

INSPECTION REPORT

Stainforth Kirton Lane Primary School

Stainforth

LEA area: Doncaster

Unique reference number: 106718

Headteacher: Mrs Christine Platt

Lead inspector: Margaret Shepherd

Dates of inspection: 6th - 9th June 2005

Inspection number: 267971

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 207

School address: Thorne Road
Stainforth
Doncaster
Postcode: DN7 5BG

Telephone number: 01302 842092
Fax number: 01302 351623

Appropriate authority: The governing body
Name of chair of Mrs Carol Scorer
governors:

Date of previous June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Stainforth Kirton Lane Primary School serves an ex mining village with very low socio-economic circumstances. There are 207 pupils on the roll, 106 boys and 101 girls. The number on roll has been falling, but it is now steady. Attainment on entry to the nursery is very low, with very poor communication and language skills. Children attend part time and move on to reception in September. Twenty-eight per cent of pupils are entitled to free school meals, which is higher than average. There are 18 per cent of pupils on the special educational needs register, which is average. Two point three per cent of pupils have full statements of special educational needs, which is above average. Three per cent of pupils are from ethnic minority groups with no pupils in the early stages of learning English. Nine per cent of pupils are travellers. There has been considerable staffing disruption over the past years, but the situation has now stabilised. There are three job shares in the school. During the inspection, there was a supply teacher in the school who had only been teaching the class for two days before the inspection. The school has had several new additions to the accommodation, including computer suites, community rooms, a library and a music room, and additional provision for outdoor learning for the nursery.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11328	Margaret Shepherd	Lead inspector	Science, ICT, Foundation Stage, traveller pupils.
9986	William Twiss	Lay inspector	
22452	Mary Farman	Team inspector	English, geography, history, special educational needs.
32513	Vivien Randall	Team inspector	Mathematics, religious education, art and design, design and technology, music, physical education.

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school. Pupils' achievement is good. Their personal development is good. There is a good-quality curriculum. Teaching and learning are good. Management and leadership are good. Value for money is good.

The school's main strengths and weaknesses are:

- Standards are rising and pupils achieve well overall and very well in mathematics;
- Pupils with special educational needs and travellers achieve well, but more able pupils' achievement is unsatisfactory in English and science;
- Relationships are very good. Attitudes and behaviour are good. Attendance rates are unsatisfactory;
- Teachers work well with the good-quality classroom assistants. Assessment systems are good, but pupils do not have a clear understanding of how to improve;
- The headteacher is determined to improve provision and raise standards, and co-ordinators lead their areas of responsibility well;
- The curriculum is good overall with very good enrichment and very good spiritual, moral, social and cultural development. There is not enough independent learning either indoors or outdoors in reception;
- Partnership with parents, the community and other schools is good;
- Care and welfare are good, and pupils have very trusting relationships with staff.

There has been good improvement overall since the previous inspection. All the previous key issues have been addressed. Standards have risen in mathematics and although they have fallen in English, these standards are rising again. All the previous strengths have been sustained despite the staffing and accommodation disruptions the school has undergone.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	E	E
mathematics	D	E	C	B
science	D	E	E	D

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar free school meals.

Standards fell in Year 6 in 2003 because of a higher proportion of pupils with special educational needs in this year group. In 2004, there was a strong emphasis on mathematics to the detriment of English and science. The school has addressed these weaknesses and the inspection judges achievement as **good** overall. Standards are rising in English and science and in Year 6 standards have moved from well below average to below average. The improvements in mathematics have been sustained and are average. Standards in art and design, religious education and physical education are above the expected level.

Standards in the national tests in Year 2 in 2004 were well below average in reading and mathematics and below average in writing. Compared with similar schools, standards were below average in reading, average in writing and well below average in mathematics. The inspection judges standards as below average in reading, writing, mathematics and science.

Standards are above average in religious education as well as in ICT where the very good ICT technician and the good-quality ICT resources support achievement very effectively. Children achieve well overall in the Foundation Stage, but progress is not as good in reception as it is in the nursery. They are on track to reach standards that are at the expected level in personal, social and emotional development. Standards are well below this level in communication, language and literacy and mathematical development and below expectations in the other areas of learning¹.

Pupils' attitudes are good. They form very good relationships with other pupils and adults. Behaviour is good despite the considerable behavioural difficulties of some pupils. Pupils' spiritual, moral, social and cultural development is **very good** overall. Pupils' attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **good**.

The quality of teaching is **good**. Teachers manage behaviour very well. Classroom assistants play a valuable role in supporting pupils with special educational needs and traveller pupils. Assessment is good overall.

The quality of the curriculum is good overall. It is very good for pupils with special educational needs and traveller pupils, but not challenging enough for more able pupils in English and science. There is a very good range of enrichment activities. Accommodation and resources are good overall.

The care and welfare of the pupils is good. The learning mentor plays a valuable role in improving behaviour. The caretaker, administrative and midday staff all contribute well to school life.

Links with parents, other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership and management of the headteacher are good. She sets a clear educational direction for the work of the school. Leadership and management of key staff are good. Management is good. Governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate the work of the school and are pleased that their children like school. Pupils really enjoy their school life and greatly value being part of the whole-school community.

IMPROVEMENTS NEEDED

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

- raise standards further in English and science by challenging more able pupils more effectively;
- improve rates of attendance;
- make better provision for independent learning in reception;
- increase pupils' understanding of how to improve their work.

¹ The other areas of learning are knowledge and understanding of the world, creative and physical development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** overall. Standards are **rising**. Standards are well below average in reception and below average in Years 2 and 6.

Main strengths and weaknesses

- Achievement is good overall in junior classes and very good in mathematics.
- Pupils achieve well in the infant classes.
- There is good achievement in the nursery.
- Pupils with special educational needs and traveller pupils achieve well, more able pupils' achievement is inconsistent.

