

INSPECTION REPORT

Longcar Primary School
Barnsley

LEA area: Barnsley

Unique Reference Number: 106611

School Inspection Number: 187816

Headteacher (Acting): Mrs S Jenkinson

Reporting inspector: Mrs C A Gruen

Dates of inspection: 18/10/99 – 21/10/99

Under OFSTED contract number: 706830

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

Information about the school

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Longcar Lane Barnsley South Yorkshire S70 6BB
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Arrandale
Date of the previous inspection:	22/04/1996 - 26/04/1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs C A Gruen, Registered Inspector	Art	Main Findings
	Provision for under-fives	Key Issues for Action
		Characteristics of the school
		Key indicators
		Attainment and progress
		Teaching
		Leadership and management
Mrs S C Howarth, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs J Deans, Team member	English	The curriculum and assessment
	Equal opportunities	
Mr N P Stewart, Team member	Mathematics	Attitudes, behaviour and personal development
	Special educational needs Special educational needs unit	The efficiency of the school
Mrs D Atkins, Team member	History	Pupils' spiritual, moral, social and cultural development
	Geography	
	Music	
	Religious education	
Mr R J Iball, Team member	Design and technology	Staffing, accommodation and learning resources
	Information technology	
Mr G K Vaughan, Team member	Science	
	Physical education	
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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The National Numeracy Strategy is being implemented very effectively.
- The National Literacy Strategy is being implemented well.
- The school is successfully promoting speaking and listening skills and this is having an impact on attainment in the core curriculum.
- Relationships throughout the school are good.
- The school promotes positive attitudes to learning across the school.
- Pupils with Special Educational Needs (SEN) and those in the Hearing Impaired Resource Base make good progress.
- Strong leadership and direction are provided by the governing body and senior management team.
- Assessment procedures for English, mathematics and science are good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in English and science remain below national averages at Key Stage 2.
- II. Insufficient attention is paid to rigour and progress within the programme of non-core subjects.
- III. The achievement of boys in Key Stage 2 is still significantly below that of girls.
- IV. The multicultural dimension of the curriculum has still not been addressed.
- V. Attainment in information technology is slightly below the level expected nationally by the end of Key Stage 2.

The strengths outweigh the weaknesses which will now form the basis of the governors' action plan and will be sent to all parents and guardians of pupils of the school. Overall the school has been successful in establishing a culture of raising achievement and improving standards.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school's rate of improvement since the last inspection is satisfactory. Teaching is now more consistently sound in Key Stage 2. There have been significant improvements in the teaching of mathematics in all key stages. The school's clear focus on oracy has resulted in significant improvements in the attainment for pupils under five. Pupils throughout the school now make good progress in their understanding and use of a relevant vocabulary and they speak clearly and confidently in a range of situations. The school's wise decision to participate in the National Numeracy Pilot project has led to much improved attainment in mathematics especially for the more able pupils. Whilst standards of attainment in the core subjects have improved, further improvements are needed in both core and non-core subjects. Clearly understood aims and objectives have been established and now underpin the work of the school. Most subjects are now supported by a helpful framework to inform teachers' planning except for physical education and art where progress is unsatisfactory. Collective worship now fully meets statutory requirements. Provision for spiritual development is now satisfactory but provision for cultural and particularly multicultural education remains unsatisfactory. Teaching includes some good examples of the most able pupils being asked to extend their thinking and more pupils now attain higher grades. Parents actively choose to send their children to the Hearing Impaired Resource Base, in the knowledge that with full Local Education Authority agreement, signing is not used as a matter of policy. Pupils with hearing impairment make good progress. Given the quality of the leadership, the improved teaching and the progress already made in the core subjects, the school has good capacity to make continued improvements.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
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English	D	C
Mathematics	D	C
Science	D	C

<i>Well above average</i>	<i>A</i>
<i>Above average</i>	<i>B</i>
<i>Average</i>	<i>C</i>
<i>Below average</i>	<i>D</i>
<i>Well below average</i>	<i>E</i>

Attainment in English and science at the end of Key Stage 1 is in line with the national average and above average in mathematics. In Key Stage 2, whilst much improvement has been made on the school's performance in previous years, attainment remains below average. Attainment in information technology is below average in both key stages. Attainment in religious education is in line with national expectations and the Locally Agreed Syllabus. Attainment in the school's programme of non-core subjects only just reaches expectations for the age group by the end of Key Stage 2 and is below this in art, design and technology and some aspects of music. There has been significantly increased progress in all three core subjects especially mathematics over the last year. The school now performs broadly in line with similar schools.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	good	good	sound
Mathematics	good	good	good
Science	good	good	sound
Information Technology	satisfactory	satisfactory	satisfactory
Religious education	satisfactory	satisfactory	satisfactory
Other subjects	satisfactory	satisfactory	unsatisfactory

Teaching is good in the early years and in Key Stage 1. It is sound in Key Stage 2. There is a significant minority of unsatisfactory teaching in Key Stage 2, mainly due to a lack of rigour in the teaching of non-core subjects, particularly where they are only taught as a supporting strand to a topic. The implementation of the National Literacy and National Numeracy Strategies has improved teaching particularly in relation to good questioning of pupils. The teaching of pupils with SEN including those in the Hearing Impaired Resource Base is good.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

· **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	Behaviour is generally good in classrooms and around school but it is unsatisfactory/poor at lunchtime in the dining hall.
Attendance	Satisfactory.
Ethos*	Good, positive relationships throughout the school. Pupils have positive attitudes to learning.
Leadership and management	Strong educational direction from the senior management team and governors. Good strategic planning is having an impact on the core curriculum.
Curriculum	Good provision for the core curriculum. Less attention given to progress within the non-core subjects.
Pupils with special educational needs	Pupils with SEN including those in the Hearing Impaired Resource Base are well supported and make good progress.
Spiritual, moral, social and cultural development	Generally sound or better with the exception of the multicultural dimension which remains unsatisfactory.
Staffing, resources and accommodation	There is good provision and use of resources in all respects.
Value for money	Satisfactory with potential for improvement.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **THE PARENTS' VIEWS OF THE SCHOOL**

What most parents like about the School	What some parents are not happy about
VI. Children are happy at school. VII. The school is approachable. VIII. Parents are satisfied with the work children are expected to do at home.	IX. No significant number of parents expressed

Inspection findings support the positive aspects of the school's work identified by parents.

