforts are made to help pupils develop a positive self-image.
- Arrangements for welcoming new pupils to the school are good and very good for the youngest children.
- The school involves pupils well in school life, seeking out and acting upon their views.
- Assessment procedures are not developed sufficiently to help individual pupils improve their work.

Pupils' safety and well-being are supported effectively by a comprehensive range of policies and procedures, some of which have been adopted from local authority guidelines. These include robust health and safety and risk assessment policies. The headteacher provides a strong lead in this area of school life. The school is particularly careful to ensure that pupils' well-being is safeguarded on educational visits, with the governing body authorising the headteacher to pay more for transport, if necessary, in order to provide the highest degree of safety. Child protection procedures follow local authority guidelines and are good. The school has two members of staff with overall responsibility for child protection and both are very knowledgeable about procedures. Staff's good knowledge of individual pupils helps make these procedures effective.

Very good provision of lunchtime staff both ensures pupils' safety during this time of day and contributes strongly to their social development. Each class had its own designated lunchtime assistant and each works with pupils effectively to make their leisure time pleasant and productive if they have to stay in because of wet weather. Lunchtime staff form a good team that is led well. These staff know pupils well, are very clearly committed to their welfare and make a strong contribution to the life of the school.

The school's behaviour policy sets out clearly the expectations of pupils' conduct and the rewards and sanctions associated with good and bad behaviour respectively. It provides a good basis for the school's practice in this area. Observations throughout the inspection showed it being implemented effectively in lessons and other settings, particularly at lunchtime. This effective monitoring of behaviour is part of the school's strategy for promoting in pupils a positive view of themselves. It is enhanced by lessons in which pupils are encouraged to discuss personal and social issues and by the good example that all staff provide for pupils. A practical example of trying to improve self-image came when a consultant was brought in to help pupils' improve pride in their work through giving attention to the way they present it.

Whilst procedures for checking pupils' academic progress are in place, the guidance offered as a result, for example through teachers' marking, is no more than satisfactory. The school lacks a consistent, shared approach to this and consequently not all pupils know how they can improve their work.

Pupils new to the school are welcomed warmly and made to feel 'at home'. Those due to start in the nursery class receive a very good programme of introduction to the school. A very effective home

visiting policy helps establish good relationships with children and their parents. This is built upon effectively throughout the school, with pupils clearly enjoying attending. They form good relationships with staff and this helps build the school's caring ethos.

A school council is established and meets regularly although procedures for feeding back information from council meetings have not yet been formalised. The school takes account of pupils' suggestions, for example by introducing new games for use on the playground. This year, the school council played a leading part in organising the harvest festival. Further useful involvement of pupils takes place through the Healthy Schools Task Group that draws its members from pupils, staff, parents and governors.

Partnership with parents, other schools and the community

The schools' partnership with parents is satisfactory, with other schools, colleges and the local community it is good.

Main strengths and weaknesses

- The parents are generally supportive of the school.
- The school has good links with other schools and community partnerships.
- The school has good arrangements for the transfer of pupils to the local secondary school.

Commentary

The questionnaire indicates that parents are positive about the school although the return rate was low and no parents attended the meeting. From the results of the 40 returned questionnaires only one question had a significant minority who were concerned. The concern was regarding bullying and harassment. However, the pupils report that there is little or no bullying and any that does occur is dealt with quickly and effectively. The inspection team did not observe any oppressive behaviour during the inspection

The school provides parents with class newsletters that inform them well on what their children are doing in school. This information helps parents understand what is taking place in their child's class. The school does not have a Parent/Teacher Association but parents are very supportive of fund raising, social events and attend concerts. The attendance at the annual parents' meeting is poor even though the school has tried holding it at different times. The school prospectus and annual report to parents fully meets the requirements and are helpful and informative.

Parents have the opportunity to attend consultation evenings each year. The school provides a satisfactory report on progress each summer term. The reports give a picture of the pupil but clear targets are not given or information on what needs to be done next to improve. Parents feel happy to approach the school to discuss any issues of concern. The school consults parents on issues and takes good notice of their responses. The reading workshops are well attended and parents are supportive of their own children and also of each other.

