

INSPECTION REPORT

BALBY CENTRAL PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106732

Acting Headteacher: Carol Goddard

Lead inspector: A Markham

Dates of inspection: 31 Jan – 02 Feb 2005

Inspection number: 271090

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Balby Central Primary School
School category: Community
Age range of pupils: 3-11
Gender of pupils: Mixed
Number on roll: 408

School address: Littlemoor Lane
Balby
Doncaster
South Yorkshire
Postcode: DN4 OLL

Telephone number: 01302 321914
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Appropriate authority: Local Education Authority

Name of chair of governors: Mr Ian Scotting

Date of previous inspection: December 1999

CHARACTERISTICS OF THE SCHOOL

Balby Central Primary School is a larger than average primary school. There are 356 boys and girls in the main school who are taught in fourteen classes, organised by age. In addition there is a nursery class with 52 children who attend part-time. The school has a high proportion of pupils from minority ethnic backgrounds. The main ethnic groups are Indian and Pakistani and the main languages spoken by the families are Urdu and Punjabi. The school also has a number of asylum seeker pupils whose main language is Turkish. Around 11 percent of the children are getting support to help them with learning English. The proportion of pupils with special educational needs is around average and five pupils have a statement of special educational needs. Their main difficulties are moderate learning difficulties and social/emotional/behavioural difficulties.

The school faces a number of difficulties that affect learning. The mobility of pupils in and out of the school other than at the normal time of admission is above average. The proportion of children eligible for free school meals is above average. On entry to the nursery children's levels of attainment in English, mathematical development and personal and social development are well below those expected for their age. Children make good progress, but by the time they enter Year 1 their attainment is below that expected.

The school achieved Investor in People status in 2002 and was awarded the Artsmark and Healthy Schools Award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1390	A Markham	Lead inspector	English as an additional language Information and communication technology Physical education Personal, social and health education
19418	A Birch	Lay inspector	
22274	V Rogers	Team inspector	Special educational needs English Art and design Music
15474	J Fairclough	Team inspector	Science Geography History
28320	R Willey	Team inspector	Mathematics Design technology Religious education
30075	M Duggan	Team inspector	Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The school is very well led by the acting headteacher, who has worked hard to maintain a strong impetus for improvement. Pupils achieve well because the teaching is good. There is a determined approach to overcoming the barriers to learning presented by the pupils' well below average attainment on entry to the nursery and an above average rate of pupil mobility. Parents are very pleased with the school. Pupils like the school and have very good attitudes to learning. The school provides good value for money.

The school's main strengths and weaknesses are:

- Provision in the nursery and reception classes is very good and pupils make a very good start to their learning.
- Promotion of pupils' personal development is very good.
- Pupils' attitudes and behaviour are very good.
- The school looks after the pupils very well.
- Assessment procedures are wide ranging, but information is not analysed well and consequently target-setting arrangements are under-developed.
- Standards are above those expected in history but below those expected in information communication technology, where in Years 3 to 6 and pupils are underachieving.
- Not enough attention is given to developing pupils' research skills when using the library.

Overall improvement has been good. The school has carefully addressed the issues raised by the previous inspection. Provision in information and communication technology has improved and standards have risen, although they are still not as high as they should be; the leadership and management of the school have improved - subject coordination is now more effective and well organised systems and procedures ensure that the school runs smoothly; curriculum planning now ensures a systematic progression of the skills in subjects; and attendance has improved. In addition, teaching has improved and pupils' achievement is now good and standards in mathematics in Years 1 and 2 and in design and technology throughout the school have improved. Pupils' attitudes and behaviour are now very good.

STANDARDS ACHIEVED

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

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

Achievement is good. Most children enter school with well below average levels of attainment. Whilst they achieve well in the nursery and the reception classes, most still have below average skills in communication, language and literacy and in mathematical development by the time they enter Year 1. Pupils continue to achieve well in Years 1 to Year 6. In the last two years there has been a marked improvement in the standards attained in writing and mathematics by pupils in the tests at Year 2. In 2004 Year 2 pupils

attained standards that were close to the national average in reading, but above average in mathematics and well above average in writing. This improvement looks set to continue and the standards of pupils in the current Year 2 are around the national average in reading, writing, mathematics and science. At Year 6, test results have also been gradually improving over the last three years and in 2004 they were above the national average in

English and average in mathematics and science. During this period results have generally compared satisfactorily with those in similar schools and in 2004 performance was above average overall. The standards being attained by pupils in the present Year 6 are average in English and science, but below average in mathematics. This variation being the consequence of the high proportion of pupils with special educational needs in mathematics. In general, standards are rising throughout the school, reflecting improving provision. Standards in history are above those expected nationally and in other subjects including religious education standards are generally around those expected. However, whilst standards in information and communication technology are around average in Years 1 and 2, they are below average in Years 3 to 6 and are not high enough.

The pupils' personal development is very good. Their spiritual, moral, social and cultural development is good. Pupils have very good attitudes to work and behave very well. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teachers have very good relationships with pupils and use an effective range of teaching strategies to make lessons interesting so that pupils enjoy their learning and work hard. The curriculum is good. It is well organised and benefits from effective links with parents and the local community. Provision for children in the Foundation Stage is very good. Good attention is given to developing the basic skills in English and mathematics, but not enough attention is given to developing pupils' research skills when using the library. The pupils' learning is enriched through a very good range of clubs, visits and contributions from visitors. The school cares for its pupils very well, but target-setting procedures are under-developed. Whilst pupils' work is assessed satisfactorily overall, the information gathered is not analysed effectively.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The acting headteacher and acting deputy headteacher are leading the school very well. They have successfully led the school through a difficult period created by the absence of the substantive headteacher. The very good support given by the whole governing body, and in particular the chair of governors promotes a very clear vision for the future development of the school. Management procedures are well organised and the school runs smoothly. Subject coordinators fulfil their responsibilities well and school self-evaluation is used well to support continuous improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are extremely pleased with the quality of education that their children receive and feel strongly that the staff expect their children to do their best and that, as a result, they make very good progress. The pupils have very positive views about the school and enjoy taking on responsibility. They feel that the school council is very effective in enabling them to contribute to school life.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT by the end of Year 6.
- Improve the procedures for analysing assessment information and setting targets for pupils.
- Increase the opportunities presented to pupils to use the library to carry out independent research.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards of attainment are average overall but compare well to those in similar schools. Pupils achieve well throughout the school and in the Foundation Stage. There is no significant difference in the levels of achievement of different groups of pupils or boys and girls. The pupils with special educational needs and those who have English as an additional language generally achieve as well as their peers.

Main strengths and weaknesses

- Standards have improved since the previous inspection.
- Children in the nursery and reception classes get a good start to their learning and achieve well in most areas of learning, but they are still below average in communication, language and literacy and mathematics by the time they enter Year 1.
- Achievement is good for all groups of pupils because careful consideration is given to their needs.
- Standards in ICT are below those expected in Years 3 to 6.
- Not enough attention is given to developing pupils' research skills through use of the library.
- Standards of attainment in history are above average.