Commentary

Nursery and reception

Areas of learning	Achievement in the nursery	Achievement in reception	Standards by the end of reception
Personal, social and emotional	Very good	Good	At the expected level
Communication, language and literacy	Good	Satisfactory	Well below the expected level
Mathematical development	Good	Satisfactory	Well below the expected level
Knowledge and understanding of the world	Good	Satisfactory	Below the expected level
Physical development	Good	Satisfactory	Below the expected level
Creative development	Good	Satisfactory	Below the expected level

1. Children enter the nursery with very low standards and particularly poor communication skills. The good teaching and learning in the nursery and the very thorough assessment ensures that they achieve consistently well. Assessment systems are not as thorough in reception and the teaching and learning are satisfactory. This results in satisfactory achievement overall in this class.

Key Stage 1

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

Standards in:	School results	National results
reading	14.3 (11.5)	15.8 (15.7)
writing	13.8 (9.0)	14.6 (14.6)
mathematics	14.6 (10.9)	16.2 (16.3)

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

- Standards in the national tests in 2004 were well below average in reading and mathematics and below average in writing. Compared with similar schools, standards were well below average in mathematics, below average in reading and average in writing. The school worked hard to raise standards in writing in 2004, which showed in the final results at the end of the year. The inspection judges standards as below average in English, mathematics and science. This is good achievement over time in the infant classes when the standards at the end of reception are taken into account. Standards in religious education and ICT are above the expected level because of the thorough coverage of the curriculum, the good-quality teaching and learning and the support of the ICT teaching assistant.

Key Stage 2

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

Standards in:	School results	National results
English	23.8 (24.6)	26.9 (26.8)
mathematics	26.8 (24.4)	27.0 (26.8)
science	27.0 (26.8)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

- Standards in the national tests in 2004 were average in mathematics and well below average in English and science. Compared with schools with similar free school meals, standards were above average in mathematics, below in science and well below in English. The trend over time is below average. This is due to staffing disruptions and a high emphasis on mathematics at the expense of English and science. The school has addressed this weakness. It has introduced detailed tracking systems. Progress is now good and standards are rising. The inspection judges that standards in mathematics are average, which is very good achievement from the very low start in the nursery. Standards are below average in English and science. In science, investigative skills are at the expected level, through a strong emphasis on this work, but their knowledge of other aspects is not as good. Standards in religious education, art and design and physical education are above the expected level because of the thorough coverage of the curriculum and the contributions of high-quality external experts.
- The school supports pupils with special educational needs very well and their achievement is good. There are careful records to track their progress. The co-ordinator, teachers and classroom assistants all make sure that these pupils have work that matches their needs well and give them every encouragement to succeed. Provision for traveller pupils is very good. Arrangements for work, while these pupils are away from school, are very good and provide continuity in their learning. The curriculum in school is carefully matched to their needs and interests. The work for more able pupils is not consistent and does not always challenge them enough. This reduces their achievement.
- Improvement since the previous inspection is satisfactory overall. Although there has been good improvement in many subjects, standards have fallen in Year 6 in English.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes are **good**. Pupils' personal development is **good**, and moral, social and cultural development are **very good** overall. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' relationships are very good and this leads to very good levels of collaboration.
- Pupils' behaviour is consistently good in lessons, around the school and at break times.
- Attitudes to work are good, pupils expect to listen carefully in whole-class sessions and work hard at their tasks.
- Moral and social development is very good, and spiritual and cultural development is good. The involvement of outside speakers enriches this provision.
- The school has good procedures for meeting its targets for attendance and rates are improving.

Commentary

6. Pupils work very well together and this enables them to carry out their work successfully both in large groups, pairs or individually. Classrooms are harmonious as pupils support and encourage each other to succeed. They are kind and considerate, listen carefully and show respect to each other's points of views in lessons. Opportunities are given to allow older pupils to support and encourage younger ones both in and out of the classrooms.
7. Pupils consistently demonstrate a high level of respect and courtesy to all adults in school. They walk quietly around the school and hold doors open for others to come through. Pupils are polite and well behaved at break times and are keen to talk to adults. They listen respectfully and with great interest to teachers and coaches from outside of the school who support the curriculum.
8. Pupils' attitudes to work are good and this has a significant impact on standards. Work in books and on display around the school is carefully and neatly presented and shows the pride that pupils have in their work. Pupils are enthusiastic in lessons, work hard and are keen to answer questions, which give them a greater understanding of their learning.
9. Moral and social development is very good. Assemblies provide very good opportunities for pupils to identify their own strengths and to consider and appreciate the success of others. The efforts of all pupils are celebrated and particularly those of traveller children. Pupils have opportunities to listen to, act out and reflect on stories from the Bible. Staff provide the pupils with a wide variety of opportunities to develop social skills and older pupils are encouraged to support. Spiritual and cultural development are good. The school has developed strong links with the Synagogue in Leeds and makes opportunities for pupils to learn about other cultures. There has been sustained improvement since the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.4
National data:	5.1

Unauthorised absence	
School data :	1.0
National data:	0.4

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

10. The school has good procedures for promoting attendance and punctuality. All staff work hard to reinforce the importance of attendance. Support staff play an important role in mentoring pupils who find it hard to sustain their attendance. The school robustly and rigorously follows up all unexplained absences immediately. It sets itself challenging targets and works in close harmony with the education welfare service to help achieve them. Whilst the last official data show attendance as well below the national picture, it is improving. As an essential part of its policy of including everyone, the school welcomes a large number of pupils from families of travellers. For some time, they remain on its roll after they have moved on. When this factor is taken into account, overall rates of attendance improve by 1.5 percentage points, which brings the school into line with the national picture.