Key issues for action

To raise further the standards of work and provision, the governors and senior management should:

- Q. **Improve provision for the programme of non-core subjects through applying greater rigour to planning and teaching and ensuring improved pupil progress**
{paragraphs: 17, 29, 33, 36, 38, 65, 82, 119, 121, 129, 133, 134, 135, 139}

- Q. **Raise standards in English, science and information technology to align with national expectations**
{paragraphs: 5-12, 15, 16, 18, 19, 36, 37, 44, 65, 87-96, 102-107, 108-112}

- Q. **Raise the achievement of boys by:**
 - .raising staff awareness
 - .implementing appropriate strategies
 - .monitoring the progress of boys{paragraphs: 8, 40, 65, 88, 93, 97 }

- Q. **Implement the multicultural dimension of the existing policy on spiritual, moral, social and cultural education**
{paragraphs: 40, 46-50}

Introduction

Characteristics of the school

1 Longcar Primary School is situated near to the centre of Barnsley in a residential area which includes both privately owned and rented properties. The school is larger than most of its type but average in most other respects. Pupils' attainment on entry to school is broadly in line with national averages. Prior to starting in reception the vast majority of pupils have had substantial experience in the school's nursery. There are 412 pupils on roll and provision for 104 part-time children in the nursery. Four pupils are from ethnic minority backgrounds for all of whom English is an additional language. There are 86 pupils on the register of Special Educational Needs (SEN) and 14 have a statement of special need. 24% of pupils are eligible for free school meals. There have been three pupil exclusions during the last year.

2 The school has experienced two periods of major reorganisation and consequently there has been a significant fluctuation in staff and staffing levels over previous years.

3 The school has clearly stated aims which promote good relationships and positive attitudes to learning. It has successfully established a climate of raising achievement through improved expectations, and the setting and meeting of agreed targets.

4 During the week of the inspection there were six members of staff absent including the headteacher. Five class teachers were therefore on temporary supply to the school and the substantive deputy was acting headteacher. The school managed this considerable disruption to staffing and routine smoothly and positively.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	36	30	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	24	25	34
	Girls	25	26	29
	Total	49	51	63
Percentage at NC Level 2 or above	School	75 (80)	77 (64)	96 (86)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	34	31
	Girls	25	29	27
	Total	48	63	58
Percentage at NC Level 2 or above	School	73 (78)	96 (86)	89 (80)
	National	82 (81)	86 (85)	87 (86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	30	23	53

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	17	23
	Girls	18	16	17
	Total	35	33	40
Percentage at NC Level 4 or above	School	66 (48)	62 (45)	75 (57)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	17	23
	Girls	16	17	17
	Total	34	34	40
Percentage at NC Level 4 or above	School	64 (51)	64 (43)	75 (54)
	National	67 (65)	69 (65)	75 (71)

²

Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	7.1
	National comparative data	5.7*
Unauthorised	School	0.5
	National comparative data	0.5*

*1998 figures

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	1

Q Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6.3
Satisfactory or better	92.4
Less than satisfactory	7.6

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

5 Attainment in English and science at the end of Key Stage 1 is in line with the national average and above average in mathematics. By the end of Key Stage 2, whilst much improvement has been made on the school's performance in previous years, attainment remains below average in English and science and just below average in mathematics.

6 The 1998 national test results for 7 year olds at the end of Key Stage 1 were broadly average with significant weaknesses in writing and too few pupils obtaining higher levels in reading. 1999 results show that both these weaknesses have improved, though there has been a slight reduction in the number of pupils obtaining level 2 or above in reading. There have been impressive improvements in mathematics with this year's results being well above the national average. These results also compare well with those of schools with pupils from similar backgrounds, particularly in relation to the numbers of pupils achieving higher grades.

7 The 1998 national test results for 11 year olds at the end of Key Stage 2 were well below the national average and that of similar schools in English, mathematics and science. The 1999 results show significant improvements in all three subjects, which exceed the national improvement rate. Whilst still below the national average, the school is now moving further towards it and must continue to improve performance in future years. The 1999 national test results for 11 year olds are in line with those of schools with pupils from similar backgrounds in English and science and well above this in mathematics. Standards have improved since the last inspection.

8 National test results for 11 year olds also show that the performance of boys in Key Stage 2 in relation to the years 1996 to 1999 is well below average in English and mathematics. The performance of girls over the same time-scale is close to the national average in mathematics and above average in English. There is an unsatisfactory difference between the performance of boys and girls with boys significantly underperforming by the end of Key Stage 2.

9 Observations of pupils and their work confirm this broad picture of achievement. Pupils under five in the nursery class make sound and often good progress and are achieving at levels expected for their age and stage of development in all areas of learning. There are particular strengths in literacy and oracy, where children are acquiring good levels of confidence in speaking and listening, often making original and reflective contributions in a variety of contexts. This has improved since the last inspection. Early reading, writing and number skills are secure by the time children move into the reception class.

10 In English, the National Literacy Strategy is being well implemented and has led to improvements in attainment. Younger pupils speak confidently using a satisfactory range of vocabulary and can discuss texts with understanding and enthusiasm. Basic reading skills, including phonics, are secure and by the end of Key Stage 1 most pupils can read accurately at a level expected for their age. Pupils in Key Stage 1 make sound progress in writing, most can write in sentences using simple punctuation accurately by the time they are seven. Older pupils make satisfactory progress in speaking, listening, reading, handwriting, spelling and punctuation. However progress in structuring writing and in using a range of styles is less secure with much

writing in Key Stage 2 having limited content and lacking consideration of audience and purpose.

11 In mathematics, the school's timely decision to implement the National Mathematics Pilot Project in advance of the National Numeracy Strategy has resulted in very significant improvements. Pupils in Key Stage 1 make good progress and are developing a good range of strategies for calculation, both mentally and using appropriate resources. Many can calculate accurately and speedily. In Key Stage 2, many of the older pupils are now attaining standards that would be expected for their age. They are becoming skilled in handling larger numbers and can carry out more complex mental calculations. Progress, though much improved, is uneven in relation to trends over the last four years.

12 In science, younger pupils make good progress and are beginning to understand the principles of fair testing often making sensible suggestions based on their observations. Progress in Key Stage 2 is sound where older pupils have a satisfactory grasp of investigation methods and are able to make and test predictions.

13 Both literacy and numeracy are well promoted across the curriculum. Pupils use technical vocabulary well and are able to offer detailed responses to questions raised by teachers in many subjects. In history and science, there are also some examples of pupils using different styles of writing suited to the audience and purpose demanded by the subject.