Good links exist with the receiving secondary school, which helps to promote a smooth transition and minimise disruption to the pupil's education. The pupils in Year 6 enjoy teachers coming from the High School and teaching them for some subjects such as food technology and PE. The pupils visit the high school and spend a full day there to familiarise themselves which supports transition well. Good opportunities to meet pupils from other feeder schools come through sports days. The link co-ordinator also attends SEN review meeting prior to transfer which ensures pupils' specific needs are well known immediately on arrival.

The school has good links with the community with many visitors coming into the school. It works closely with local playgroups, the churches, police and social services. The school provides work experience placements for the local education partnership and placements for students from the local college. There are good links with local businesses and two people from them have trained

as reading partners. The school makes good use of the ICT resource in the local library with pupils using their suite of computers on a regular basis.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The leadership provided by the headteacher, key staff and the governing body is good. Management is satisfactory. The headteacher and the governing body have a shared vision for the school and a clear understanding of how the school can continue to develop and grow.

MAIN STRENGTHS AND WEAKNESSES

- The governing body is effective, has a clear understanding of the school's strengths and weaknesses and works actively towards shaping the future of the school.
- The headteacher is an effective leader.
- Subject leaders and other key staff have developed their roles and are effective
- The school has a high commitment to the inclusion of all and the equality of opportunity
- The systems for checking the schools' performance are not sufficiently systematic.

Commentary

The vision, commitment and sense of purpose of the headteacher are evident and she has led the school forward effectively since the last inspection. She has been successful in improving leadership and management throughout the school and the quality of teaching and learning. The action taken following the 2004 test results are having a positive impact on standards. She has a clear view of the school's role in the community and how it must continue to develop. The role of the senior management team has strengthened since the previous inspection and they are now successful in overseeing and leading development. The headteacher's effective leadership is also evident in the development of subject leaders and other key staff. The roles have been strengthened as staff develop their confidence and skills, and, there is a clear understanding of the strengths and areas for improvement.

Governors have a clear view of the needs of the school and what must happen to promote further development. They feel well informed by the headteacher and other key staff and are actively involved in all aspects of the school's work. Efficient systems ensure that the budget is used to best effect and in line with educational priorities. Performance management procedures are closely monitored by the governing body, who carry out their statutory duties effectively. Governors take their responsibilities seriously and are successful in holding the school to account for its actions. They work closely with the headteacher, and are able to both challenge and support within a climate of mutual respect and trust.

The quality of management is satisfactory. The school has systems that help it understand its current position and plan effectively for improvement. The school has introduced a system of school self-evaluation, since the previous inspection, which involves staff with management responsibilities, governors, pupils and parents, in determining success in all aspects of its work. However, much of this happens sporadically and is not sufficiently systematic to ensure performance is checked or that initiatives established to improve standards are effective. For example the recent changes to the provision for pupils in Year 6, although inspection evidence suggests these are proving to be effective in raising standards. The performance management of staff is well established and has had a significant impact in bringing about improvements in the school. Staff have been well managed and a team has been created with many strengths who are deployed imaginatively and effectively in matching the schools' needs. A good example of this is the decision to enable the science co-ordinator to teach science throughout the school which has resulted in more practical science and improving standards. The budget is managed well and the headteacher and governors are careful in applying the principles of best value.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	817480
Total expenditure	758657
Expenditure per pupil	2951

Balances (£)	
Balance from previous year (2002/2003)	75286
Balance carried forward to the next year	58823

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good. Children are taught in the nursery on a part-time basis and in a mixed Reception and Year 1 class. Children are admitted into Reception in September and January of the school year in which they are five. However, due to parental choice, at the end of their nursery year, about half of the higher attaining children continue their education elsewhere. Currently, there are only four children of reception age. Most children start school with levels of attainment that are well below those expected for their age, particularly in language and communication skills. They make good progress in their nursery and reception years and achieve well because of the good and often very good, teaching they receive. However, because there are so few children of reception age at present it is not possible to make a judgement on children's attainment by the end of their reception year. However, school records show that few children achieve the national goals for children starting in Year 1. Children with special educational needs also achieve well because of the good support they receive, enabling them to be fully included in all activities.