Commentary

1. In recent years the attainments of pupils in tests at the end of Year 2 and Year 6 have shown a gradual improvement at a rate above that found nationally. The school has worked hard to overcome the difficulties presented by the pupils' well below average skills on entry to the nursery and the well above average rate of pupil mobility. Improvements to the quality of teaching and the quality of planning have made significant contributions to raising standards. Over the last four years results at Year 2 have generally been close to national averages, but in 2004 the performance of pupils improved markedly. Whilst results were still average in reading, they were above average in mathematics and well above average in writing. This performance was well above that in similar schools overall. The performance of pupils in the Year 6 tests has also improved in recent years. In 2004 the school successfully achieved the targets it had set for attainment at both Level 4 and the higher Level 5. Results were close to national averages overall, but were above average in English and mathematics compared with the performance in similar schools. This group of pupils performed very well compared to their performance in the tests at Year 2, indicating the very good value that was added to their learning through Years 3 to 6. This performance in tests is reflected in the average points score tables below.

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

Standards in:	School results	National results
Reading	15.9 (15.1)	15.8 (15.7)
Writing	16.0 (14.8)	14.6 (14.6)

Mathematics	16.9 (17.0)	16.2 (16.3)
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*There were 45 pupils in the year group. Figures in brackets are for the previous year
Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the writing example in the table above. In 2004, pupils nationally averaged 14.6 points but at Balby Central, they averaged 16.0 points, and pupils were therefore 1.4 terms ahead of pupils nationally.*

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

Standards in:	School results	National results
English	27.6 (26.3)	26.9 (26.8)
Mathematics	27.3 (25.7)	27.0 (26.8)
Science	28.5 (28.1)	28.6 (28.6)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. The children enter the nursery with skills which are well below those expected. They achieve well in the nursery and the two reception classes because of the very good teaching and the attention which is paid to individual needs. However, by the time they enter Year 1, whilst standards in most areas of learning are generally satisfactory, the majority of children do not reach the standards expected in communication, language and literacy and mathematics.
3. In Years 1 to 6, current standards are average overall. Pupils in Year 1 to 6 make good progress and achieve well because teaching is good. There is a very positive learning ethos in the school and pupils consequently have very good attitudes to learning. Inspection evidence indicates that the standards being attained in English by the present group of Year 2 and Year 6 pupils continue to be around average. However, the attention given to the development of writing skills in English is having a positive impact on pupils' achievements in writing and standards are improving.
4. Standards in mathematics are around average throughout the school, although in Year 6 standards are currently below average because there are a large number of pupils with special educational needs in mathematics. In science standards are improving. The number of pupils on target to achieve the expected level of attainment is around that expected and pupils have a reasonable understanding of fair testing and a good knowledge of a range of topics.
5. Provision in information and communication technology (ICT) has improved and standards are higher than at the previous inspection. Standards are now close to those expected at Year 2 and pupils' achievement is satisfactory. However, in Years 5 and 6, although pupils have covered all aspects of the National Curriculum programmes of study, they have not had opportunity to benefit from the improved provision sufficiently and, as a result, standards are below average and achievement is unsatisfactory. Standards in other subjects are generally close to those expected and in history pupils achieve well and attain above average standards.
6. Pupils' basic skills are generally developed well in other subjects. In English, writing is developed well in subjects such as history and religious education and pupils are given a good range of opportunities to use their speaking and listening skills and extend their vocabulary. However, not enough attention is given to developing pupils' research skills by making use of the library. In mathematics, pupils make good use of their

mathematical skills in subjects such as science and design and technology when producing charts, tables and graphs. In ICT, teachers make good use of pupils computing skills to support learning in a range of curriculum areas including English, geography and history.

7. Overall, achievement has improved since the last inspection and pupils generally achieve well in relation to their capabilities. Higher-ability pupils and those who are gifted and talented, achieve satisfactorily because teachers' lesson planning is effective in ensuring that activities are suitably challenging. Pupils with special educational needs and those who are at the early stages of learning English as an additional language make good progress and achieve well. They are given good support when withdrawn individually or into small groups, where they develop their reading and writing skills.

Pupils' attitudes, values and other personal qualities

The school promotes pupils' personal development very well and, as a result, pupils' attitudes and behaviour are very good. Pupils' attendance and punctuality are both good.

Main strengths and weaknesses

- Pupils have very good attitudes to learning and enjoy coming to school because they find lessons interesting.
- Staff have very good relationships with pupils and use praise well to build pupils' self-esteem and confidence.
- Pupils' behaviour is very good due to the high expectations of staff and successful implementation of a behavioural improvement programme.
- Pupils willingly take responsibility in various monitor roles in classes, around the school and in caring for younger pupils.
- Attendance has improved and is now in line with national averages.
- Spiritual and cultural development could be improved.

Commentary

8. Pupils show very good attitudes to learning throughout the school. Teachers maintain a high level of interest in lessons by setting appropriately challenging and interesting tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well. As a result, pupils listen attentively, are keen to answer questions and undertake tasks enthusiastically. All of the pupils questioned during the inspection agree that they like school and enjoy their lessons. All staff have very good relationships with pupils and use positive comments to ensure that good effort by pupils is well rewarded both orally and in their written comments in books. This successfully develops pupils' confidence and self-esteem and is instrumental in raising their level of achievement.
9. The behaviour of the pupils is very good, due to the high expectations of the staff and the successful implementation of a behavioural improvement programme. All pupils discuss and agree class rules and are fully aware of the high standards expected and insisted upon by all staff. They enjoy receiving the range of awards and know the sanctions for bad behaviour. Even the children from the nursery who were interviewed knew these. Neither parents nor pupils have concerns about bullying as the school acts promptly to eradicate any potential incidences. There were no exclusions in the last school year.
10. Pupils' personal development is very good. The very good relationships, which exist throughout the school, help to make pupils feel cared for and secure. Pupils are friendly and courteous to adults and are very appreciative and caring of each other. Children in the reception class are on course to meet, the early learning goals for personal and social education by the end of the Foundation Stage. The older pupils and those on the school council have a keen interest in taking an active part in the school. They willingly take responsibility in various monitor roles in classrooms, the dining room and in caring for younger pupils. For example, older pupils care well for their peers, acting as 'buddies' in the playground. They wear coloured tops and hats so that they can be easily recognised and do their best to ensure that no one feels left out of activities. As a result of this, the social development of the pupils within school is now very good. This is an improvement since the last inspection. Appreciation of pupils' own culture is very strong. However, the multi-cultural aspects are not fully

developed. Also, there are not many opportunities provided for pupils to develop spiritual awareness.

11. Attendance has improved well since the last inspection and is now in line with national levels. This makes a significant contribution to learning and achievement. However, a number of parents still take their children on extended holidays and consequently the level of unauthorised

attendance is above average. Some progress has been made in persuading parents to include the official school holidays within these periods. A further reason is the high mobility of asylum seekers who attend the school. The vast majority of pupils are punctual, enabling lessons to start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.8
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

The quality of education provided by the school is **good**. Teaching is good and an enriched curriculum is provided. Pupils are cared for very well by staff. There are good links with parents, the community and other schools.

Teaching and learning

Teaching and learning throughout the school are good. Teachers' assessment of pupils' work and progress is satisfactory overall.

Main strengths and weaknesses

- Lessons are well planned and delivered. Teachers know their pupils well and set challenging tasks for them.
- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Teachers' good subject knowledge provides a good basis for the high quality of questioning that is a feature of many lessons.
- Pupils' work hard and their good attitude and behaviour ensure that basic skills are learned well.
- Teachers in Years 3 to 6 lack confidence in aspects of ICT.