11. There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching, learning and assessment are good. The curriculum is good quality with very good enrichment. Care and welfare and guidance are good. Partnerships with parents, other schools and the community are very good.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- Teachers work well with the good-quality classroom assistants and other specialist support.
- There is a strong emphasis on practical activities and this extends learning well.
- Staff give good-quality support to pupils with special educational needs and traveller pupils, but do not consistently challenge more able pupils.
- Assessment systems are thorough and staff use them well, but pupils' understanding of what they need to do to improve is inconsistent.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (19%)	20 (56%)	9 (25%)	0 (0%)	0 (0%)	0 (0%)

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

12. The headteacher places a great emphasis on teamwork and this ensures that teachers and support staff work well together. The good-quality classroom assistants have a very good understanding of the learning expected to take place and play an important role in supporting individuals and groups. This is particularly effective in ICT lessons, where the learning assistant plays an important role in supporting pupils in one of the ICT suites. The teaching of the learning mentor is very effective. She supports individuals and groups very sensitively and makes a very positive contribution to the management of behaviour in lessons. Teachers work very effectively with the very good-quality specialist staff and visitors that visit the school regularly. This is having a very positive impact on standards in religious education, art and design and physical education. The quality of the specialist teacher in Year 5 during the inspection was very good.

13. Overall, teachers plan practical activities carefully and pupils thoroughly enjoy carrying them out. However, in reception, there is not enough variety in the activities for independent learning and these tasks are not sufficiently challenging. Teachers organise resources carefully, which ensures that lessons run smoothly. The emphasis on handling equipment and doing investigations extends the range of learning styles well. Consequently, pupils engage more actively in their work and gain a deeper level of understanding.
14. The teaching and learning of pupils with special educational needs is good. In whole-class sessions, teachers ensure that they have work that matches their needs. The classroom assistants build very good relationships with these pupils and have a good understanding of what they need to learn next. This ensures good achievement. The coordinator organises the withdrawal sessions very carefully. Together with the support assistant, she plans an interesting variety of work and pupils enjoy this specialist support. Teaching of traveller pupils is very good. The external specialist support is very good quality and ensures that these pupils have very well-focused work-packs to take with them while they are travelling. Teachers do not consistently plan challenging work for more able pupils, particularly in English and science. This is having a negative impact on standards overall.
15. Assessment systems are very good in the infant and junior classes. The enthusiastic coordinator works hard to ensure that these systems are efficient. Teachers use data very well to target pupils who are not reaching expected levels and this is having a very positive impact on standards, which are rising. However, they are not using the data so effectively to challenge more able pupils. Pupils have some understanding of what they need to do to improve, but this is not consistent across different subjects or classes. Teachers' daily assessment feeds into the half-termly assessment well in the infant and junior classes. Assessment is satisfactory overall in reception, but reading assessment is not detailed enough. Systems for daily assessment are very good in the nursery with very good-quality systems in place.
16. The headteacher has worked hard to resolve the staffing disruptions that the school has encountered since the previous inspection. She has succeeded in this aim. The overall quality of teaching is now back to the level identified before and improvement is satisfactory.

The curriculum

The school provides pupils with a **good** curriculum. Enrichment and out-of-school activities are **very good**. Accommodation and resources are **good** overall.

Main strengths and weaknesses

- There is a good balance between all subjects.
- There is very good-quality support for travellers' children and very good provision for pupils with special educational needs, but the curriculum for more able pupils is not consistently challenging enough.
- Pupils use their literacy, numeracy and ICT skills effectively in other subjects.
- The school's very good provision for curriculum enrichment and extra-curricular activities increases pupils' interest, personal development and motivation to learn very well.
- The good-quality classrooms, library, outdoor play areas and school grounds make a positive contribution to pupils' learning.
- There is not enough provision to develop independent learning both indoors and outside for children in the reception class.

Commentary

17. The curriculum provides pupils with relevant experiences in all subjects of the National Curriculum and religious education. Pupils become interested and want to work. This reflects the findings of the previous inspection. Statutory requirements are met, including sex and drugs education.
18. Pupils from the travelling community receive very good-quality support in and out of lessons. This includes them in all school activities and ensures those who attend regularly achieve well in all aspects of school life. The school makes very good provision for pupils with special educational needs. This happens in and out of lessons and enables pupils to play a full part in the life of the school. Pupils' needs are taken fully into account and they have full access to the National Curriculum, religious education and out-of-school activities. More able pupils do not have enough opportunities to increase their skills in English and science. The school has plans to address this weakness.
19. Pupils make good use of their literacy and numeracy skills across other subjects. This increases their understanding of the importance of being literate and numerate in everyday life. There is consistently good use of ICT to support learning across the curriculum.
20. The school makes very good provision for enriching the curriculum through visits to the theatre and other places of interest. This increases pupils' confidence, self-esteem and social skills very effectively. Visitors speak regularly to pupils about current issues such as health matters and drugs misuse. Pupils learn to appreciate the need to care for themselves and others. The very good range of sporting and creative clubs makes learning fun and increases pupils' enjoyment of school.
21. The development of dedicated computer suites is an improvement since the previous inspection. Pupils use this for class sessions and for independent research. The good-sized classrooms are enlivened by good-quality displays of pupils' work. These, the pleasant play areas, the attractively landscaped grounds and good-quality learning resources make pupils want to come to school and learn.
22. The overall provision for children in the Foundation Stage is good. Provision for children in the nursery class is consistently good for all areas of learning. There are not enough opportunities across the curriculum for children in the reception class to develop independence in their learning in the classroom and outside.
23. Improvement since the previous inspection is good.

Care, guidance and support

Procedures for ensuring the pupils' care, welfare and health and safety are **good**. The support, advice and guidance given to the pupils are **good**. The school has **good** procedures for involving the pupils in its work and development.

Main strengths and weaknesses

- Staff are alert to pupils' needs and provide good support.
- Pupils trust staff and have very good relationships with them.
- Induction procedures are effective in welcoming pupils to the school.