The Foundation Stage is well led and managed. Very good induction procedures and information to parents ensure that the children settle quickly into school routines. Curricular planning is good. It is clearly linked to the national guidelines, with a wide range of practical activities that are well matched to the children's needs. The quality of teaching is good overall and is consistently very good in the nursery. All staff work well together, forming very good relationships with the children. The nursery teacher and the very able nursery nurse work very effectively together, successfully creating a very caring, well-organised and stimulating classroom environment, which contributes very positively to the children's learning.

Assessment procedures are good and this represents good improvement in the reception class since the last inspection. Work in all six areas of learning is regularly assessed and good records are kept. This information is used well to plan the next stages of learning and to track children's progress closely. However, imaginary play opportunities and outdoor provision for the reception children are still limited.

Personal, Social and Emotional Development.

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

Main Strengths and weaknesses

- Personal, social and emotional development is promoted very effectively in all areas of learning.
- Very good teaching promotes very good attitudes to school and to learning.
- Well structured activities and clear routines enable children to develop confidence and independence.
- Children work and play very well together because relationships are very good.

Commentary

Very good emphasis is placed on developing children's personal and social skills in all areas of learning. As a result, they achieve very well. Children are happy to come to school and are very well cared for and supported in a safe and secure learning environment. They work and play very well together and behave very well because of the very good relationships they form with each other and with adults. Both nursery and reception children are developing good personal skills and independence as they put on coats and aprons, work independently of adults and help tidy up after activities. Most children take turns, share resources and handle equipment with care. Stories, puppets and soft toys are used to very good effect in the nursery to encourage the children to discuss feelings such as happy, sad and frightened. Very good teaching fosters enjoyment in

learning. As a result, most children show very good attitudes in lessons, listen attentively, follow instructions carefully and concentrate well on tasks.

Communication, Language and Literacy

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

Main strengths and weaknesses

- The quality of teaching is good overall and the support staff contribute significantly to the children's good achievement.
- Language skills, particularly in the nursery, are promoted at every opportunity.
- Children have very good attitudes to their work because it is interesting and fun.
- Role play activities support language development very well in the nursery, but opportunities are limited for the children in reception.

Commentary

Most children start in the nursery with poor communication skills. Their vocabulary is very limited and many lack confidence when speaking to adults. However, very good emphasis is placed on developing the children's speaking and listening skills at every opportunity in the nursery. For example, well-planned role-play activities effectively extend the children's vocabulary as they work as "builders, decorators, and hospital personnel", explaining their jobs quite clearly. However, opportunities for reception children to participate in such activities are limited. Teaching is very good in the nursery and both adults interact very well with the children and with each other to reinforce and extend language skills. For example, very effective dramatisation, using a good range of resources during story time, successfully encouraged the children to talk about the main characters and events. All children listen to stories with interest and enjoyment, follow the text correctly and know that words and pictures carry meaning. Nursery children are beginning to recognise some initial letters and sounds during practical shopping activities and develop their writing skills in the "office" using letters from their name. The reception teacher builds well on these early skills, as the children match objects to letters more confidently, identify simple rhyming words and use their knowledge of letters and sounds well to read simple texts. Writing skills and letter formation are becoming more controlled, but, for the majority of the children, writing and handwriting skills are at an early stage of development.

Mathematical Development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good, with a well planned range of activities and resources to engage the children's interest and concentration.
- Support staff make a very positive contribution to the children's learning.

Commentary

Teaching is good and children in the nursery and reception achieve well because of the good range of practical activities planned to cover all aspects of mathematical development. The nursery children are beginning to recognise and put in order numbers to 6 and know which number comes "before" or "after" a given number within this. They develop mathematical language well such as "full" and "empty" as they use containers in the sand and identify "square" and "circle" bread as they make sandwiches. Children in reception compare "long" and "short" objects and are beginning to put in order and count numbers accurately to 10. All children show very good attitudes to their work and behave very well because learning is interesting and fun. Resources and number rhymes are used well to consolidate learning and very good support from the nursery nurse and teaching assistants make a positive impact on the children's learning.

Knowledge and Understanding of the World

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Children's curiosity is stimulated by a good range of practical activities.
- Attractive displays in the nursery celebrate well the children's work in this area of learning.
- More adult intervention is needed during activities using the computer.