Commentary

12. Teaching across the school has many good features. Planning is very thorough and learning objectives are shared with pupils and explained. Good pace in lessons ensures that pupils listen carefully and respond enthusiastically. The very good relationships that exist between teachers and pupils and between the pupils themselves underpin the success of lessons. Teachers often use paired or group activities and these generate good learning. In many lessons teachers link subjects well, for example, lessons in the ICT suite are often used to develop pupils understanding in English, geography and history.

13. The quality of teaching in the Foundation Stage is good and often it is very good and impacts strongly on children's learning, especially in personal, social and emotional development. Teachers have warm relationships with children and plan their lessons well to make learning interesting. They use resources well and make effective use of

teaching assistants to ensure that children learn well. Assessment is used very effectively in these classes to build upon children's prior experiences.

14. Lessons have a purposeful working atmosphere. Teachers motivate pupils well, use praise and encouragement to increase their confidence and have high expectations of standards of behaviour. As a result, there is a good climate for learning within lessons. Teachers manage their classes well giving clear explanations and instructions that enable pupils to settle quickly to the tasks they are set. This enables them to devote time to groups of pupils needing additional input or support. They make good use of resources to enhance learning and ICT is also increasingly well used. Pupils gain a clear understanding of concepts because they are often illustrated on overhead projectors and inter-active whiteboards. However, teachers in Years 3 to 6 lack confidence in aspects of ICT and, as a result, pupils underachieve in this subject in these years. Classroom assistants support lower attaining pupils well, both in lessons and when working with groups outside classrooms. However, teachers create insufficient opportunities for individual learning or research beyond the classroom in such areas as the school library.
15. Pupils with special educational needs and those learning English as an additional language are given effective support. The pupils' individual education plans contain clear and comprehensive targets and teachers planning takes due account of these. Teachers brief support staff well prior to them working with pupils so that they are fully included in all lessons apart from the sessions when some pupils are withdrawn to practise their reading and writing skills. This concentration on the development of pupils' basic skills means that there are times when pupils would benefit from additional support within the classroom when working in other subjects.
16. Assessment is satisfactory overall. Teachers' marking of pupils' work makes good use of positive comments to develop pupils' self-esteem and support learning. They use their knowledge of pupils achievement well to plan lessons to meet their needs. A good range of formal assessments is carried out and data collected to track pupils' progress. However, the information from these assessments is not effectively analysed and used to set individual targets for pupils and enable them to understand how they can improve their work.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	17 (31%)	30 (54%)	6 (11%)	0	0	0

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

The curriculum

The school provides a good curriculum that meets all statutory requirements. The opportunities provided for enrichment of the curriculum through clubs, visits and special events are good. The accommodation and resources are good.

Main strengths and weaknesses

- The provision of learning opportunities in the nursery and reception classes is very good.
- Pupils' learning is enriched well by a good range of extra-curricular clubs, visits and visitors to school.

- There is a very good programme for personal, social and health education.
- Provision for pupils with special educational needs is good.
- The school's library is not used sufficiently to develop pupils' independent learning and research skills.

Commentary

17. The curriculum meets all statutory requirements and implements the locally agreed syllabus for religious education well. Provision for children in the Foundation Stage is planned very well to provide a wide range of experiences covering all the areas of learning. Since the last inspection the school has improved resource provision for ICT. These improvements are having a positive impact on pupils' achievements, but are yet to have full impact in Years 5 and 6 in particular. In these years not enough attention is being given to aspects of the curriculum such as the use of spreadsheets, databases, multi-media presentations and control technology. This has an adverse effect on standards in Years 5 and 6.
18. The curriculum is planned to ensure that all pupils receive similar experiences and opportunities across all classes within year groups. The school makes good provision for pupils with special educational needs and those with English as an additional language. These pupils receive good quality support from teaching assistants mainly within small groups outside the classroom where they follow extensive programmes to support the development of the basic skills in English and mathematics. However, this means that they sometimes miss out on full integration into class lessons during these sessions, which is unsatisfactory.
19. The provision for pupils' personal, social and health education is very good. This element of the curriculum is taught regularly in each class and as elements of other subjects such as science. The dangers of alcohol and drugs' misuse and a programme of sex education and relationships are taught to older pupils. Good use is made of the school nurse, police and projects such as the 'Crucial Crew' (dealing with a wide range of issues related to personal safety). The school gives a high priority to the Healthy Schools Programme, which underpins its work across all subjects, and has recently achieved the Healthy Schools Award.
20. A number of curriculum innovations support pupils' learning well. A good example is the growing use of interactive whiteboards by both teachers and pupils. A number of projects and 'Themed Weeks' enhance provision well. These have included an African Week in which all pupils took part in art and design projects. Good links with the local high school, to which most pupils transfer, have resulted in several joint projects which develop learning opportunities for pupils. Provision for ICT has been improved through the use of the City Learning Centre computing facilities. Links with the nearby sports college have also improved opportunities for sport.
21. The school provides a good range of activities outside the school day. These include a number of after school clubs including football, netball, basketball, matball, a school choir, drama, and dance and recorder groups. There are also opportunities for pupils to learn to play woodwind instruments provided by the peripatetic music service. An extensive range of visits and visitors to school enriches the curriculum. Older pupils from Years 5 and 6 also have the opportunity to take part in residential visits to Castleton or Whitby.
22. Overall accommodation is good although the hall is rather small and some classrooms are rather cramped. The inside of the school is well kept and presents a stimulating learning environment for pupils. There are good outdoor playing facilities. Since the last inspection the school has improved the number and quality of books in the school's library. However, the library is not used sufficiently to develop pupils' research skills.

Care, guidance and support

The school provides good quality support, advice and guidance for pupils. Pupils' care, welfare, health and safety are very good. The school seeks the views of pupils well and takes account of them.

Main strengths and weaknesses

- Pupils have good relationships with their teachers and the Learning Mentor.
- The school complies with Child Protection procedures very well.
- There is a good range of awards to recognise pupils' achievements.
- The school involves pupils in its work well and takes account of their views.
- Assessment information is not effectively coordinated and analysed to successfully support target-setting arrangements.

Commentary

23. Pupils have good relationships with their teachers and support staff. Everyone in the school community works together to ensure that pupils are secure and well cared for. The good arrangements for personal safety and effective child protection procedures provide a high level of care that promotes a sense of self-esteem. Good support is given to pupils with special educational needs and the learning mentor gives very good support to the more vulnerable pupils. Her work with these pupils in a 'nurture group' and the effective links she has created with parents ensures that they are cared for very well. As a result pupils are very confident in turning to their teachers and other staff when they are upset or need help and the headteacher leads the way in the great care she shows for pupils as individuals.
24. There are shortcomings in the guidance given to pupils on their academic performance. At the moment the guidance fails to make effective use of the wide range of assessments that are carried out. The school is aware that the information from these assessments is not analysed effectively to enable individual targets to be set pupils to help them understand how they can improve. The school has recently purchased a computer program to redress this situation and this now needs to be implemented.
25. The school is good at acknowledging pupils' achievements through a range of rewards schemes. Rewards such as stickers, pencils and certificates are given to pupils based on good behaviour, good attendance and good presentation of work and effort. As a result of this recognition pupils' pride is enhanced.
26. The induction arrangements for young children are very good. Both parents and children are invited to become involved in class activities. This not only helps the children settle into school quickly but also provides parents with a greater understanding of what is taught. Effective use is made of specialist support staff and other pupils who speak the same language to aid the induction of pupils from minority ethnic groups.
27. Good opportunities are provided for pupils to express their views about school life generally and to take on responsibility, notably through the school council. This develops in pupils an awareness of the plight of others and they show their concern by raising money for a range of charities including the Tsunami Appeal. The Healthy Schools Award reflects the strong emphasis given to developing pupils' awareness of the need for a healthy lifestyle. This has resulted in the school council playing an important part in contributing to the development of healthy school dinners and nutritious food to sell in the Tuck Shop. The pupils are clearly very pleased that their opinions are valued and taken into account.