14 Pupils apply mathematical skills and ideas in other subjects, for example, when weighing and measuring in science and using a data handling computer programme to research information on the local area in history.

15 Attainment in information technology is below average by the end of both key stages but there are examples of good attainment in Year 5.

16 Attainment in religious education is in line with national expectations and reflects the locally Agreed Syllabus by the end of Key Stage 2. Action has been taken to remedy the weaknesses identified in the previous inspection, and provision has improved although work on faiths other than Christianity remains unsatisfactory.

17 Attainment in the school's programme of non-core subjects only just reaches expectations for the age group by the end of Key Stage 2 and is below this in art, design and technology and some aspects of music. Much of the work lacks rigour, particularly where it is only taught to support topic work and where clear objectives in short-term planning are not identified. In physical education and art where there are no schemes of work, the progress made by pupils is patchy, with skills and ideas often being repeated rather than broadened and extended as pupils move through the school.

18 The results of national tests for Key Stage 1 between 1996 and 1998 show steady progress in reading and mathematics and unsatisfactory progress in writing. 1999 results show significant improvements in writing and in mathematics, indicating increased progress in these subjects over the last year.

19 The results of national tests for Key Stage 2 show unsatisfactory progress between 1996 and 1998 in the core subjects, particularly when compared to schools with pupils from similar backgrounds. Significantly increased progress over the last year is demonstrated in all three subjects through the 1999 results.

20 The progress made by pupils in individual lessons is sound and sometimes good, particularly in the three core subjects.

21 The school has a range of baseline assessment data including the Performance Indicators for Primary Schools (PIPS) test results taken by pupils on entry to the reception class and again at the end of the reception year. This data, together with the observed performance of children in the nursery and reception classes, indicates that children are attaining at average levels on entry to school. Sound progress is made through the nursery and Key Stage 1. Although the school has made very significant improvements in Key Stage 2, attainment is still below average by the end of the Key Stage, showing that progress over time in Key Stage 2 is below the rate expected nationally.

22 Pupils with SEN, including those in the Hearing Impaired Resource Base, make good progress and attain standards in line with or slightly above what is expected for their ability across the age range.

Attitudes, behaviour and personal development

23 Pupils have positive attitudes to learning. They understand the clear routines which are well established in classrooms. They listen attentively, show a high level of interest and respond well to questions about their work. Pupils of all ages can concentrate for quite lengthy periods of time, remaining on task and completing work set. When given the opportunity, most pupils work well independently and in pairs, demonstrating a reasonable degree of responsibility in organising themselves and their work. There was some evidence of the effective use of homework to reinforce learning and improve older pupils' capacity for personal study.

24 Behaviour in classes in Key Stages 1 and 2 is mainly good. Most pupils are courteous and show respect for one another and for property. Movement around the school, for example into and out of assemblies, is good. The playground areas are well organised and supervised during break times. However, the standard of behaviour in the dining hall is unsatisfactory where noise levels are unacceptably high. Three pupils were excluded during the last year.

25 The quality of relationships at all levels is good. School policy, which highlights the positive impact that good relations can have on pupils' learning, is reflected in practice. Support staff make a notable contribution to the effectiveness of working relations with adults and pupils alike. Pupils from the Hearing Impaired Resource Base integrate well in classes.

26 Some good examples were noted of older pupils playing a part in the daily routines of the school; these included organising the school bank, collecting registers and helping with the arrangements for packed lunches.

Attendance

27 The attendance rate for the 1997/98 academic year is below the national average. This is due, in the main, to a relatively high proportion of holidays taken during term time. The rate of unauthorised absence is broadly in line with the national average.

1 Pupils generally come to school on time and registration periods provide an orderly start to the school day.

Quality of education provided

Teaching

29 Teaching is good in the early years and in Key Stage 1. It is sound in Key Stage 2. Overall it was judged as sound or better in more than nine-tenths of the lessons observed and in well over half of these, it was good. There is a significant minority of unsatisfactory teaching in Key Stage 2, mainly due to a lack of rigour in the teaching of non-core subjects, particularly where they are only taught as a supporting strand to a topic. Nevertheless, teaching in Key Stage 2 has improved since the last inspection. It is now more consistently sound.

30 Nursery pupils' learning is in general well extended by purposeful questioning and discussion provided by the nursery staff. However on a significant minority of occasions, opportunities to extend learning in this way are neglected.

31 The implementation of the National Literacy and Numeracy Strategies has improved teaching, particularly in relation to good questioning of pupils and high expectations for a considered and well articulated response. The school's early involvement in the pilot numeracy project has particularly benefited teaching in mathematics. The literacy hours and daily mathematics lessons are well organised and carefully planned. They have clear learning objectives, good pace and clear outcomes at the end of lessons. Although there are some weaknesses in relation to the teaching of writing, teachers generally have a good grasp of the core subjects and a comprehensive working knowledge of the National Literacy and Numeracy frameworks.

32 The teaching of pupils with SEN is good. Classroom support staff make an effective contribution to this. The targeting of pupils for intensive support in literacy and numeracy is well planned and effective. Hearing impaired pupils are treated equally in classes and there are high expectations for them to complete tasks. The teaching of children in the Hearing Impaired Resource Base is also good.

33 Planning is thorough, detailed and has clear objectives, which are reflected in purposeful lessons. The exception to this is where some non-core subjects are taught without any short-term planning and activities lack depth.

34 Expectations generally lead to well-matched work, with group activities offering support to the least able. There are also some good examples of the most able pupils being asked to extend their thinking. Pupils are well managed and good use is made of praise, which in the main is balanced with helpful but challenging feedback. Too few opportunities are offered for pupils to raise questions or work collaboratively but there are high expectations for pupils to manage their work independently and to co-operate with each other. These are well supported by efficient classroom routines. Plenary sessions at the end of lessons need to improve, both with regard to

timing and a greater clarity about their purpose. There are some examples of good plenaries, particularly in Year 1, where a number of pupils were asked to explain their work and relevant teaching points were made to the whole class throughout. The school is well placed to build on such examples of good practice.

35 A good level of satisfaction regarding homework was expressed at the parents' meeting and some evidence was seen of homework being used to inform classwork during the week of the inspection. There is a systematic approach to setting homework, which begins with the valuing of work done at home through the nursery 'homework book'. This sets a positive tone for pupils in the future years of their schooling.