Commentary

Good teaching and well-planned activities stimulate the children's curiosity and develop their observational skills. As a result, all children achieve well. Children in the nursery learn about a variety of fruits as they use magnifying lenses to observe and draw the seeds inside. They begin to learn about health and hygiene as they wash their hands before making sandwiches, and look at X-rays to show up broken bones. All children explore the theme of "ourselves" through work on the senses and record their findings through writing and creative activities. The attractively displayed work of the nursery children makes a very positive contribution to their overall achievement. Most children use the "mouse" satisfactorily when using the computer, although there is not always enough adult intervention during these activities.

Physical Development

Provision for physical development is **good overall**.

Main strengths and weaknesses

- A good range of practical activities is planned to promote children's manipulative and physical skills.
- Teaching and learning are good and children enjoy physical activities.
- Outdoor play opportunities are limited for the reception children.

Commentary

The children develop their manipulative skills well through their regular access to play dough, jigsaws, construction materials, and writing, painting, cutting and sticking equipment. They show good levels of concentration and perseverance in the tasks, as seen in a sandwich making activity during one lesson. The outdoor play area is used very effectively on a daily basis in the nursery to promote learning across all areas of the curriculum as well as physical development. Children are developing their co-ordination and control skills well, as they climb, slide, balance and use a variety of wheeled toys to steer accurately and avoid collisions. Teaching and learning are good overall and children achieve well because learning is fun. However, the limited access to outdoor play for the reception children has a negative impact on their physical development.

Creative Development

Provision in creative development is good.

Main strengths and weaknesses

- Teaching is good and children enjoy their creative activities, which are effectively linked to other areas of learning.
- Opportunities for imaginative play are limited for the reception children.

Commentary

Effective teaching and planning ensure that the children have good opportunities to draw, paint and make pictures and models from a variety of media. Children's work is often linked to other areas of learning as, for example, they paint self-portraits, make spice collages, produce observational drawings of fruits and make leaf prints as part of their work on the senses. Art work is attractively

displayed in the nursery and demonstrates the children's developing understanding of colour and texture. Well-planned role-play activities effectively develop the nursery children's speaking and listening skills and their imaginative language, as they work in the "hospital", the "office" or on "building projects". However, opportunities for the reception children to do so are limited. All children enjoy singing simple rhymes and action songs and children in reception can distinguish between fast and slow music as they try hard to keep a steady beat. Children enjoy creative activities and achieve well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall

Main strengths and weaknesses

- Teaching overall in English is good
- The dip in 2004 results has been carefully considered and action taken to remedy this
- The subject is well led and significant improvements have been made to planning the curriculum
- There has been good improvement since the last inspection but results are still below the level expected

Commentary

By the end of Year 6 standards are still below the level expected in all aspects of the subject but have improved satisfactorily since the last inspection. This is the result of significant improvements to the quality of provision and good teaching. Teachers' knowledge of the national literacy strategy is secure and planning reflects this. Pupils enter Year 1 below the level expected for their age and there is satisfactory achievement. Pupils with special educational needs achieve well because of the level of support they receive. More able pupils are not always set tasks to suit their abilities. Pupils have very positive attitudes and work hard in their lessons.

Pupils enter school with standards of speaking and listening well below the level expected but by the time they reach Year 6 most of those with average ability are approaching the level expected as a result of planned speaking and listening in lessons. Lessons include good opportunities for paired work and discussions though sometimes teachers talk to their classes for too long. This means that time for pupils to engage in lengthier discussion is lost. The final whole class sessions are often well used for pupils to explain what they have achieved.

Standards of reading at Year 2 are below the level expected. At Year 6 they are approaching the level expected for the majority of pupils though a significant minority are well below. The school devotes a significant amount of time to reading, through the literacy hour and extra sessions of guided reading and pupils taking books home to read to their parents. There has been overall improvement in reading standards since the last inspection. The school has correctly identified particular skills that need to be developed further, but pupils do not always know what they need to do next to improve. The lack of home school reading diaries means that parents and children cannot measure progress or identify specific ways to improve reading. Many pupils enjoy their reading and can talk about books they have read and enjoyed at home or at school.