Partnerships with parents, other schools and the community

There are good links with parents, local schools and the community.

Main strengths and weaknesses

- Parents are very supportive of the school and the acting headteacher.
- Effective links with parents enables them to support their children's learning well.
- The school is highly regarded in the community.
- The Governing Body's Annual Report to parents does not fully comply with statutory requirements.
- Links with other schools and the local community enhance the school's provision well.
- Links with multi-faith places of worship are not developed enough.

Commentary

28. Parents are very happy with the school, and are very supportive of the acting headteacher and staff. They are happy with the standards achieved and feel that the school is doing a good job in educating their children. All parents interviewed consider the teachers to be very approachable, caring and readily available to discuss their concerns.
29. The school is good at enabling parents to support their children's learning through the Family Learning Programmes, leaflets on reading and curriculum letters. Good information is provided for parents for the induction of their children to school. The school provides regular newsletters and informative reports on children's progress and the home school diary is an effective mechanism for enabling parents to be meaningfully involved in the homework that is set the pupils. Parents are encouraged to study themselves, resulting in a number of parents achieving national vocational qualifications.
30. The school is highly regarded in the community and has developed strong links with a number of organisations, which are used effectively to support pupils' learning. For example, there are visits by people from the fire service; Balby Carr Citizenship, who support pupils' reading; BT volunteers, and Doncaster Rovers Football Club. Members of the school choir perform to local residents and local businesses support fund raising activities by providing prizes.
31. The school has forged good links with the local cluster of schools, especially in sporting activities held between them. The school has close links with Balby Carr Sports College, enabling older pupils to feel confident to transfer to this secondary school. The learning mentor has strengthened the transfer arrangements with the secondary school attended by most of the pupils. The transition arrangements between the schools have been made much smoother through joint projects, increased contact with the school and exchange visits.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. Leadership of the acting headteacher is very good. The school works hard to overcome the barriers to learning presented by the pupils' well below average attainment on entry to the Nursery and an above average rate of pupil mobility. Governance is very good; governors give very good support to the school

and generally meet their responsibilities well although the annual report to parents has a few minor omissions.

Main strengths and weaknesses

- The determined action taken by the acting headteacher and acting deputy headteacher has ensured the continued improvement of the school.
- The committed team of staff give good support to the leadership of the school.
- The governors have a very good awareness of the strengths and weaknesses of the school and support and challenge it very well.
- The school has good systems for evaluating its work, but assessment arrangements for checking the progress of pupils and setting individual targets are not effectively coordinated.
- Financial management is good.

Commentary

32. The school has gone through a difficult period during the last few months as a result of the resignation of the recently appointed headteacher. The very effective leadership displayed by the acting headteacher and acting deputy headteacher during this time has ensured that the school has continued to move forward successfully. Their very clear vision and their hard work and determined approach to improving the work of the school have presented very good role models to staff. They have been well supported by the staff, who are a committed and hard working team. The governors have also supported the school extremely well and this strong, whole-team approach has successfully ensured that pupils have continued to be cared for very well and receive a good quality of education. There is a determined approach to overcoming the barriers to learning, a clear measure of the school's success in this is that pupils achieve well throughout the school. The performance of the Year 6 pupils in 2004 is a further indicator, performance data showing that the value added to these pupils' learning was well above average.
33. Governors bring a wealth of experience to the school and value and support the school's commitment to strengthening community relationships. The chair of governors is a very frequent visitor to the school and has observed lessons and met with coordinators to gather information. Other governors have also carried out an effective monitoring role and this ensures that the governing body is very well informed of the school's strengths and weaknesses. This clear awareness of the work of the school enables them to take a very strong role in strategic management of the school. They are knowledgeable about educational initiatives and have a strong desire to see pupils achieve high standards. Governors take their responsibilities seriously and comply with all statutory requirements apart from some minor omissions in the annual report to parents.
34. Management systems are well organised. The monitoring of teachers' lesson plans, lesson observations and the scrutiny of pupils' work are all used effectively and the quality of teaching and learning has consequently improved since the last inspection. The information gathered through this monitoring process is used effectively to plan action to further improve provision. As a result, the school improvement plan gives a clear direction to school improvement. Priorities for attention and action to be taken are clearly identified, and progress is closely monitored and evaluated. There is a strong resolve within the staff and governors to ensure the inclusion of all pupils. This is evident from the wide range of assessment procedures that are used to monitor pupils' progress. However, these are not yet effectively coordinated and analysed. As a result their effectiveness in supporting target setting for individual pupils is limited. The school has purchased a program to meet this need, but it is at an early stage of implementation. Performance management systems are well organised and good use is made of in-service training to support staff development. The induction of new members of staff is carefully organised so that they rapidly integrate into the team. The deployment of staff is carefully monitored, their impact on learning is analysed, and teaching arrangements are flexible enough to be able to respond to pupils' changing needs. As a result, the support given to pupils with special educational needs and those with English as an additional language is well organised and effective.
35. The management of special educational needs is good. The coordinator for special educational needs has a good knowledge of the pupils within each class, with a good awareness and understanding of the range of needs within the school. Where relevant, pupils receive appropriate support from the LEA support services. The coordinator

keeps well-documented evidence and records to monitor the progress of the pupils and arrangements are reviewed regularly with any necessary adjustments to provision made accordingly.

36. Finances are managed efficiently. The finances available to the school are used well to meet clear educational priorities. Governors work closely with the headteacher and school administrator to ensure that the principles of best value are applied. For example, this principle

is being applied well to a refurbishment plan to improve all classrooms in the school over the next few years. The last financial audit showed that the finances are well managed. The few recommendations for improvement have since been addressed.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£909,921
Total expenditure	£932,866
Expenditure per pupil	£2,620

Balances (£)	
Balance from previous year	£78,255
Balance carried forward to the next	£55,310

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

37. Attainment on entry to the Nursery is well below what is expected for this age in all areas of learning. All children, including those with special educational needs and those for whom English is an additional language, make very good progress in all areas of learning and achieve well because the teaching is very good overall. By the end of Reception indications are that the vast majority will reach the early learning goals in all areas of learning, with the exception of communication, language and literacy and mathematics. A pleasing feature is the strong emphasis placed on the development of social, emotional and personal skills.
38. The coordinator leads and manages the department extremely well. She is assisted very ably by the other teachers, nursery nurses and teaching assistants. Together they form a very effective team. Very good planning and regular and rigorous assessment ensure that children experience a good balance between directed and free-choice activities. Induction arrangements are very good and positive links are established with parents, all of whom support the work of the school very well. Good, shared information between all adults in both the Nursery and Reception ensures that all members of staff are aware of all the children's needs and cater for them appropriately. The new, very well designed Nursery wing, contributes immensely to the children's early learning. There has been good improvement since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Adults provide good role models.
- Teaching and learning are very good overall.
- There are good opportunities for learning through play.