The curriculum and assessment

36 The school's curriculum meets statutory requirements. Provision for the early years leads effectively into the National Curriculum. Children in the nursery have access to a good range of imaginative and well planned provision. Emphasis is placed on literacy, oracy and numeracy to good effect, but there are some weaker aspects to the provision of activities which contribute to children's knowledge and understanding of the world. The curriculum in Key Stages 1 and 2 is broad but lacks balance. In line with the school's stated aim to improve attainment in English and mathematics, there is a very heavy weighting towards these two subjects. Allocation of time to science, physical education and music is satisfactory, but the limited time given to other subjects within topics leads to lack of rigour and progression. Curriculum provision for information technology is unsatisfactory and important elements of music and art are given insufficient attention. There are no curriculum guidelines for physical education which results in limited progress.

37 Curriculum provision for English, mathematics and science is good. The successful implementation of the National Literacy Strategy, the National Numeracy Strategy and the Qualifications Curriculum Authority (QCA) guidelines for science is leading to improved standards. Teachers' planning for these subjects is good. It ensures consistency of provision across year groups, work matched to the abilities of all pupils and a sound rate of progress.

38 Planning for other subjects lacks the same rigour and allows for little depth of study. There is insufficient concentration on the development of subject specific skills within the school's present approach to the non-core curriculum. Better planning and more focused teaching within the discipline of each subject is needed.

39 Stimulating visits are planned to support the aim to provide quality first-hand experiences for all pupils.

40 Equality of access and opportunity is evident in all subjects, although boys achieve significantly below girls in English and mathematics in Key Stage 2. Provision for SEN pupils is good. For hearing impaired pupils there is a good balance between inclusion and withdrawal and they are enabled to follow the same curriculum as their peers. There are good specific learning programmes for hearing impaired pupils alongside the basic curriculum, including for example receptive and expressive language. Opportunities to explore the multicultural dimension of the curriculum are very limited.

41 A satisfactory programme of health, sex and drugs education is planned for the older pupils. Many pupils benefit from the school programme of extra-curricular activities.

42 There are more detailed and rigorous assessment procedures in place than during the previous inspection. The school is very successfully developing a culture of using assessment as a key to raising attainment.

43 Assessment in the early years is good, with teachers' detailed understanding of children's abilities and progress being used effectively to inform planning.

44 Individual records follow pupils through the school. Within them is detailed tracking of progress in English, mathematics, science and information technology. An individual learning plan identifies pupils' strengths and weaknesses in these subjects, together with targets to secure improvement. Assessment within other subjects is less purposeful, often resulting in unsatisfactory progress.

45 Assessment of the work of SEN pupils, especially those with hearing impairment, is thorough and ensures a good rate of progress against the targets within Individual Education Plans.

Pupils' spiritual, moral, social and cultural development

46 Provision for spiritual development, a key issue in the last inspection report, is satisfactory. For moral and social development, provision remains good. However, provision for cultural development, also a key issue from the previous inspection, continues to be unsatisfactory.

47 Some aspects of spiritual development have improved. The quality of collective worship has been enhanced by improved planning and guidelines, and by the commitment of staff. Consequently, collective worship now fully meets statutory requirements. The planned programme for religious education, with its opportunities for reflection, now makes a more positive contribution to pupils' spiritual development. In order to consolidate and continue the improvements made thus far, the school now needs to consider further how the different subject areas can make a contribution to this aspect of school life.

48 Provision for moral education is good. The school has a clear framework of values which underpins its work. Pupils across the school are polite, friendly and helpful, and are supportive of each other in class. Good opportunities are given in some areas of the curriculum, for example, religious education, personal, health and social education, and in the literacy hours, to discuss issues of a moral or social nature.

49 Provision for social development is also good. Relationships between pupils, teachers and other adults are a strength. Good opportunities are offered for pupils to work independently and co-operatively, in pairs and in groups. Examples of this were seen in literacy hours, in mathematics lessons, and when pupils were working with computers. Social skills are also successfully fostered through games and sporting activities. Further opportunities exist during school visits and through extra-curricular activities.

50 The provision for cultural development was identified in the last inspection as a key issue, and remains unsatisfactory. Visits are made to local places of worship, and visitors are welcomed to the school. Good use is made of the local community as an educational resource. For example, in geography and history, when the local area around the school was used well as a focus for study. However, opportunities for pupils to appreciate the diversity and richness of all cultures both in Great Britain and further afield remain unsatisfactory.

Support, guidance and pupils' welfare

51 The monitoring of personal and academic progress is good. Pupil records give clear information about strengths and weaknesses, progress and areas for development. Relationships in school are good. Children are made to feel secure through the induction arrangements for children entering the nursery and for those children moving from nursery to reception. The Pyramid English Bridging Project ensures a smooth transition to the secondary phase for Year 6 pupils.

52 The school's arrangements for monitoring behaviour are also good. There are comprehensive records of incidents of bad behaviour and of action taken which provide a sound basis for discussion with parents as necessary. Behaviour in class and around school is generally good. However, behaviour in the dining room at lunch time is unacceptable. The volume of pupils combined with the rate of movement and the noise level constitutes a safety hazard.

53 Arrangements for monitoring attendance are sound.

54 Child protection procedures are in place and statutory requirements are met. The school sends reports to case conferences but is not following DfEE advice to be represented at them. There is good liaison with social services.

55 The school has very effective procedures for ensuring the health and safety of pupils with the exception of the dining arrangements. The school is to be congratulated on the very thorough audit undertaken and the subsequent action taken to remedy problems and monitor progress.

Partnership with parents and the community

56 The school's partnership with parents is sound. The school prospectus is a clear, informative document and the nursery prospectus contains very useful information for parents about the organisation of the nursery. There are regular letters to parents and they are invited to two formal parents' meetings per year. There are plans to hold a third meeting. The school has provided opportunities for parents to learn more about new initiatives such as the National Literacy Strategy but these have not been well attended. The courses provided by Barnsley College on Parents as Volunteers and on Information Technology for Parents have recruited well. The school sees parents as important partners. It has an open door policy and parents are invited to help in school although few are able to do so. The Longcar Association supports the school by organising events and fund-raising activities.

57 Reports to parents are satisfactory. They provide sufficient detail about strengths and weaknesses in the core subjects. Parents feel well informed but some would like a clearer explanation of the curriculum being covered and an explanation of levels of attainment. Parents of children with SEN are involved in reviews. Parents of children starting school are given a homework pack along with guidance on the principles involved in developing reading skills. The school has established a home school contract.