Commentary

24. The staff carefully monitor the pupils' needs. They understand the complex needs of the community and the families that the school serves. As a result of this, they work effectively to help the pupils enjoy their schooling and to achieve well. The homework clubs make a positive contribution to achievement. The school's learning mentor provides high-quality support to help pupils build up their confidence and offers a drop-in service to all pupils who may wish to discuss concerns. The staff work in harmony with the professional support agencies and use their services well to provide support for pupils who need extra help in school.
25. Pupils of all ages feel that they are treated fairly and with respect. They are confident in approaching teachers and other adults and trust them even with the most sensitive and personal problems. Pupils like being able to talk to all staff and value people like the lunchtime supervisors and classroom support staff. Pupils believe that their concerns and feelings are taken seriously. This trust helps them to feel safe and confident whilst at school. Many of the older pupils value the school as a sanctuary in their community and will be sorry to leave it.
26. Induction procedures work well in settling pupils of all ages into the school. At the very start of their education, the staff visit children and their families at home and offer them good opportunities to visit the school. Consequently, the school builds up a good picture of each child's individual needs and support. Children see familiar faces and surroundings as they start at the school and this helps them to settle in well. The school has always welcomed pupils from families of travellers. It provides very good support for them and follows this up well when they are travelling away from the school.
27. The school has maintained the good standard of care and support seen at the last inspection. This makes a positive contribution to helping all pupils learn and achieve.

Partnership with parents, other schools and the community

The school's links with the parents are **good**. Its links with the local community are **good**. The school's links with other schools are **good**.

Main strengths and weaknesses

- The school has good relationships with the parents and works effectively to involve them.
- Contributions from other schools and the community enrich pupils' learning well.
- Parents support and value the work of the school.

Commentary

28. The headteacher and her staff work enthusiastically with the parents and succeed in involving them in the work of the school. Parents act as volunteers and help within school with computers and reading. The school helps parents to build their confidence and self-esteem. Through its partnerships, it offers them courses, which help parents to understand how to promote learning at home. The school communicates well with the home and parents. Parents feel that they have useful and understandable information on how their children are doing and what they need to do to achieve more. Parents like the approachable style of the headteacher and staff.
29. The school plays an important part in the community. It gives the pupils good opportunities to visit places of interest and to learn about local culture, history and geography, for example. Visitors from the community come into school and enrich the

pupils' knowledge of responsible living and health. Good links with the secondary schools encourage the pupils to be positive about their next stage of learning. Transfer arrangements are good. The school offers pupils opportunities to improve their experiences as they work towards qualifications for their vocations or professions.

30. Parents' views of the school are positive. They value it and many of them see it as the cornerstone of the community. The school encourages all parents and most of them support events like assemblies and school performances. Parents provide and organise valuable fundraising for the school. The school is sensitive to parents who may lack confidence and the learning mentor makes a valuable contribution to coaxing them into supporting the school. The headteacher is alert to opportunities to improve links with the parents and has substantially increased the attendance at consultation evenings.
31. Good links with the parents were noted at the previous inspection. They continue to be good quality and support the pupils' learning effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Leadership and management of the headteacher and key staff are **good**. Management is **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher is determined to improve provision and raise standards.
- Key staff work hard and have a good understanding of the overall work of the school in their areas of responsibility.
- Governors have a long-term commitment to the school.
- There are efficient systems in place for managing finances and personnel.

Commentary

32. The headteacher sets a clear educational direction for the work of the school. She is determined to raise standards and introduces new initiatives systematically to improve provision. She uses the expertise of the local education authority well to extend the expertise of the staff. The headteacher has a clear vision of the importance of providing a rich curriculum with an emphasis on personal development and she ensures that there is a very good range of specialists working in the school. These strategies have a significant impact on overall standards by Year 6. The headteacher's good management ensures that the school runs smoothly. She creates well-organised teams that are keen to improve the quality of the work of the school.
33. Key staff work enthusiastically to extend the provision in their areas of responsibility. There are clear systems for them to carry out their work and they monitor their subjects effectively. They are a good source of expertise for the rest of the staff. The assessment co-ordinator is very good quality. She works hard to provide well-presented data for staff to ensure that pupils' achievement is tracked carefully over time. This has had a particularly good impact on raising standards in the targeted pupils in the most recent local education authority initiative.
34. The governors have a good understanding of the local community. They work systematically to support the school. They share key decision making with the headteacher. They have worked hard to improve their role in the school, which was a weakness in the previous inspection. Their work now meets statutory requirements.

35. The headteacher organises the financial systems efficiently. She works hard to gain additional grants and uses them systematically to extend the school's facilities. There have been significant improvements to the accommodation since she has been in post as a result of her efforts. Developments have been particularly good in ICT, where the two computer suites, the range of software and hardware, staff development and the very good-quality specialist support are raising standards in this subject. She manages the development of staff carefully and has won the Investors in People Award² as a result of the school's provision. The headteacher handles staffing retention carefully and has worked through difficult staffing disruptions to create effective teams throughout the school. The school provides good value for money.

36. There has been good improvement since the previous inspection.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	609,043	Balance from previous year	1,937
Total expenditure	621,230	Balance carried forward to the next year	-10,250
Expenditure per pupil	2,693		

² The Investors in People Award is a national award that recognises the quality of staff development.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Children achieve well in the nursery due to the good-quality teaching and learning, the carefully balanced curriculum and the effective use of the very good assessment systems. Children's achievement is satisfactory in reception. In this class, there is a good level of adult support, which gives children a good level of individual interaction. This is particularly effective for children with special educational needs and traveller children. Both these sets of children achieve well. Children enter the nursery with very low standards, but achieve well overall. However, progress is not so good in reception as it is in the nursery because there are not enough stimulating independent activities. The support staff³ are good quality in both the nursery and reception classes and provide valuable individual and group learning opportunities for children. Children enter the nursery with very low standards. Leadership and management are satisfactory. Improvement since the previous inspection is satisfactory overall. Provision in the nursery has improved, but in reception it has deteriorated.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent** overall. It is **very good** in the nursery and **good** in reception.