Standards of writing have improved gradually since the last inspection but are still below the level expected throughout the school. There are a few examples of work that is above average for their age, for example descriptive writing in Year 3. Many pupils' range of vocabulary is narrow and this means that descriptive writing is difficult for them to achieve. Teachers work hard to widen pupils' vocabulary for example in a Year 4 lesson on special words used in newspapers. In work analysed there is a limited range of opportunities for pupils to write extended stories. This restricts the achievement of more able pupils. Some classes have clear targets in pupils writing books that identify next steps in learning. This is good as it is a clear way to raise standards in writing. Pupils

apply themselves well in lessons to writing tasks and work is usually neat and well presented. A good lesson in Year 2 used role-play to model how to tell someone to wash their hands. This stimulated pupils to write accurate instructions on how to change for physical education. In Year 6 spelling of regular words is accurate and many pupils also spell complex words for example 'gymnastics' and 'binoculars'. Spellings are learnt regularly and the conventions of punctuation taught well.

Leadership in the subject is good. The subject leader has brought about change and has a clear view of strengths and weaknesses to be addressed. Results have been analysed and groups of pupils targeted to receive extra support but the impact of these initiatives has not yet been systematically checked. Target setting has been introduced and a good tracking system is now in place and this has started to be used to ensure pupils are making progress from year to year. There have been significant improvements to the library since the last inspection.

Language and literacy across the curriculum

Language and literacy across the curriculum is satisfactory. There is some effective use of other subjects to extend pupils' skills, as for example, in drama or religious education lessons. The use of discussion in other subjects helps to extend vocabulary and promotes speaking and listening opportunities. This was seen well in mathematics lessons where pupils were asked to explain how they reached their answer. Work in science shows there is an emphasis on pupils developing writing skills as they explain what they did during investigative work.

MATHEMATICS

The overall provision for mathematics is **satisfactory**

Main strengths and weaknesses

- The overall quality of teaching is good, It is very good in Year 6 where pupils are enthusiastic and are currently making good progress in their learning.
- Teaching assistants are used well to help pupils to learn.
- There is inconsistency in the way teachers check pupils' progress and set targets for improvement.
- The leadership of the subject is good.

Commentary

Pupils of different backgrounds and abilities achieve satisfactorily overall, and build effectively on their attainment at the start of Year 1 which was below the expected level. Although the standards seen in the current Year 2 and Year 6 are below average, this represents a considerable improvement in standards seen at the last inspection. This is the result of the good standard of teaching. The pace of learning is mostly good because the teachers question individuals well to ensure they understand the new learning. Throughout the lessons, there is a good emphasis on developing pupils' understanding of mathematical language. Good relationships between pupils and adults create a harmonious working environment where pupils want to learn.

In Year 6, very good teaching has had the result of raising standards considerably. Evidence shows that by the end of Year 6, this academic year, many pupils are likely to achieve the expected Level 4, and a significant proportion are expected to reach Level 5. This would be a significant improvement on the results obtained last year. Good use is made of national guidance and the teaching is very well thought out. In Year 6 there is very good focus on pupils using the knowledge they have when confronted with problem solving activities; for example, when they were using their knowledge of equivalent fractions to help them solve problems using pie charts. Teachers generally expect high levels of behaviour and this is achieved well through quiet assertive reminders to individuals which results in good levels of concentration. Teachers explain well and provide plenty of opportunities for practice, both individually and in small groups. At the end of lessons, teachers

check pupils' progress in well thought out reviews. In most lessons, discussion is encouraged, resulting in a good level of enthusiasm for the subject and better mathematical understanding. Although much of the teaching seen was good or very good, a small amount was satisfactory and this did not have the pace and challenge seen in many other lessons. In these lessons more able pupils are not challenged as much as they could be and consequently the overall achievement of pupils is satisfactory.

Teaching assistants are used well to assist pupils' learning, particularly when working with pupils with special educational needs. They have a good knowledge of the work to be done and individual pupils' targets. Pupils' work is marked regularly with positive comments but few indications about how pupils can improve. Written targets for improvements are not always provided for pupils who, consequently, don't know how well they are doing or what they need to do to achieve the next level of attainment. ICT is not used consistently in all classes to support learning in mathematics. Where it is it provides good opportunities for pupils to consolidate their skills and practise calculations in interesting ways.