58 There are satisfactory links with the local community including local churches and the police and the school makes full use of the local area as a curriculum resource. There are, however, few links with local industry or commerce which might enrich the school's work.

The management and efficiency of the school

Leadership and management

59 The senior management team and governing body provide strong leadership and direction for the school. There has been a purposeful focus on raising aspirations and attainment in the core curriculum, which is now impacting positively on teaching and learning in classrooms. This is underpinned by a good school development planning process, which includes all staff in a robust cycle of auditing need, prioritising resources, action planning and evaluating success.

60 The plan identifies relevant priorities and is sufficiently detailed to be used as the driving force for change and improvement. It is understood by classroom staff and governors.

61 There are clear expectations for curriculum managers to provide a strategic lead on monitoring and evaluating the curriculum, managing budget, ensuring a relevant programme of professional development, targeting pupils for focused teaching and contributing to corporate decision-making. This is a significant improvement since the last inspection.

62 The literacy and numeracy strategies are being well managed. Much emphasis has been placed on in-service training for staff in these areas and others. The programme for professional development is well planned, audited and resourced. There are good links between the school development plan and staff development, which support school improvement. This was previously also linked to staff appraisal. The Hearing Impaired Resource Unit and the curriculum for children under five in the nursery are also well managed.

63 The governing body is well informed and has a good grasp of its strategic responsibilities. Governors feel empowered to ask questions and request information to use as the basis for considered discussion. Decisions and agreements are successfully reached by the whole governing body through a useful and well-managed sub-committee structure. All governors' statutory requirements are met.

64 The school has a relevant set of aims and policies, which have had the involvement and agreement of staff and governors and provide a good framework for educational provision.

65 The good systems for managing improvement and the shared aims and values, which have now been established, clearly set the ground for the way forward. Thus far, the extent to which policy is fully reflected in practice, is beginning to impact on the core curriculum. There is less impact on the extended core subjects and on the programme of non-core subjects offered by the school. Standards are rising in English, mathematics and science but they need to rise further. In particular, boys' achievement needs to be raised. The school should now ensure that its stated intentions for rigour, breadth and raised achievement are reflected in all aspects of its work. A good system for monitoring and supporting teaching has been established but is currently on hold, whilst resources are focused on embedding the target-setting process. It should be a priority to continue this as soon as possible.

66 Relationships are good throughout the school. Teachers value the individuality of every pupil and provide a caring and attractive learning environment in classrooms and shared areas. Staff work well as a team and there is an atmosphere of mutual trust throughout the school community. Shared commitment to the common purposes of the school has created a culture of raising aspirations and achievement for all pupils.

Staffing, accommodation and learning resources

67 The school is staffed with appropriately qualified teachers. Records support the parents' view that there have been improvements in the stability of the staffing structure. Both the nursery and Hearing Impaired Resource Base are well staffed and make good contributions to the school. All staff are valued members of the team. The school has invested wisely in employing support staff who work closely with teachers and contribute significantly to pupils' progress, especially through the Additional Literacy Support (ALS) programme and for pupils with special needs. The specialist librarian has a positive impact on attainment.

68 All staff have clear job descriptions. Since the previous inspection, effective, formalised, induction procedures have been introduced. During the inspection, five supply teachers were well briefed about the school's curriculum and organisation.

69 Arrangements for staff training are good. INSET needs, identified through school evaluation strategies, are prioritised in the School Improvement Plan. Previously a sound programme of staff appraisal also contributed to this. The appraisal system is currently suspended pending new guidance from the DfEE. Training received has improved staff performance in teaching literacy and numeracy. More is required in other subjects to raise competence and confidence. Training for midday supervisors has been insufficient.

70 Difficulties raised by having four buildings on site are well managed. Accommodation is adequate for the number on roll. It is clean, well maintained and provides a good learning environment. The school has provided effective security measures and new seating. Hard play areas are attractively marked. The re-seeded grassed area is now available for games. The secure outdoor play area for nursery pupils is well-managed. As noted by parents, one toilet block in the main school needs urgent renovation.

71 The school has spent extensively on learning resources. Books, many of which are new, are adequate in numbers for all pupils. The library is attractive, spacious and resourced for all subjects. Provision of computer hardware is good but a shortage of CD Roms exists for science. The nursery and Hearing Impaired Resource Base are well resourced.

72 Pupils access resources freely and use them sensibly. The local environment is well used and visits to a wide range of places of interest promote learning. Visitors to school help to develop pupils' cultural awareness.

The efficiency of the school

73 There is an effective process of school development planning which focuses on improving standards. It targets expenditure to meet the financial implications of the agreed priorities. This planning process appropriately involves all staff, and provides senior managers and governors with a good basis of information upon which to make both short and longer term decisions about financial planning. The governors' finance sub-committee meets regularly to monitor and review spending patterns. The chair of governors has a very good knowledge and understanding of school development needs and the overall budget position.

74 The school has sufficient resources to meet the requirements of the curriculum. Subject managers are given a good degree of responsibility for auditing resource needs and spending allocated funds. The Longcar Association makes a very positive contribution to providing additional resources for the school, for example with the recent playground markings.

75 Accommodation, although old, is carefully maintained and used well. The deployment of both teaching and support staff is effective, particularly with regard to the needs of pupils with SEN, including those with hearing impairment. Decisions to target additional resources to raise standards in literacy through the Reading Recovery initiative and the appointment of a school librarian are having a positive impact on progress. Equally, the extra spending on in-class support for SEN pupils in literacy and numeracy is benefiting the learning both of individual pupils and the whole class.

76 Sound procedures are in place for managing the day-to-day budget. A recent Local Education Authority (LEA) audit made a number of recommendations for improving the school's financial control systems. Appropriate action has been taken to satisfy these requirements.

77 Overall costs per pupil are higher than the average for similar types of schools. Although standards attained by the pupils at the time they leave the school are still below the national average, they are clearly improving. Pupil attitudes to their work are good and the quality of teaching observed was mainly sound, and often good. At the moment the school gives satisfactory value for money, with a potential for improvement.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

78 Children under five pursue a course of study guided in its content by the desirable learning outcomes for children at five. Teachers provide a range of activities and learning tasks which allow for exploration and investigation leading to the early stages of the National Curriculum. This section refers to children under five in the nursery.