Commentary

39. High priority is given to the children's personal, social and emotional development and to very good effect. The adult input is positive and learning in this area, both in the Nursery and Reception, is very good and children achieve very well. Children are encouraged to be independent and make choices about activities. The teachers' strong emphasis on learning through play ensures that children's language, mathematical and social skills are being developed continually. All adults are very good role models, helping children to form positive relationships and care for others. As a result children's confidence increases, they feel secure, and self-esteem is enhanced, as noted with groups role-playing cooks, customers and waiters in a good Nursery lesson. Due to the very good provision and effective class management children are on track to meet the goals for this area of learning by the time they leave Reception.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The support from teaching assistants is high.
- The quality of teaching is very good overall.
- There is a strong focus on the development of children's thinking and communication skills.
- Opportunities are missed to develop children's short responses to questions in order to improve their speaking skills.

Commentary

40. Overall children make very good progress in this area of learning as a result of effective dialogue with adults and the constant opportunities to extend thinking and reasoning skills through play. The vast majority listens attentively in an active manner. Average and higher attainers use appropriate responses, while lower attainers frequently point or gesture, especially when the teachers' questions are probing, as observed in two very good Reception lessons on linking initial sounds.
41. Teaching is very good and children make good progress and learn well. Close attention is generally given to the development of the children's conversational skills. However, although staff develop children's listening skills well and take care to ensure that children understand questions, they sometimes miss opportunities to developing children's responses into extended answers. Reading and writing are promoted well and, as a result of well-organised guided reading sessions, improvement is continuous. Although the writing of higher attainers is good, it is still in the early stages of development for the vast majority. Nevertheless children, as a result of the teachers' hard work and their own willingness to learn, improve rapidly in relation to their capabilities and achieve well. Indications are that attainment overall will be just below the early learning goals (the expected standard) by the time they leave Reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good overall.
- Resources are used well.
- Teachers pay good attention to ordering numbers.

Commentary

42. As a result of overall good teaching and effective support from teaching assistants, children learn well, make good progress and achieve well. Although standards by the end of the reception year are below those expected, children make good progress. Understanding of number is promoted in many situations. In the Reception class most higher attainers count to 30 and beyond. Tasks are pitched well to meet all children's learning needs, which ensures that thinking and calculating skills are being developed

continually. For example, in a good Reception lesson lower attainers were required to identify missing numbers in a sequence; those of average ability had to arrange a random selection of numbers in correct numerical order, while higher attainers had to explain how they figured out simple addition and subtraction problems. Many identify two and three-dimensional shapes accurately and higher attainers add and subtract single digit numbers correctly. Good opportunities to develop mathematical language such as 'greater'/'less than', 'heavier'/'lighter', 'taller'/'smaller' are common routine, as noticed during a 'plan, do and review' session in a very good Reception lesson.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good opportunities to study school grounds.
- The opportunities for designing and making are very good.
- Resources are used well.
- Information and communication technology (ICT) is used effectively in other subjects.

Commentary

43. Children make good progress, learn and achieve very well because the teaching is very good. Throughout the Foundation Stage, children begin to understand more about the place in which they live and how they and others change as they get older. As a result of well-organised tasks and trips, for example to local farms and Austerfield Study Centre, they begin to compare areas and chat confidently about different features observed. Very good planning ensures that they begin to understand simple computer uses, exemplified very well in Nursery and Reception lessons doing simple mathematical problems and drawing colourful designs and patterns respectively. Life in the past becomes more meaningful as they compare parents' and grandparents' toys with their own. In science they learn about habitats as they study mini-beasts in the local environment, why flowers and plants grow as they work in the Foundation Stage garden, and how sounds are created while shaking, rubbing or tapping untuned percussion instruments. Designing and making skills are enhanced as they design and make model houses and peg dolls, as observed in a very good Reception lesson. By the time they leave Reception, most children achieve the standard expected.

PHYSICAL DEVELOPMENT

The provision in physical development is **very good**.

Main strengths and weaknesses

- Outside activities are planned for well.
- The opportunities to develop fine motor skills are good.

Commentary

44. Teaching is very good, activities are well planned and children make very good progress and learn very well. By the time they leave Reception children achieve very well and their physical development matches that expected for the age group. Very

good provision through tabletop games, modelling materials and the use of simple tools improves increasingly the children's hand-eye co-ordination and their fine motor skills. Children respond well to instructions and are developing a good awareness of space and consideration for others, as noted during an outdoor activity where they negotiated routes while riding a range of tricycles. They develop reasonable co-ordination and enhanced confidence as they practice running, jumping, sliding and climbing in the very good, secure, outdoor accommodation. Through effective class organisation and very good adult attention to the development of manipulative skills, children learn well how to handle small objects, to use pencils, scissors, paintbrushes and glue spreaders correctly and safely. The skills of rolling, throwing, catching and controlling are catered for very well, especially in the new Nursery covered outdoor area.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are very good opportunities for children to work with a variety of materials.
- There are good opportunities for role-play.
- Some children play alongside rather than with their peers.

Commentary

45. Teaching and learning are good and children achieve well. There are many opportunities throughout the day for the children to sing songs and rhymes, many of which are chosen for their repetitive choruses to aid language development. Children take great delight in carrying out actions and keeping time with a wide range of percussion instruments, as observed in a very good Reception music lesson. Children are offered a wide range of interesting free-choice and teacher-directed creative activities each day. Independence and confidence is increased as children explore different media and materials and enthusiastically colour-mix paints to create patterns and scenes from observations. Effectively planned work ensures good opportunities for role-play, demonstrated well in many lessons as children act out confidently characters and themes in the Nursery Chinese restaurant corner and Reception story tent. Whilst some children find playing with others somewhat difficult on occasions, they enjoy the activity and show an imaginative response to the stimulus presented by the play areas. Almost all are likely to reach the early learning goals by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good overall and this helps pupils to achieve well.
- Assessment targets are not shared with the pupils so that they know what they need to do to improve.
- The management of the subject is good.

- The school library is not used as well as it could be to develop pupils' research skills and independent learning.