Main strengths and weaknesses

- The nursery provides very good opportunities for children's learning.
- There are good-quality arrangements for children to move smoothly between the nursery and reception.
- In reception, the good level of adult support extends children's learning well, but opportunities are missed to develop skills of independence.

Commentary

38. Teaching and learning are very good in the nursery and children achieve very well. The teacher and nursery assistant work very effectively together to ensure that children receive carefully targeted support to develop every aspect of their personal, social and emotional development. The organisation of the class into two regular groups works very well and provides children with a very secure start to the beginning of the day. The use of brain gymn⁴ is very effective indeed. Even children with behavioural difficulties respond well to these activities and the class settles down quickly to either their independent or group tasks. Children select their independent tasks confidently and thoroughly enjoy the interesting activities that the staff organise. The teaching team provides a very good role-model for personal development. This results in children expecting to work co-operatively together and developing very good relationships with each other and with adults.

39. The nursery and reception teaching team works carefully to ensure that children make the move smoothly from the separate nursery building to the main school. The systematic programme of children gradually attending occasions, such as assemblies,

³ In the nursery there is a nursery classroom assistant and in reception there is a nursery nurse.

⁴ Brain gymn is a series of physical exercises designed to calm children and to stimulate different parts of the brain.

ensures that they begin their reception year with an understanding of the different routines and key staff.

40. Teaching and learning in reception are good overall and children achieve well. Standards are on track to be at the expected level by the end of reception. The school encourages additional adults to work in the school to support individuals and groups. This combines well with the specialist support staff of the learning mentor and the traveller teacher. Children enjoy responding to this good range of adults and they develop positive attitudes to their work. They have a good understanding of right and wrong. However, their skills of independence are not as good as other aspects of their development because they do not get enough good-quality opportunities to develop these skills.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** overall. It is better in the nursery than it is in reception.

Main strengths and weaknesses

- Nursery staff provide stimulating and purposeful activities to develop children's skills across communication, language and literacy.
- Reception children develop communication and writing skills effectively, but lack confidence in reading.

Commentary

41. Teaching and learning are good in the nursery and children achieve well. The teacher plans very interesting topics, such as the jungle, and children achieve well because they want to communicate their experiences. The very low levels of communication and language on entry to nursery greatly restrict children's skills. However, they try hard to respond to the challenges that the staff set them and do their best to communicate in the many different contexts available within lessons. They thoroughly enjoy simple mark making and understand that the marks carry meaning. They respond to fictional characters from books very positively.

42. Teaching and learning are satisfactory in reception and achievement is satisfactory. Children are on line to be well below the expected level by the end of reception. Children need considerable support in communicating, but the high proportion of adults allows them regular opportunities to develop these skills. They produce recognisable letters in their writing and write simple sentences with support from adults. However, they lack confidence in reading back their writing or in tackling unknown words in their individual reading books. This is partly due to the lack of detail in the teacher's reading records, which do not indicate clearly enough the level of children's development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** overall. It is better in the nursery than it is in reception.

Main strengths and weaknesses

- Children achieve well in the nursery because staff seize opportunities to extend simple skills of handling numbers or identifying shapes.
- Group work in the reception extends mathematical development effectively, but whole-class sessions do not focus well enough on different children's needs.

Commentary

43. Teaching and learning in the nursery are good and children achieve well. Planning is thorough and ensures systematic opportunities for children to develop their mathematical skills. The teaching team ensures that children get plenty of practical support for their learning throughout the school sessions. Children thoroughly enjoy these activities, such as trying to count real bananas, and they build systematically on their previous learning.
44. Teaching and learning in reception are satisfactory and achievement is satisfactory. Children are on track to be well below the expected level by the end of reception. Children respond well in group work where there are different tasks to match their varying levels of confidence. They identify simple number patterns with the help of adults. Less able children thoroughly enjoy basic matching tasks, such as finding the partner for different pairs of socks. However, in whole-class sessions, children are not as confident because the teacher does not use a wide enough range of questions that match different children's needs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good** overall. It is better in the nursery than it is in reception.

Main strengths and weaknesses

- The nursery teaching team provides a well-balanced range of activities to support children's learning.
- Children in reception achieve well in ICT because of the good use of resources and the very good ICT learning assistant.
- There are not enough stimulating opportunities for children to develop their skills in independent activities in reception.

Commentary

45. Teaching and learning are good in the nursery and children achieve well. Children are keen to choose from the range of good-quality opportunities for independent learning. They are keen to share their learning in whole-class sessions where they use the new words they have learnt, such as the names of different animals. Children enjoy working on the computers because the programs match their needs well.
46. Teaching and learning are satisfactory overall in reception and achievement is satisfactory. Children are on track to be below the expected level by the end of reception. Children tackle ICT confidently because the ICT technician works well with the teacher and leads interesting tasks, such as controlling a programmable toy to go around a circuit. Children produce good-quality graphics in the computer suite.
47. Children in reception develop a simple understanding of investigative skills in whole-class sessions. However, children do not extend this learning in independent activities because the tasks are not stimulating enough. There are not enough opportunities either indoors or outdoors for children to carry out regular simple investigations.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** overall. It is better in the nursery than it is in reception.

Main strengths and weaknesses

- Children achieve very well in the nursery because they receive challenging tasks to develop these skills.
- The reception teacher provides good opportunities for physical development in formal group work and whole-class sessions, but there is not enough challenge in independent learning.

Commentary

48. Teaching and learning are very good in the nursery and children achieve very well. The teacher plans very effectively for outdoor learning and children receive a very good variety of opportunities to extend their skills using large apparatus. Children learn how to hold simple tools both through adult-led group work and through interesting independent learning opportunities.

49. Teaching and learning in reception are satisfactory and achievement is satisfactory. Children are on track to be below the expected level by the end of reception. Children develop large movements during formal lessons in the hall. However, they have too few opportunities for developing these skills outdoors. Staff support children effectively in group tasks to develop skills in holding tools, such as pencils and paintbrushes, but the planning to develop these skills independently either outdoors or indoors is unsystematic.