79 Children under five make sound and often good progress throughout their time in the nursery. They achieve in line with expectations for their ages and stages of development in all areas of learning.

Language and Literacy

80 Children who arrive in the nursery quickly form positive attitudes to learning and this contributes to their growing confidence in talk. They make relevant contributions individually, in small groups and to the whole class. Many children are beginning to develop and elaborate ideas well and can answer challenging questions posed by the nursery staff. For example, one group of children was able to identify and use a good range of adjectives about teddy bears in response to very high quality questioning and interaction by the supporting adult. The emphasis placed on oracy in the nursery through activities such as 'the talking hat', 'Claude, the weather teddy', and opportunities for social talk at the 'milk bar' are having a positive impact on children's speaking and listening skills. This is a significant improvement since the last inspection. The nursery's provision for literacy gives a good grounding for later work. They are gaining a secure understanding of the inter-relationship between speaking, listening, reading and writing. Children enjoy a good range of books and stories and are becoming familiar with story structures, often relating the text to pictures and their own ideas. Many children are acquiring early skills of phonic awareness, word and letter recognition and left to right orientation. The majority can recognise their own name in print. There are many opportunities for children to write in the nursery, both with the guidance of adults and independently, although more opportunities for writing could be built into play situations. Children have a good level of confidence and are happy to experiment at all stages of their development with writing activities. Good progress is made in letter formation, fluency and in understanding the purposes of writing. Activities are well sequenced, ensuring that children build on earlier experiences and see themselves as writers.

Mathematics

81 Provision is made for children to pursue a range of activities with a mathematical perspective. Many are based crucially on discussion between adult and pupil. For example, children were being questioned about and encouraged to explore ideas about shape and space using three-dimensional shapes by the teacher. This good quality questioning had a positive impact on learning. Sound progress is made in mathematical understanding. Children are developing a good range of mathematical language and can recognise two-and-three-dimensional shapes. They are gaining an early understanding of a variety of mathematical ideas including sequencing, sorting and matching. Through exploring in the water and sand areas, children are also gaining an insight into ideas about volume and capacity. Some pupils are able to count within and up to ten, understand zero, and can match numerals to the corresponding quantities.

Knowledge and understanding of the world

82 Children are encouraged to observe and understand their world in the nursery and beyond, through an appropriate selection of practical and first-hand experiences. These include watching living things grow and change, observing the weather, investigating the physical and human features of the local environment, talking about every day objects and photographs from the past and sequencing events in time. Children gain good levels of knowledge and understanding from creatively presented activities, for example, the 'surprise tray' was well used to promote scientific understanding about the properties and characteristics of different materials. High quality open questioning by the adults leading this session led to a detailed comparison between the properties of glass and clear perspex by one pupil. A well-designed role-play washday activity successfully engaged pupils in securing and reinforcing the social and domestic values in every-day life. Children gain a sound understanding of religious and moral issues through themes such as 'caring for the family' and 'special times in the family'. They are able to select materials when making models and collages and can talk about their design ideas. They are gaining sound cutting and joining skills and work with increasing precision as they get older. All pupils are becoming familiar with using simple computer programmes including those for drawing, matching and counting. Many are proficient at using a mouse and can explore programmes independently and successfully.

83 On balance, a good programme for knowledge and understanding in the nursery is planned and the activities provided support learning. In practice, the emphasis rightly given to literacy and numeracy reduces the rigour, depth and extent of learning within this area. In particular, geographical, historical and design activities should be strengthened. Overall, however, progress is sound.

Physical development

84 Provision for outdoor play is good. Children are developing fine and gross motor skills well. Many can balance, show good co-ordination, follow directional arrows and control their speed. Whilst climbing, jumping and landing skills are developing soundly, opportunities for climbing are more limited than in other areas. Play equipment ensures that new challenges on a sequential basis can be offered, for example, the inclusion of a two-wheel bicycle in the range of wheeled toys. This means that pupils make good progress within sessions and sound progress over time. Learning could have been extended further by increased adult support and questioning on the session observed.

Creative development

85 Children enjoy singing and are gaining good levels of confidence. They are able to identify favourite songs and jingles and can recognise and remember simple tunes and lyrics. They are becoming familiar with an appropriate range of percussion instruments, which they can recognise, name and play. Provision for painting, drawing, collage, stitchcraft, claywork and model making is good. Children use equipment and materials well and they are gaining sound levels of mastery over media. They can select from a provided range of materials and use imagination to create images and patterns. Observation skills are also developing well. Paint mixing is particularly well taught. Children can mix and apply powder paint with good control and have a good knowledge of colour and colour mixing. There is a clear development of art skills over time and activities are effectively sequenced. Whilst adult intervention is generally effective in enhancing the learning in creative activities, opportunities to extend children's painting skills through talking and questioning (in one session observed) were lost. Children are insufficiently involved in imaginative play. The role-play shop provision successfully promotes use of the imagination. However, whilst pupils' use of

imagination has improved since the last inspection, children do not sufficiently build and enact their own imaginative stories and situations. More activities aimed at promoting imagination would help, as would the use of large-scale building blocks for children to create houses, vehicles and other contexts for imaginative play. Overall, children make sound progress in their creative development.

Personal and Social

1 Children are developing good social skills. They are able to share resources and co-operate well in their work and play. Behaviour is very good in all situations and children can be trusted to engage with their activities sensibly and responsibly. They take pride in all aspects of their work and play. There is a respect for each other and for the environment which is reflected in a positive and supportive nursery ethos. Children are developing a good moral code. They know the difference between right and wrong and can for example identify these themes in pictures and stories. Relationships throughout the nursery are very good.

Core subjects

English

87 Standards in English are just in line with the national average in Key Stage 1 but by the end of Key Stage 2 they are below average. In the 1999 standard tests for seven year olds the number of pupils attaining level 2 and above was below the national average and below the average for similar schools. However, the number attaining level 3 was above the average for similar schools in reading and well above average in writing.

88 The 1999 national test results for eleven year olds show standards at the end of Key Stage 2 to be below the national average but in line with the performance of similar schools. Attainment in the 1999 tests shows a marked improvement on the 1998 results at the end of both key stages. The rate of progress since the previous inspection has been satisfactory in Key Stage 1 but slower in Key Stage 2. However, the successful introduction of the National Literacy Strategy is beginning to have a positive effect on progress through both key stages and the school is well placed to continue to raise standards of attainment. The standards attained by boys in Key Stage 2 remain significantly lower than those reached by girls.