Commentary

46. The school has maintained the standards found at the time of the previous inspection. Pupils enter the school with skills that are below average and make good progress. Most pupils achieve well throughout the school and by the end of Year 2, standards are average in speaking and listening, reading and writing. Throughout Years 3 to 6 pupils continue to make good progress and by the end of Year 6 standards are also average compared to those expected nationally. This indicates good achievement from the performance of these pupils in the tests at Year 2. The specific needs of pupils with special educational needs are well met and, as a result, they achieve well in lessons and make good progress over time. There is an inclusive atmosphere in all classrooms, which helps pupils overcome any problems they may encounter. On the whole, pupils with English as an additional language make good progress in overcoming the difficulties they encounter with English. They achieve well and generally attain standards in line with those expected.
47. The improvement of writing standards has been a priority recently. The school has worked hard, with the help of the LEA advisory staff, to raise the quality of the teaching of writing and to provide a structured approach to developing the necessary skills using recent national guidance. Teachers ensure that writing tasks cover a range of genres within writing sessions and provide opportunities for pupils to develop their skills further by writing in other subjects such as history, geography and religious education. Standards in writing are consequently improving and are broadly in line with those expected. Although the pupils practise their handwriting, in general the quality of pupils' daily handwriting and presentation of their work is often untidy.
48. A key element of the success of the school in raising standards in English is the emphasis placed on developing pupils' speaking and listening skills. The teachers work hard to promote pupils' confidence in speaking by providing a range of opportunities for discussion in lessons across the curriculum. There is a strong emphasis on promoting pupils' speaking skills through good questioning and discussion when pupils are expected to listen carefully both to the class teacher and to each other. In every class, the pupils are regularly encouraged to discuss their ideas in pairs or small groups. This gives confidence, and encourages pupils to develop their vocabulary.
49. Since the last inspection the school has improved its resources for reading. Each class has regular reading sessions apart from the literacy hour. Younger pupils and lower attaining pupils also benefit from a very structured approach where early skills are taught systematically by the teaching assistants in small withdrawal groups. Although the school has improved the book provision in the school library, this is not used enough as a learning resource and this impedes the development of pupils' research skills. The effective use of the pupils' home/school reading diary successfully encourages the participation of parents and carers in supporting their children and improving their achievement in reading.
50. Teaching and learning are good overall and have improved since the last inspection. Teachers' confident subject knowledge is reflected in their good planning. Close attention is given to the increased use of a wide range of independent writing and the setting of work that suitably challenges the differing learning needs of individual pupils. Teachers' good classroom and behaviour management skills ensure that lessons

proceed at a good pace. Their high expectations of work and behaviour generate very good attitudes to the subject. The effective use of targeted questioning in lessons ensures that pupils understand the tasks they are set. There are satisfactory procedures to assess the achievements of pupils, based on regular evaluations by class teachers and the use of standardised tests. This information is used to plot the progress made by pupils as they move through the school and to set targets. However, the targets that are set for individual pupils are not always shared with them so that they have a clear picture of how they are progressing or of the next stage of their learning. The quality of teachers' marking varies. At its best the feedback to pupils is supportive and gives clear guidance on how they can make improvements, but less effective marking fails to clearly indicate how pupils might improve their work.

51. The leadership and management of the subject are good. The coordinator is supported well by a colleague in the infant department. They monitor teaching and learning across the school and have good understanding of the strengths and weaknesses in the subject. They have identified areas for development and the school is focusing well on these areas. This is helping to support the rise in standards. There has been good improvement since the last inspection.

Language and literacy across the curriculum

52. Pupils' literacy skills are developed well in other subjects. Teachers make good use of questioning across the curriculum to develop pupils speaking skills and develop their range of vocabulary. They provide pupils with opportunities to develop their writing skills in subjects such as science, history and religious education. This is developing the pupils' ability to write in a variety of styles and supporting the raising of standards. There are some opportunities for pupils to use their ICT skills for research, but the use of word processing in writing is limited.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Settled staffing over the last three years has helped to raise attainment.
- Good quality teaching is helping pupils to achieve well.
- National testing is used well to identify the strengths and weaknesses of each year group.
- Not all pupils are set individual targets and systems to track their progress are not yet in place.
- Leadership of the subject is good and has contributed to the rising standards.

Commentary

53. Standards are average at the end of Year 2 and below average by the end of Year 6. Pupils in Year 1 and 2 achieve very well as their mathematical knowledge is below average on entry to the school. Pupils in Years 3 to 6 achieve well, but the pupils currently in Year 6 are likely to attain lower standards than previous years. There is a high proportion of pupils with special educational needs and their test scores were very poor at the end of Year 2. Although their achievement has been good since then, they are not attaining the same levels as pupils in recent years. Pupils with special

educational needs and those from minority ethnic groups make good progress and achieve well.

54. Stable staffing over the last three years has been an important factor in the rise in pupils' attainment and good quality teaching throughout the school is ensuring that all, including those with special educational needs, learn effectively and achieve well. A particular strength of the school is the quality of the relationships between teachers and pupils and pupils and their peers. These enable teachers to use their good subject knowledge to question pupils very well ensuring that all are included in lessons. The brisk pace of lessons motivates pupils and holds their attention well. A good emphasis is given to the use of subject specific vocabulary, as in a Year 6 lesson using all four operations when a pupil referred to multiplication as the 'inverse operation' of division, and a Year 4 lesson on positions when pupils were happily using such terms as 'coordinates', 'vertical' and 'horizontal'. Pupils work hard and present their work well when not restricted by the over use of work sheets.
55. Assessment arrangements are well organised. Test results are carefully analysed in order to identify areas of the curriculum requiring more attention. Setting is used to allow teachers to focus on the needs of higher and lower attaining pupils. Booster classes are in place to help to raise attainment levels, but no systematic tracking process is in place to enable teachers to set individual targets for pupils in order to show them how their work can be improved.
56. Leadership and management of the subject are good. Monitoring and evaluation procedures are well organised. Planning is systematically checked and lessons observed. This provides the coordinator with a clear awareness of areas for development. Improvement has been good.

Mathematics across the curriculum

57. Teachers use mathematics effectively in many lessons to develop pupils' skills; for example, pupils measure accurately in science and design technology, use graphs and charts well to illustrate their work in science and geography and read and produce timelines in history. Increasing use of computers is being made throughout the school to support learning in the subject.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well and attain standards above those in similar schools.
- A strong focus on investigative work gives pupils a secure understanding of their learning.
- Teachers make lessons interesting and as a result pupils are enthusiastic and have very good attitudes to their learning.
- The coordinator manages the subject well but does not yet provide the leadership that would develop the subject further.

Commentary

58. Standards are average in Year 2 and Year 6. Throughout Years 1 to 6 pupils' achievement is good. This shows good improvement since the last inspection. The school's rigorous approach to the teaching of scientific ideas and the consistency of investigative work in all year groups has been instrumental in successfully raising standards. Pupils with special educational needs and those with English as an additional language are well supported by both teachers and teaching assistants and they make good progress. Booster classes and revision work are used well to support pupils.
59. Teaching and learning are good throughout the school and there is some excellent teaching. Teachers have secure subject knowledge and generate a good pace in lessons. They explain tasks clearly and use questions well to ensure that pupils know what is expected of them. Tasks are challenging and teachers make pupils work hard by setting a time limit for their completion. Pupils consequently enjoy their science lessons, especially the practical ones, and work together co-operatively and constructively. They are enthusiastic and attentive and produce work that is accurate and shows commitment to learning. They respond well to the challenge of the teaching and the demands of investigative work and this leads to good achievement in lessons and over time. Clear expectations of success by the pupils give confidence and enthusiasm to the learning. The most effective teaching was seen in Year 4. In this lesson the teacher's expectations of behaviour were very high and responsibility for their own work was clearly given to the pupils. This trust was returned well by the pupils as they discussed quietly and responsibly the structure and predictions for their 'fair test'. The inclusion of pupils with special educational needs was excellent. The teacher supported them in their design of the experiment and then boosted their self-confidence with an opportunity to report their design to the rest of the class.
60. Management of the subject is good and the curriculum and resources have been significantly improved recently. However, leadership of the subject is not yet focused on developing the quality of teaching further. The school promotes good learning in science and seeks to make use of skills from subjects such as mathematics, literacy and technology. However, there is no structured planning to use these skills. Teachers take opportunities for their use as they occur rather than identifying links at the medium and long term planning stage.
61. There has been good improvement since the previous inspection. Teaching has improved and standards have risen, particularly at the higher level of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers make good use of ICT to support learning in other subjects.
- Limited coverage of aspects of the curriculum adversely affects standards in Years 5 and 6 in particular.
- Pupils are very enthusiastic, enjoy the subject and work hard.
- The ICT suite is a good resource used well and a good improvement since the previous inspection.
- The subject is well led and managed and consequently standards are improving.