The subject is currently being led effectively by the joint co-ordinators. The recent dip in results and the answers to questions in the national tests have been analysed and areas for improvement have been identified. This has resulted in good improvements in standards in the present Year 6 compared with recent results. The co-ordinators have good information about pupils' progress over time through the school's good tracking system. They have begun to use this information effectively to set targets for pupils, as well as to highlight those pupils who need additional help to achieve the level expected of their age, or above.

Mathematics across the curriculum

Mathematics across the curriculum is satisfactory overall. There is evidence that in science pupils are learning to weigh and measure accurately and record their results in a variety of ways using different forms of graph. Similarly work in art and design shows some good examples of pupils using different shapes to make patterns. But overall work is not routinely planned to link pupils developing mathematical skills with work in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Strengths and weaknesses

- Pupils of average and lower attainment achieve well in lessons owing to a strong and effective focus on investigative learning.
- Higher attaining pupils do not achieve as well as they should because tasks set do not always challenge them sufficiently.
- The good quality of teaching overall is having a positive impact upon standards.
- The school's actions to raise standards are having a positive effect.
- Marking of pupils' work does not always have the desired impact in encouraging them to improve.
- Good links are made with other subjects, thereby helping pupils to develop a broad range of skills.
- The school is not systematically monitoring the impact of the recent innovation of the subject co-ordinator teaching science in Years 1 to 6.

The school has recently made some significant changes to the organisation of science teaching in order to raise standards. Early indications are that this initiative is achieving success. Whilst standards remain below average at Year 2 and Year 6, they are showing improvement on those attained in recent years. This is true especially at Year 6, where standards slipped to well below average when compared to all schools nationally in the 2004 tests. Work seen during the inspection

indicates that standards this year have 'turned the corner' and are improving so that they are now below average.

Average and lower attaining pupils, including those pupils with special educational needs, generally achieve well throughout the school, thanks to a very strong focus on developing the skills of scientific enquiry through practical investigation. Work is well planned to match the needs of these pupils and good teaching entuses them to learn. However, the work provided for higher attaining pupils does not always stretch their thinking sufficiently. They generally share the same task as other groups of learners and are not provided with that extra element of challenge in their work to spur them on to achieve their potential. As a result, pupils' achievement overall is satisfactory.

Teaching is good overall and sometimes it is very good. Science is now taught throughout Years 1 to 6 by the subject co-ordinator and this is proving a successful innovation. Whilst the need to plan more rigorously for higher attainers remains, nonetheless teaching is very largely successful in making pupils into active and thoughtful learners. The teacher's very good subject knowledge enables her to teach confidently through the age range. Very good use of resources and a bias towards practical investigation is really putting life into science lessons and pupils report that they enjoy these lessons very much. The teacher uses a good range of strategies to ensure pupils' interest is maintained and that their active involvement is ensured. All this results in good, purposeful learning. Pupils' work is marked conscientiously but it is not apparent that pupils respond to the challenging comments made by improving their work.

The reversal of the recent decline in standards means that improvement since the last inspection is satisfactory. This is very much due to the impact of the initiative taking place. The subject co-ordinator is influencing this process very much. She provides good leadership through her own teaching and by the high aspirations she has for pupils' performance. Subject management is less strong and no more than satisfactory. Whilst the planned change to the organisation of teaching is proving successful, no clear long-term plan has yet been composed to guide the further progress of the initiative. This means that the school lacks clarity about what might happen after the present year and prevents it from making key decisions about the future shape of the project and its impact upon standards.

Very successful attempts are made to link pupils' learning in science with work in other subjects. Work on display shows a rich combination of scientific skills with those in subjects such as English, mathematics, art and design and geography. This indicates good awareness that pupils' learning crosses subject boundaries and that skills from one subject can influence positively those in another.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are better than that seen at the last inspection.
- The curriculum has improved so that all expected aspects of the subject are now covered.
- The ICT resources have improved recently.

Commentary

Standards by Year 2 and Year 6 are below those expected nationally. This is similar to that reported at the last inspection although since then much work has been undertaken and the subject has a much higher profile than was reported then.