CREATIVE DEVELOPMENT

Provision in creative development is **good** overall. It is better in the nursery than it is in reception.

Main strengths and weaknesses

- Nursery children thoroughly enjoy the range of creative learning that the teaching team provides.
- Reception children enjoy formal opportunities to develop their creative skills, but the range of opportunities in informal contexts is not wide enough.

Commentary

50. Teaching and learning are very good in the nursery and children achieve very well. Children experiment well with different colours and shapes in materials such as paint because staff give them very good support in making their choices. They sing well because the teacher gradually builds up their repertoire of songs. Children love pretending that they are in another world, such as a jungle, through the very good use of the special grassed outdoor area.

51. Teaching and learning are satisfactory in reception and achievement is satisfactory. Children are on track to be below the expected level by the end of reception. Children learn about mixing colours and produce interesting compositions because the adults give

them direct guidance in how to do this. The role-play area⁵ is attractive and the learning mentor gives very well-focussed support to extend this learning. However, there is a lack of imagination in most of the independent activities available for children. There is little systematic planning to consistently develop creative skills through independent learning, which reduces children's achievement overall.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Most pupils, including travellers and pupils with special educational needs, achieve well.
- There are not enough planned opportunities for more able pupils to achieve well.
- Pupils enjoy the interesting work and develop positive attitudes to learning because of the overall good-quality teaching.
- The co-ordinator has introduced good tracking systems that give a clear picture of pupils' achievement across the school, but staff do not ensure that pupils gain a clear understanding of how to improve.
- The co-ordinator supports staff well.

Commentary

52. The majority of pupils achieve well across the school and standards are below average at the end of Years 2 and 6. This represents considerable success because there has been a decline in standards on entry since the previous inspection. The school has been successful in maintaining standards in Year 2 since the previous inspection, but standards in Year 6 have dropped. There are a number of reasons for this, not least is the amount of staffing disruption over the past two years. The school has also placed a strong focus on increasing standards in mathematics and, as a result, standards in English by Year 6 have fallen. The school has identified and taken steps to address this weakness. As a result, standards have now risen from well below to below average and they are still rising. The very good provision for travellers' children ensures they are included in all school activities and achieve well. The school also makes very good provision for pupils with special educational needs. They receive very good-quality support and make good progress towards the targets on their individual education plans. Not enough pupils achieve the higher levels expected by Years 2 and 6. This has a negative effect on the school's test results. The school is aware of this, but does not currently have sufficient systematically planned opportunities to move more able pupils forward. There are clear plans to improve this provision in the next academic year.

53. Throughout the school, pupils listen and respond well in lessons. They have positive attitudes to work and learning because teachers make the work interesting and relevant to pupils' needs. All teachers encourage pupils to speak clearly and make effective use of drama to increase their speaking skills. This ensures that, by Year 6, most pupils reach the expected standards in speaking to an audience and using debating skills. Teachers use questions well to explore pupils' understanding and to move their learning forward. They target different abilities skilfully and ensure that all pupils join in class discussions.

⁵ The role-play area is set up as a social context such as a farm, to allow children to take up different roles in their play.

Pupils' enjoyment is clear in their attitudes to reading and their interest in books. The good provision for developing pupils' ability to write interesting and lively accounts has a positive effect on achievement. However, pupils' limited vocabulary restricts their skills in writing. Their handwriting is neat and easy to read, and they clearly take great pride in presenting their work carefully. Teachers model good handwriting well. This makes a strong impact on pupils' progress and achievement.

54. Teaching and learning throughout the school are good overall. This makes a positive contribution to pupils' achievement and attitudes. Pupils enjoy their work in English because the teachers make it interesting and fun. For example, teachers increase pupils' enthusiasm by using drama to make lessons real. Teachers understand the subject well and use this to good effect in lessons. They encourage pupils to learn, ensure they behave well and develop positive attitudes to work and learning. The good teamwork between teachers and teaching assistants ensures that all pupils receive equally good support in their learning. Occasionally, teachers do not give pupils enough time to think about and reflect on their achievements. This does not help pupils to understand what they have learned. There is systematic planning for pupils to use their ICT skills in lessons. This helps pupils to recognise the usefulness of computers in everyday situations.
55. Good leadership gives clear guidance to teachers and support assistants. The co-ordinator has a clear picture of the strengths and areas of need in English throughout the school. She is committed to raising standards, but has not yet been effective in raising them sufficiently in Year 6. Her systematic and thorough tracking systems give a clear picture of achievement and progress of individual pupils across the school.
56. The school has maintained a good level of achievement and improved the quality of teaching since the previous inspection. Improvement, however, is unsatisfactory because of the decline in standards by Year 6.

Language and literacy across the curriculum

57. Pupils use their literacy skills to good effect in other subjects. There is good promotion of speaking, listening and writing in ICT, history and religious education. Writing is promoted well in science and design and technology when pupils write up their experiments and give clear instructions. There is a clear focus on extending pupils' technical vocabulary in subjects such as mathematics. This helps pupils to understand the need to use language precisely. Pupils use books well to research information across a range of subjects.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Achievement is consistently good, with very good features in Years 1, 2 and 6.
- Teachers use questioning very well and give clear explanations, which reinforce pupils' understanding of key learning.
- Assessment systems are very good.
- The subject leader is very effective and has a great deal of enthusiasm for mathematics and a clear vision of how to raise standards.