89 In lessons the progress of Key Stage 1 pupils is consistently sound and is often good. They speak confidently, using a range of vocabulary, and contribute enthusiastically to discussion of texts during the literacy hour. The younger children are acquiring an understanding of phonics and word patterns and already demonstrate a love of story. Reception and Year 1 pupils discussing the story of 'The Gingerbread Man' showed good understanding of character and of the conventions of fairy stories. By the end of the key stage most pupils read accurately at a level suitable for their age; some read fluently and with good expression. They talk about a range of stories and books, including poetry. They use simple dictionaries and other reference material independently. Progress in writing is sound. Pupils are learning to use a good cursive script and to spell accurately. By the end of the key stage most pupils write in sentences, using simple punctuation accurately.

90 Key Stage 2 pupils have a satisfactory knowledge of a range of books and authors and are making satisfactory progress in reading. Information finding skills are well developed. Progress in handwriting, spelling and punctuation is satisfactory. More able pupils write at some length and for different audiences, matching style to purpose. Some Year 6 pupils, writing an autobiography in the role of Jacques Cousteau, used a very appropriate style, some sophisticated vocabulary and imaginative ideas. Work on display included poetry writing of a good standard. However, much of the writing in Key Stage 2 is of limited content and lacks attention to structure and style. Standards of speaking and listening are average. Pupils are making good progress in their understanding and use of a range of vocabulary and they speak confidently in various situations, including making presentations to the whole class. The focus on speaking and listening skills in all subjects is having a positive effect on standards in this aspect of English.

91 The application of literacy skills in other subjects is sound at both key stages. For example pupils use correct mathematical and scientific vocabulary well.

92 Effective planning for pupils with special needs enables them to make good progress. They have full access to shared text work and understanding is checked by the teacher. They are often given individual support by classroom assistants which enables them to learn at a good pace alongside the rest of the class. The introduction of Additional Literacy Support (ALS) in Years 3 and 4 is resulting in good progress for identified pupils.

93 Response in lessons is good, especially in Key Stage 1. Pupils in both key stages listen well and offer information eagerly. They show an ability to organise themselves independently from a very early age and have approached the organisational changes required during the literacy hour very sensibly. Relationships in classrooms are constructive, with pupils co-operating effectively with each other and responding positively to teacher comments on their work. When, in Key Stage 2, pupils demonstrated less positive attitudes it was as the result of lack of clear purpose, variety and pace within the teaching. Boys rather than girls exhibited inappropriate behaviour.

94 Teaching is good in Key Stage 1 and sound in Key Stage 2. Examples of very good teaching were observed in both key stages. Teachers demonstrate sound subject knowledge and provide a suitable range of activities. Explanations are clear and interesting and teachers' questioning effectively enables pupils of all abilities to have opportunities to respond. Expectations of all pupils are generally high and in all classrooms teachers encourage a culture within which achievement is recognised and valued. Assessments are planned and are used to ensure that work is matched to the range of abilities within the class.

95 The introduction of the National Literacy Strategy is being effectively managed and all teachers have made a sound beginning in implementing the literacy hour. There are weaknesses however in the teaching of guided writing and the plenary sessions. Teaching during guided writing sessions often lacks clear focus, although very good direct teaching of writing was observed in one Year 2 class. During the plenary, opportunities to extend learning are often neglected. All teachers should be made aware of the gap between boys' and girls' achievement and equipped with strategies to address this issue.

96 Library provision in the school is good, both in terms of accommodation and of resources. The employment of a specialist librarian is having a positive impact on pupil progress in reading for information and also on the resourcing of the literacy lessons.

Mathematics

97 Attainment in mathematics is above average at Key Stage 1 and just below by the end of Key Stage 2. In the 1999 national tests, seven year olds attained standards which were well above average. The number of pupils attaining at higher levels was above the national average and well above that for pupils in similar schools. In the 1999 national tests for eleven year olds, pupils' performance was just below the national average, but in line with that of similar schools. The number of pupils attaining at higher levels was close to the national average, but well above the average for schools with pupils from similar backgrounds. There has been a significant improvement in test results since the last inspection. Whilst boys and girls achieve equally well in Key Stage 1, there is a significant underachievement in the performance of boys by the time they are eleven.

98 Inspection findings confirm the above average standards of the pupils in Key Stage 1. They are developing a good range of strategies for calculation, both mentally and through the use of appropriate resources. Many are able to calculate both accurately and speedily. They can classify two and three dimensional shapes, often using the correct mathematical vocabulary to describe their properties. In Key Stage 2 many pupils are now attaining standards that would be expected for their age. They are developing appropriate skills in handling larger numbers. Younger pupils are gaining a good understanding of place value; older pupils carry out more complex mental calculations, for example doubling and trebling numbers or calculating fractions of given quantities. This capacity for mental calculation has improved since the last inspection. All pupils are being given adequate opportunities to work across all strands of the new national framework for mathematics. Pupils in Key Stage 1 are making good progress. Improved performance in Key Stage 2 over the past four years has been significant, although somewhat uneven when looking at trends over time. Pupils with SEN and those with hearing impairment are making good progress.

99 Pupils' attitudes to learning are good across the school. They settle down quickly and listen attentively. Many respond confidently to questions. Even the youngest pupils are familiar with routines and concentrate for lengthy periods of time. Tasks are generally completed well, with many pupils moving on to extension activities in the time allocated for independent work. When given the opportunity, pupils work well together in pairs, taking turns, sharing equipment and discussing the results of their investigations sensibly. Good relationships between all adults and pupils make a positive contribution to learning.

100 Teaching is good. Involvement in the National Numeracy Strategy pilot for the two years prior to its full introduction this September has had a significant impact upon the standard of teaching. Teachers' mathematical knowledge is good. They plan well, with clear objectives for the session, and work is well matched to the needs of the pupils. Lessons have a brisk pace. Routines have been well established and there are very clear teacher expectations which are communicated to the pupils. The grouping of pupils by ability works well, both in organisational terms and in the planning and delivery of lessons. Good questioning at the beginning and end of sessions provides consolidation and challenge. Additional adult support is well deployed and very effective. Pupils with SEN and those with hearing impairment are extremely well supported.

101 The subject is well managed. Development and action planning is good. Staff development has benefited from the involvement in the National Numeracy pilot and the external advice that has been available to the school, for example with the monitoring and evaluation of teaching.