By Year 2, pupils learn the basic operations of switching the computers on and off, loading and saving work, and controlling the computer by means of the keyboard and mouse. The school has developed a good range of appropriate software so that pupils enjoy using the computer. For example, pupils in Year 2 were using 'Dazzle' to create pictures of 'bonfire night'. They showed

good use of a variety of tools to create interesting effects. Pupils use the computer for a wide range of purposes, for example to write, draw pictures and analyse data. Throughout Years 3 to 6, pupils continue to improve their skills. They use different methods to interrogate databases, for example, using graphical ways to show the results of simple surveys. Most pupils have developed skills in word processing well and can demonstrate how to use the icons to manipulate and amend text for different purposes, for example, pupils in Year 4 are learning how to organise text and use colour to create effects. Pupils learn to control events, such as when pupils in Year 6 were creating a circuit so that a lighthouse only showed its light when the sun was not shining. Throughout the school, pupils talk confidently about the use of ICT in everyday life.

The quality of teaching is satisfactory. Staff have improved their understanding since the time of the last inspection and many are now confident in the subject. In the lessons where pupils learn well it is because they are given clear instructions and plenty of opportunities to experiment, practise and learn from their mistakes. They also learn quickly because tasks are interesting and teachers' own positive approaches and interesting ideas catch their attention.

The subject is satisfactorily led and managed with satisfactory improvements over time. Resources are much improved and the new ICT suite, although cramped, is used well. Good use is made of the local library to supplement resources.

Information and communication technology across the curriculum

ICT across the curriculum is satisfactory. Skills are taught with relevant links to other subjects for example science and mathematics. There are good examples of ICT in other areas of the curriculum although this is not systematically planned for. For example, in mathematics it provides pupils with opportunities to consolidate their skills and practise calculations in interesting ways. In science pupils record the results of their investigations on a table and see them produced graphically.

HUMANITIES

During the inspection it was not possible to observe any lessons in geography or history and so these subjects were sampled using school planning, pupils' work and discussions with pupils. It is not possible, therefore, to judge the quality of provision.

Insufficient work was seen in **geography** and **history** to enable judgments to be made about provision and standards. However, from the work available and from discussions with teachers and pupils it is clear that the school provides a well-planned and enjoyable curriculum. In work seen, standards were sometimes below the levels expected nationally but pupils were clearly working hard and producing their best. Provision is enriched by educational visits, such as one for Year 2 pupils to study of habitats of small creatures, where photographic evidence showed pupils to be working productively and with obvious enjoyment – indeed, with a sense of wonder at nature. In Year 5, pupils were very keen to talk about their work contrasting the life and climate of Peru with their own. They showed obvious enjoyment in their work as well as a good level of knowledge of the characteristics of the rain forest climate.

The subject co-ordinators are knowledgeable and enthusiastic. They are planning to ensure that the forthcoming 50th anniversary of the school's opening provides pupils with rich learning experiences. This has so far involved discussions with the subjects' link governor and members of the local community who will be providing first hand evidence of life as it was then. Mapping skills will be developed through the study of recently acquired maps of the old village. Good links are made with other subjects in order to maximise the development of pupils' skills. A good example of this was seen in Year 5, where pupils are making bamboo-based musical instruments as part of their study of Peru.

Religious Education

Provision in religious education is **satisfactory**

Main Strengths and weaknesses

- Pupils have good attitudes to their work and behave well.
- Assessment systems, including teachers' written marking, are not rigorous enough in tracking pupils' progress.
- Higher attaining pupils are not sufficiently challenged.

Commentary

Evidence from the work seen and discussions with pupils indicates that standards in religious education, in Year 2 and Year 6 meet the requirements of the Locally Agreed Syllabus which is similar to that found at the last inspection.

Teachers' planning shows that an appropriate range of topics has been covered and visits out of school and regular visits from local clergy satisfactorily enhance curricular provision. Teachers have a good subject knowledge and, throughout the school, good opportunities are provided for pupils to relate learning to their personal experiences. For example, pupils reflect on personal qualities and express their feelings about people, places and objects special to them. This, in turn, is compared to the significance of the customs, artefacts and places of worship to followers of the Christian, Jewish and Hindu faiths and the effect this has on their way of life.