Commentary

58. In the 2004 national tests in Year 6, standards rose considerably to average when compared with all schools nationally and above average when compared with similar schools. This was due to a very high emphasis on mathematics, particularly in Year 6. The inspection judges that the school has sustained these above average standards in Year 6. Standards in Year 2 are below average. Considering the very low standards on entry to the school, this represents very good achievement over time. The organisation of staff expertise in Years 5 and 6 has had considerable impact on standards. In Year 6, pupils have a clear understanding of number bonds and place value. They handle calculations of areas and perimeters accurately and understand properties of triangles. In Year 2, the job share arrangement works very well and planning carried out on a daily basis is adjusted to meet the individual needs of the pupils in the class. By the end of Year 2, pupils can confidently read and write numbers to at least 100, recall addition and subtraction facts to 10 accurately and understand that multiplication is repeated addition.
59. In lessons, teachers use questions effectively, which encourages pupils to make clear links across their learning. More able, special educational needs and traveller pupils achieve well because teachers challenge and extend their knowledge through the use of questions, and use the responses to adjust teaching if necessary. This leads to all pupils enjoying mathematics and having a good understanding of key ideas.
60. Teaching and learning are very good. Teachers ensure a brisk pace in lessons and provide many opportunities for learning through practical experiences. There are very good-quality partnerships between teachers and classroom assistants. The use of assessment and tracking systems is good. Very clear systems exist which enable all staff to have an accurate picture of pupils' performance in mathematics and enable them to support specific groups. Opportunities are missed to involve pupils in assessing their own work to identify their future learning.
61. The leadership and management of the co-ordinator are very good. She is very enthusiastic about mathematics and has a clear vision about how she intends to raise standards in the subject in future. Improvement since the previous inspection is good.

Mathematics across the curriculum

62. The school develops numeracy skills well in other subjects, particularly in science and ICT. Teachers plan carefully to extend pupils' confidence, skills and enjoyment. They plan interesting projects that include mathematics as part of the work, such as carrying out traffic surveys and analysing spreadsheets to identify trends.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Average and below average pupils, pupils with special educational needs and traveller pupils achieve well, but more able pupils' achievement is not as good.
- Pupils achieve very well in investigative science.
- Teachers work well with the good-quality classroom assistants.
- There is a well-balanced curriculum, with good-quality assessment systems.

Commentary

63. Standards in the national tests in Year 6 have been well below average for the past two years. This is due to a very strong focus on mathematics at the expense of science. The school has worked hard to remedy this weakness and has strongly targeted pupils of below average and average ability to improve their achievement. This has had a very positive impact and the inspection judges that the school has reached its goal. The majority of pupils now reach average standards, but standards remain below average overall because too few pupils reach higher levels. The school, however, is now in a good position to raise the achievement of more able pupils. Pupils enter Year 1 with standards well below average. Pupils have difficulty in expressing their understanding. However, pupils achieve well and, by Year 2, standards have risen to below average. This is due to the thorough coverage of this subject in both the infant classes. Standards in investigative science are at the expected level. Pupils with special educational needs achieve well because of the additional support they receive both from teachers and classroom assistants. Teachers value traveller pupils' additional experiences and use them well in lessons.
64. A weakness in the previous inspection was investigative science. The school has worked hard to improve this provision and pupils now tackle this aspect of science with enthusiasm and confidence. Teachers regularly provide interesting and practical tasks, which every pupil carries out. This ensures very good levels of inclusion. It also focuses on pupils' strengths by carrying out practical tasks that have less emphasis on language skills.
65. Teaching and learning are good. Classroom assistants have a very good understanding of the learning expected and support pupils well, particularly in completing the practical tasks. Teachers organise the practical equipment very thoroughly and this results in the smooth running of lessons despite all the opportunities for disruption that the investigations could provide. Planning is thorough, but does not include enough challenge for more able pupils. Teachers manage pupils' behaviour well, resulting in good levels of concentration. They balance practical tasks carefully with whole-class discussion, which reinforces pupils' learning consistently.
66. The leadership and management of the co-ordinator are good. His good subject knowledge provides a valuable resource for other staff. He ensures that the full science curriculum is covered systematically. He introduces new initiatives systematically, which has had a particularly positive outcome in the improvement of investigative science. The assessment systems are good quality and cover the different aspects of science well. This allows the school to track progress through the school carefully and results in good achievement over time. However, pupils do not have a consistently clear understanding of what they need to do to improve their work.
67. Improvement since the previous inspection is good. Teaching is better, standards are higher in Year 6 and the weakness in investigative science has been reversed and is now a strength.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils achieve well.
- The very good-quality ICT learning assistant makes a significant contribution to provision.
- Teachers use the facilities well and plan interesting lessons.
- The co-ordinator is keen to continue developing this subject.
- The school provides very good opportunities for ICT learning across the curriculum.

Commentary

68. The headteacher values this subject and plans carefully to extend ICT provision. The reorganisation of the computer facilities is working very well. Every pupil works regularly on computers to extend their skills, which is producing a rise in standards and ensuring very good levels of inclusion. The Year 2 pupils have benefited from the improved provision and standards are above average. Pupils handle computers with confidence and have better skills than expected for their age. Their techniques in handling graphics are particularly good. The Year 6 pupils have not had such good opportunities throughout their time in the school. Nevertheless, standards are average. They handle spreadsheets very confidently and enjoy the challenge of trying out new skills. Pupils with special educational needs achieve well because additional adults support them sensitively. The support of personnel from a local business provides valuable additional support for individuals. Traveller pupils thoroughly enjoy this subject because staff provide tasks that capitalise on their experiences.

69. The ICT learning assistant is very effective. She has very good subject knowledge and works very closely with other staff. She is very enthusiastic and this stimulates pupils to try their best.

70. Teaching and learning are good. They organise lessons carefully to ensure that the hardware is used efficiently. Teachers provide different tasks to support less able pupils and challenge more able pupils, which ensures that pupils concentrate hard in order to complete their work. Teachers develop literacy and numeracy development well through this subject.

71. Leadership and management are good. The co-ordinator works closely with the ICT learning assistant to monitor provision and improve it further. There are good assessment systems in place with high-quality individual log books to track pupils' progress. Improvement since the previous inspection is good.