Commentary

62. Standards have improved since the last inspection and are now close to those expected at the end of Year 2, but are still below those expected at the end of Year 6. The achievement of pupils, including those with special educational needs and English as an additional language, is good in Years 1 to 4, but unsatisfactory in Years 5 and 6. Whilst most pupils in Year 5 and 6 use computers with reasonable levels of skill when accessing programs and change the layout, font and style of their work when word processing, their skills in the use of spreadsheets, databases, multi-media presentations and control are below those expected. The major reason for this is that in these years teachers' lack confidence in these aspects and not enough attention is being given to them and this has a limiting effect on the progress made by pupils.
63. Overall, coverage of the curriculum is limited by the teachers' lack of subject knowledge in specific areas and consequently teaching overall is unsatisfactory. However, in the lessons observed, teaching and learning were good and teachers showed a confident approach to the use of word-processing and programs to support the development of pupils' writing. They made effective use of the inter-active whiteboard and demonstrated activities to pupils confidently, but this was in a limited range of topics. Lessons were well planned with teachers maintaining a good balance between formal instruction and time to allow pupils to practise skills. Teachers make lessons interesting and tasks challenging with the result that pupils enjoy their activities. Pupils' enthusiasm for the subject is consequently very good. They work well, both independently and in pairs, and maintain a good level of concentration.
64. There has been a marked improvement in resources since the last inspection. The well-equipped computer suite is used well to give pupils regular access to a computer and this has aided the development of skills throughout the school. The impact of this improvement is less pronounced in Years 5 and 6, as pupils have had less time to benefit from the improved provision, but the skills of younger pupils are developing well. There is now clear guidance for teachers, which specifies what is to be taught in each year, and training has taken place for teachers and teaching assistants. These measures indicate the determined action that has been taken to raise standards, but the school recognises that more needs to be done to improve teachers' subject skills in particular areas of the curriculum.

65. The subject is led and managed well and much has been done since the last inspection to improve provision. The coordinator has a good awareness of the areas needing further development and has drawn up an action plan to address them.

Information and communication technology across the curriculum

66. Good use is made of ICT across the curriculum. In English, ICT is used well to support the development of pupils' writing skills. For example, pupils in Year 6 make good use of the Kartouche Composer program to structure their writing and create a storyboard.
In

mathematics, pupils use a range of software to support the development of their number skills. Effective use is made of the Barnaby Bear program to support learning in geography and the use of CD ROMS and the Internet enables pupils to gather information in history.

HUMANITIES

67. Only one lesson was seen in each of geography and history. It is therefore not possible to judge the quality of provision. Inspectors had discussions with pupils, looked at teachers' planning and samples of pupils' current work.
68. **In geography** standards are around average compared to those expected nationally. Pupils make steady progress from the well below average attainment on entry and achieve satisfactorily. There is a reasonable emphasis on mapping and geographical enquiry skills and pupils use their literacy skills satisfactorily when writing in a variety of forms. Year 6 pupils show a satisfactory understanding of the water cycle and reasons for the variation of seasons. Year 2 pupils use their mapping skills effectively when planning a route and means of travel for a journey to Edinburgh. In the one lesson observed teaching was satisfactory. In this lesson with Year 5, the use of questionnaires and the Internet enabled pupils to start to make comparisons of their own environment with that of Chembakolli. The teacher took care to develop pupils' geographical vocabulary through effective questioning and ensured that pupils with special educational needs and those for whom English is an additional language fully understood the geographical terms. Leadership and management are satisfactory. The coordinator has a clear vision for the future development of the subject.
69. In **history**, pupils' work indicates that standards are above average. Pupils have good factual knowledge and use the skills of interpretation well to explain and relate these facts to previous learning. For example when learning about the blitz in a lesson on World War II, pupils in Year 6 used their knowledge of houses from a study of the Victorians to identify the consequences of bombing raids for the working people of the time. In this lesson the teacher's effective use of resources and questions developed pupils research skills well and learning was good. Year 2 pupils listen to accounts from a visitor about daily life in the early part of this century and experience tasks such as washing clothes without any modern aids. Skills of comparison and interpretation are developed and literacy skills are used well in writing accounts of their learning. Evidence indicates that the subject is taught with enthusiasm and pupils' interest is stimulated well. The curriculum is enriched through visits that bring history 'alive' for pupils. There are also many visitors to the school. These experiences and the emphasis on historical enquiry skills enhance pupils' learning and contribute effectively to their social, moral and cultural development. Displays are of good quality and show that history has a high profile in the school. The coordinator gives good leadership and manages the subject well. She has a clear vision for future development and gives good support to staff and pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good because teachers have a good understanding of the subject.

- Pupils are encouraged to draw on their own faith experience in lessons giving the subject relevance to today's world.
- The enthusiastic coordinator has done much to drive the teaching of religious education forward in a very short time.
- Resources to support teaching are good and these engage pupils' interest.
- Visits are used well to bring the subject alive for pupils.

Commentary

70. The Local Authority's Agreed Syllabus is followed throughout the school. Pupils produce a good spread of work reflecting a range of topics in a number of different faiths. Their attainment is average but, given the levels at which they enter the school, the achievement of all pupils, including those with specific learning difficulties, is good throughout the school.
71. Teachers have a good understanding of the subject and their pupils, which enables them to lead discussions sensitively, incorporating comments from the perspectives of the various faiths practised within their classes. They use questions well both to elicit prior knowledge from pupils and also to ensure all pupils are included in lessons. Pupils listen carefully when others are speaking, showing respect for points of view different from their own and they learn well. Good class management allows teachers to use paired or group discussions in lessons that again promote the active involvement of all. Good links are created with literacy as recording lessons takes many forms. Poetry and prayers may be written as well as narrative accounts.
72. Although the coordinator has been in post for only a short time, she is leading the subject well and her enthusiasm is already driving religious education forward. She has been given time to visit another primary school and observe lessons and see their resources. This has enabled her to broaden her own vision of the subject. She is supported well by another member of staff and school governor with responsibility for oversight of the subject. She monitors planning and is collecting a portfolio of pupils' work. She is aware that there is currently no system in place to assess and record pupils' achievement and recognises that this needs to be addressed.
73. The school supplements its' own satisfactory level of resources by borrowing books, faith objects and posters from the local Multi-Cultural Centre. As a result lessons are well resourced. The coordinator is currently working with the ICT coordinator to develop resources from the Internet. Visits and visitors to school also help to bring the subject alive for pupils. Local Sikhs have shown pupils in Year 1 their traditional dress and talked about the 5 Ks whilst older pupils have visited local Anglican churches, a mosque and a gurdwara. There has been good improvement since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in design and technology. Only three lessons were seen in music and art and design. It is therefore not possible to judge the quality of provision in these subjects.