Teaching is satisfactory overall. Where it is good pupils are well motivated by interesting activities, effective questioning and the good use of resources and technical vocabulary. Where it is less successful, though still satisfactory, activities for the higher attaining pupils lack challenge and opportunities are missed for them to extend their literacy skills. As a result, these pupils do not achieve as well as they could. Throughout the school, opportunities for pupils to use their information and communication technology skills to record their work and to research information are limited. All teachers have high expectations of pupils' behaviour, which they manage well. As a result, pupils show good attitudes to their work and behave well.

Leadership and management are satisfactory. The subject leader has a clear action plan focusing on the need to develop more cross-curricular links and enrichment opportunities in order to raise standards and pupils' achievement. However, systems for monitoring the quality of teaching and learning are not rigorous enough and there are no assessment procedures in place for checking on pupils' achievement or recording their progress as they move through the school. Teachers' written marking does not clearly identify what pupils have done well or what they need to do to improve their work. Resources are good and used well to support teaching and learning. Overall, the subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to observe any lessons in art and design, physical education, design and technology or music, so these subjects were sampled. It is not possible, therefore, to judge the quality of provision in these subjects.

In **music** the long term absence of the co-ordinator means that no new initiatives have taken place. The use of an accompanist for one day each week enables pupils to have singing but no singing was heard in assemblies during the inspection. There is a school choir and the school takes part in an annual community carol service. Concerts featuring songs from popular musicals take place and visiting musicians and visits to musicals enhance the curriculum. The school provides an appropriate curriculum supported by a commercial scheme that supports the work of non-specialist teachers. A small number of pupils receive brass lessons.

In **art and design** the work scrutinised covers an appropriate range of two-dimensional work and there is some limited evidence of work in three dimensions, for example the sculptures created at the Yorkshire Sculpture Park. The standard of work is at the level expected for pupils' ages but there are examples of work above the level expected especially in drawing technique in Year 6. The portfolio of past work and assessment scheme in portraiture prepared by the co-ordinator is a good guide to pupils' skills and progression in art. The links with the Cooper Art Gallery also enhance the provision for art and design and help develop skills, knowledge and enjoyment. High quality displays of children's art and design work enhance self-esteem and celebrate pupil's achievements. There is strong leadership of this area but the co-ordinator has not yet been able to monitor the success of the innovations in the art curriculum by observing her colleagues teaching art and design.

In **design and technology** and there were few examples of pupils' work available at this early time in the school year so is not possible, therefore, to make a judgement on the standards attained in the subject. However, discussions with teachers and pupils and an examination of photographic records show that good improvements have been made since the last inspection. National guidelines have now been adopted to enable teachers to plan a programme of work, which systematically develops pupils' skills, knowledge and understanding as they move through the school. The good range of fairground models, windmills and waterwheels show that pupils have experience of using different materials and appropriate tools and joining techniques when designing and making models. Appropriate opportunities are also provided for pupils to evaluate the finished products. Pupils use their literacy skills satisfactorily when labelling and annotating their designs. This was seen in the Year 5 work on making Peruvian musical instruments, which also linked appropriately to work on history and geography topics. However, although the subject leader has a clear action plan for further development, there is currently no monitoring of the quality of teaching and learning or regular assessments of pupils' work.

In **physical education**, there is good coverage of all areas of the curriculum. Pupils have opportunities to participate in an appropriate range of physical activities, including gymnastics, games, swimming, dance and athletics. Teachers' planning shows that the National Curriculum requirements are met. Facilities for the subject are satisfactory. The school makes good use of its hall and outdoor areas. There is a good range of equipment to enable development in the subject, including large and small apparatus and games resources. Apparatus has been purchased for the playground to provide pupils with opportunities to be physically active at lunchtimes. The subject is well managed. A good range of out of school activities, such as basketball, football and a gym club contribute to pupils' achievements and enjoyment of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No overall judgement of provision is possible because no lessons were seen during the inspection. However, pupils' personal development is a high priority, and there are many opportunities for them to discuss ideas, feelings and matters of importance within a context of trust and mutual respect. Pupils are made fully aware of social and moral issues appropriate to their ages and levels of understanding and are actively encouraged to develop a healthy lifestyle. The school council makes a good contribution to pupils' understanding of the way local communities work and their responsibilities as citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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