Information and communication technology across the curriculum

72. This is very good. The school has set up very effective recording systems on computers where every pupil has a file to record their work in all the different subjects. Teachers use pupils' practical experiences from other subjects very well to develop ICT technical skills. This ensures that pupils are interested in the content because they already have an understanding of the data. This is particularly good in Year 6.

HUMANITIES

It was not possible to make overall provision judgements in geography or history because insufficient teaching was seen. Judgements are made based on a few lessons, the scrutiny

of pupils' work including photographs, teachers' planning, portfolio's of work overall and discussion with teachers.

73. In **geography**, there is satisfactory achievement in the development of pupils' geographical knowledge and skills. Teachers build on pupils' skills as they move through the school. This ensures that, by Year 6, pupils are secure in their knowledge, such as understanding the effect human activity can have on climatic change. The school makes good use of the immediate local area and places further away, such as Reedness, to increase pupils' geographical skills. These findings are similar to those of the previous inspection. Pupils' work demonstrates good use of computers to increase research skills and support learning. This is an improvement since the previous inspection.
74. In **history**, pupils' achievement in developing historical skills and concepts is satisfactory. The school makes good use of visits and visitors to increase pupils' knowledge and understanding. For example, pupils' visit to the Yorvik Museum increased their understanding of how Vikings might have lived in York. It is evident that teachers build on pupils' skills as they move through the school. This ensures that, by Year 6, pupils are secure in their knowledge of how and why places have changed to meet developing needs. Their work shows a clear understanding of how past events have influenced the present. This reflects the findings of the previous inspection.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teachers ensure that pupils relate key religious beliefs to their own experiences.
- The good-quality subject leader ensures a rich and varied experience for pupils.

Commentary

75. All pupils achieve well because they receive a well-balanced curriculum with plenty of practical experiences to extend their learning. By the end of Years 2 and 6, standards are above average. Pupils know about a variety of Christian stories and the life of Jesus and talk enthusiastically about their visit to the synagogue and key features of Jewish faith. Older pupils retell a range of stories from Christian, Jewish and Islamic faiths and show a real desire to learn about the beliefs of others. Pupils in Year 6 relate Bible stories to modern-day situations, seeing similarities in their own lives. This enables them to have a very sensitive and mature outlook and enables them to demonstrate considerable empathy and understanding for others. There is a priority on discussion, which supports the learning of pupils with special educational needs and traveller pupils well.
76. Teaching and learning are good. Teachers ensure that they relate key features of different religions carefully to the pupils' own experiences. Staff organise very interesting visitors into school to extend pupils' learning. They provide high-quality displays to celebrate pupils' work, which extends other pupils' learning well as they look at the displays as they move around the school.
77. Leadership and management are good. The subject leader has developed a comprehensive scheme of work using the Doncaster Agreed Syllabus for religious education and has a clear overview of the subject. A range of first-hand experiences, such as visits to local churches and synagogues, help the pupils to gain a very sound

understanding of religion and pupils speak enthusiastically and with interest about the subject.

78. Improvement since the last inspection is good and standards have risen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to make provision judgements in any subjects in this area of the curriculum because insufficient teaching was seen. Other sources of evidence were considered when arriving at the judgements made.

79. In **art and design**, the evidence confirms that achievement is good. Standards in a Year 6 lesson seen were above average. Key features of teaching include very effective use of external support to further enhance the good work in the classrooms. High-quality art displays around the school show that in Year 6, pupils have skills above the expected level in two-dimensional work. Pupils use famous paintings to inspire their own work and show great sensitivity in their interpretations of them. They carefully use pastels, paints and pencil to create beautiful images. Pupils in Year 2 carefully and skilfully represent images of the Great Fire of London. Paint and ink are used well to show very visual and tactile images. The school has used the audit process to achieve Artsmark silver very well to identify strengths and areas for development. After-school art clubs are very popular throughout the school and pupils enjoy art very much.

80. The school provides a well-balanced curriculum in **design and technology**. The subject leader has a very clear overview of the subject and has monitored her subject well. Analysis of previous work shows that there is a wide range of design and technology activities, which are linked to other areas of the curriculum. Mask-making activities show how history and art lessons are combined well to support and stimulate ideas. Designs for purses and photo frames demonstrate how pupils research, plan and evaluate their projects effectively. A wide range of materials is used to produce work and projects are beautifully presented.

81. Standards in a Year 6 lesson seen in **physical education** were above average. A feature of teaching and learning in a Year 6 class is the very good use of a specialist teacher to support basketball tuition to a high level. This results in high levels of perseverance, development of skills to a very good level and the obvious delight and enjoyment of the pupils. In a Year 3 lesson, the teacher used physical challenges effectively to teach the pupils how to work as part of a team, discussing and considering others' ideas and encouraging each other to extend their physical skills. The school has made good use of specialist staff to increase the number of out-of-hours activities available to the pupils and achievement of Activemark has acknowledged the wide range of sports clubs available to the pupils. Links with the local community, such as Doncaster Rovers and the use of African dancers, introduce a broader dimension to the pupils, and help ensure that a high-quality curriculum is being delivered.

82. Observation of assemblies and analysis of work in **music** shows that pupils value their music lessons and are enthusiastic about singing. All pupils have opportunities to take part in concerts and they enjoy singing together, which they do tunefully, and they listen attentively to music in assembly. Specialist tuition provides a good variety of instrumental development in brass, violin and wind instruments. The enthusiastic subject leader has a clear overview of the subject and she monitors the subject effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. It was not possible to make a judgement about provision overall in this subject. Judgements are based on one specialist lesson, discussions with pupils, the school council and staff and observations around the school. The school sets a high priority on these aspects of the curriculum. It organises regular time for pupils to sit in a circle to discuss personal issues. Staff work very well with the learning mentor to develop pupils' skills during these sessions. The school council works well and pupils value their councillors and expect to get feedback about key decisions. The headteacher and her staff provide good role-models for pupils. The very good personal, social and emotional foundation built in the nursery is steadily developed as pupils move through the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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