74. In **art and design** pupils' work indicates that standards are in line with those expected with some work of high quality. Pupils make satisfactory progress in developing their skills and techniques as they move through the school. Since the last inspection the school has made improvements to the provision for the subject which now enjoys a much higher profile. The school has developed teachers' skills and subject knowledge through extra training. A range of enrichment activities has been introduced, such as using visiting artists during an arts week to develop pupils' skills and techniques. The school has recently been successful in gaining the ArtsMark.
75. Pupils in Years 1 and 2 use a wide range of media and techniques including pencils, crayons, paint and fabric. Their observational and design skills develop satisfactorily over the two years. A review of pupils' sketchbooks from Years 3 to 6 and work on

display show that pupils continue to develop their skills and techniques satisfactorily. The pupils have opportunities to study the work of famous artists such as Lowry when drawing people in action in Year 6, and in Year 5 they use the works of Van Gogh and Jan Kooistra when painting pictures of sunflowers. The pupils have a keen awareness of texture, tone and shape and have used paint well to achieve work of a high quality.

76. The quality of teaching in the lessons observed was good. Teachers used discussion and questioning well when assisting the pupils to improve upon their work. They allowed the pupils to make choices about the materials they were to use and encouraged them to evaluate their work and that of other pupils in order to make improvements. The school uses national guidance as the basis for planning its work to ensure the progressive development of skills. Teachers also adapt their planning to support work in other subjects such as history. The subject is well led and managed by the coordinator. He has a clear awareness of the areas needing development and supports colleagues well.
77. There has been good improvement in **design and technology** since the last inspection. All the criticisms made at that time have been addressed and the school now follows the latest national guidance. As a result pupils' attainment has risen and is now satisfactory. All pupils, including those with special educational needs and English as an additional language, achieve well. Challenging projects have been introduced to stimulate pupils' interest and good use is made of local industries such as a rope making company and a supermarket to put the subject into the context of the real world. Projects involving design and technology are now a part of Arts Week and this is also raising the subject's profile throughout the school. It is well resourced and ICT is being increasingly used to enhance pupils' work. A system of assessment linked to pupils' self-evaluation is in the process of development. The subject is well led by an enthusiastic coordinator.
78. In **music**, it is evident from teachers' planning that the subject has improved since the previous inspection and although there was insufficient evidence to make a precise judgment, music is now at least satisfactory. Teachers plan their work using a commercial scheme to ensure that pupils have good opportunities in music. Lessons are enhanced by opportunities for pupils to learn to play the recorder in extra-curricular clubs. There are also opportunities for pupils to learn to play woodwind instruments from peripatetic music teachers. A specialist teacher works in the school one day each week, and makes a significant contribution to the standards of singing across the school. In assemblies pupils sing tunefully and with exuberance. The choir sings well and pupils maintain the tune well when singing unaccompanied. They perform both locally in the residential homes and shopping centre where they have raised funds for charity. Pupils' learning in music is enriched by visits from musicians. Pupils also take part in school concerts, which contributes to their musical experiences. Resources are plentiful and the coordinator is knowledgeable. She gives good support and guidance to colleagues.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils have very good attitudes to the subject and put a good degree of effort into their activities.
- Teachers deliver their lessons with confidence, set challenging activities and use effective questioning and guidance to take pupils' learning forward in lessons.
- The pupils receive a broad curriculum, which is enriched by residential visits and effective use of outside expertise for a range of games.

- Procedures for assessing and recording pupils' learning are not fully implemented throughout the school.

Commentary

79. Pupils achieve satisfactorily. They attain average standards overall, but their gymnastic skills are good. Pupils participate in swimming lessons and by the end of Year 6 most attain the expected standard of being able to swim 25 metres.
80. The teaching is good overall. Lessons are well planned and teachers have a good understanding of the different elements, which make up an effective lesson. Lively warm up sessions followed by very well organised and challenging activities with a suitable cool down session are the hallmark of all lessons. For example, in a lesson with Year 6, the use of stimulating music supported an energetic warm up session prior to pupils performing well-controlled sequences of movements and balances. The pupils worked well together in pairs to create a coordinated sequence of movements and very capably evaluated their own performance and that of others in order to improve their sequences. Teachers present very good role models to pupils when demonstrating movements in gymnastic lessons and particular techniques in games lessons. In a lesson with Year 4, the teacher showed very good skills and subject knowledge when showing pupils how to evade a marker to receive a pass from their partner in basketball. Pupils' performance is raised by teachers' effective use of questions and comments that continually challenge pupils to improve.
81. Learning is good because teachers present lessons in a stimulating manner and pupils consequently respond with great enthusiasm. Relationships among pupils and teachers are very good and, combined with very good class control, lead to very good behaviour in lessons. Pupils work hard throughout lessons and the high level of effort they put into their activities is a feature of all lessons.
82. The curriculum is well planned, takes account of local and national guidance and covers all aspects of the subject. During the inspection lessons were observed in dance, gymnastics and games, but all elements of the physical education curriculum are undertaken by the school. Links with the local sports college are being developed and good use of local clubs such as the Doncaster and Sheffield Basketball Clubs and Doncaster Rovers Football Club enhance provision well. As a result a wide range of sporting opportunities are presented to pupils. In addition three residential visits widen the experiences presented to pupils.
83. Leadership and management are effective. The coordinator has a good awareness of the strengths and weaknesses in the subject and a clear view of areas for development. She is aware of the need to implement assessment and recording procedures that have recently been introduced and incorporate lesson observation into the procedures for monitoring and evaluating the subject. Resources are well organised and the school has a hall, adequate outside areas and a field. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main Strengths and weaknesses

- The school has a caring ethos, which develops pupils' personal, social and health education and citizenship well.
- Class discussions are used well to develop pupils' self-esteem and build relationships.
- Healthy eating is encouraged.
- Pupils' personal, social and health education is developed well through other subjects in the curriculum.

Commentary

84. The school has a strong, well-planned, personal, social and health education and citizenship programme. Careful attention is given to ensuring that each pupil is cared for very well and the school has a warm and friendly ethos. Teachers develop a strong sense of responsibility in pupils, who carry out a wide range of duties very conscientiously. This successfully develops their social awareness and they demonstrate mature and sensible approaches to life in the school.
85. Teachers have very good relationships with pupils and lessons are orderly, with pupils showing very good attitudes to their learning. This successfully produces an atmosphere in which pupils can openly address the sensitive issues that affect all their lives. Lessons are well planned to include discussion times, which help raise pupils' self-esteem and develop their awareness of the feelings and needs of others. Pupils participate enthusiastically in these discussions and listen carefully to the views of their peers. Pupils well-developed concern for others is indicated by their response to the Tsunami disaster. They have written to local businesses for prizes in order to hold a raffle with the proceeds going to the victims of the disaster.
86. The school has attained the Healthy School Award and careful attention is given to developing pupils' awareness of the value of a good diet, sex and drugs education and personal health and safety. Lessons in science and design and technology are used well to support pupils' understanding of the effects a good diet has on the body. Discussions on moral issues in religious education lessons effectively develop pupils' understanding of right and wrong. Pupils views are sought and heeded, for example, the members of the school council take their responsibilities seriously and their positive suggestions about how to improve the school have been acted upon.
87. The subject is well led and managed by a committed and dedicated subject leader who is both enthusiastic and well informed. Her work with the school council ensures a high profile for Personal, Social and Health Education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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