Science

102 Attainment in science in the 1999 national tests at the end of Key Stage 1 is just in line with the national average. At the end of Key Stage 2 the school's results are below the national average. This, however, represents a considerable improvement on the results achieved in 1998. In the lessons observed during the inspection attainment was judged to be above average in Key Stage 1 and average in Key Stage 2. Overall, pupils' performance has been sustained since the last inspection

103 Pupils in Key Stage 1 are making good progress. In Year 2, for instance, they are beginning to understand the principles of fair testing and can make sensible suggestions for example about the possible effects of different inclines on ramps. Progress in Key Stage 2 is sound. By Year 4 pupils show a satisfactory understanding of investigation methods and are able to make and test predictions. This develops further with the older pupils, who show a sound understanding of scientific ideas for example, evaporation and micro-organisms. The younger pupils in Key Stage 2 are progressing at a faster rate than the older ones.

104 The attitudes of pupils in lessons are always sound or good. They show interest in their work, answer questions willingly and with confidence and listen attentively both to the teacher and to each other. Behaviour in class is good and pupils rarely lapse in concentration or attention.

105 Teaching is good in Key Stage 1 and sound in Key Stage 2. Lessons are carefully planned, ensuring an appropriate match of work for pupils of different abilities. Planning and provision is good for pupils with SEN including those with hearing impairment, enabling them to make good progress. In many lessons teachers have high expectations of pupils and this is clearly helping to raise standards. However, in some cases the levels of expectation and pace could have been greater.

106 All teachers have good classroom management and encourage good behaviour in the pupils through the work provided, the methods used and the good relationships they encourage.

107 Science is very effectively managed. A good scheme of work has been introduced, which is already beginning to improve progress.

Information Technology

108 Overall standards of attainment in information technology are below national expectations. In Key Stage 1 pupils use simple programs on the computer, follow instructions and develop keyboard, menu and mouse skills. Some can use the 'Roamer' floor turtle and have a simple understanding of control, but these skills are not securely established in all pupils. Skills in basic word processing are satisfactory, but attainment is limited in the use of simulations and data handling. Key Stage 2 attainment is restricted, as skills well established in Year 5 are not maintained in Year 6. In Year 5 pupils carefully add information to databases, interrogate them and use CD Roms. They used control to prepare sequences such as traffic lights. Word processing skills are satisfactory. Information technology makes a useful contribution to standards in English, mathematics and history.

109 Progress across the school in information technology is unsatisfactory and less consistent than reported in the last inspection. There were however examples of good or very good progress in some years and classes. All aspects of the curriculum are not taught to every child. Pupils with SEN make satisfactory progress. The Family Learning Project, organised in co-operation with Barnsley College, is of great advantage to those pupils whose parents participate.

110 Pupils show enthusiasm for their learning and co-operate well in paired work, for example in taking turns to insert information from census records and bank details. They concentrate well, respect each other and resources. They show confidence in their use of computers and talk freely about their work. Pupils are able to work independently.

111 Teaching is broadly sound however, unsatisfactory teaching occurs when staff lack confidence and expertise and when groups of pupils queue unnecessarily for their turn at the computer. Good teaching happens when teachers are knowledgeable, plan to meet the whole curriculum and build on pupils' previous experience. There are examples of information technology being used well across the curriculum. Further staff training is required. Too few teachers match pupils' work to their different ability levels.

112 A new policy, scheme of work and supportive documentation are available. They need applying with rigour in order to raise pupils' attainment and support learning progression. The school is well equipped with computers. Detailed plans are in place for the introduction of the National Grid for Learning.

Religious Education

113 Pupils' attainment in both key stages is in line with what is expected for the age group and reflects the expectations of the locally Agreed Syllabus. Action has been taken to remedy the weaknesses identified in the last inspection, and provision has improved. Young pupils are aware of the key ideas such as the special qualities of a family, the importance of caring for friends and the need to have rules to live by. They are beginning to learn about religions such as Islam but as yet the extent of this work is limited. By the end of Key Stage 1, pupils have a knowledge of a range of Old Testament stories. Younger pupils in Key Stage 2 know about the life and work of Dr Barnardo, are able to write about psalms and proverbs, and have been introduced to some aspects of Hinduism. By the end of Key Stage 2, the oldest pupils can write extensively about what it means to have a religious belief and how that belief can lead to commitment and has sometimes led to martyrdom. Progress is generally sound throughout the school. Pupils with SEN make good progress.

114 Pupils have positive attitudes to learning. Young pupils are developing sensitive and caring attitudes. Older pupils listen carefully to their teachers and to each other. They show respect, and are willing to share their ideas and thoughts, many of which are of a personal and thoughtful nature, as, for example, in a Year 6 discussion about the quality of life and care for a person dying in the local hospice. Many respond well to the sensitive way in which ideas are introduced and pursued by teachers, especially when the discussion is interesting and of relevance to pupils.

115 Teaching is generally satisfactory. Planning of individual lessons is detailed and well researched. Teachers make good use of questioning, and give careful explanations. Pupils' ideas are valued and extended. However, methods and teaching strategies are somewhat limited, and expectations of what pupils can do are still too low, in terms of both quality and quantity of work.

116 The subject is enriched with visits to the local church and mosque, and now makes a more effective contribution to pupils' spiritual, moral, social and cultural development.

Other subjects

Art

117 Attainment in art just reaches what is expected of the age group at the end of Key Stage 1 but is below this by the end of Key Stage 2. There have been no significant improvements since the last inspection.

118 Pupils are provided with a variety of drawing and painting activities in both key stages. Their mastery over media and materials, observational skills and attention to detail, generally increases as they move through the school. Pupils also learn a variety of techniques including water colour, pastel work, stitchcraft collage and claywork. They gain an increasing understanding of, and sensitivity to, colour and tone. Some awareness of composition and perspective is evident in examples of the work of older pupils in Key Stage 2. Pupils gain some understanding and knowledge of the work of artists, particularly in relation to their styles and subjects. Work is limited in terms of the volume produced and the range of work undertaken. In Key Stage 2, there are too few pieces of sustained work which have been produced over time and work generally lacks the precision, quality and maturity expected of the age group.

119 Progress made by pupils in art is unsatisfactory, both within individual lessons and over time across both key stages. There is little direct teaching of art and so pupils do not gain new skills, knowledge and understanding at the required rate. There is no scheme of work for art to guide teachers in what should be covered within each year group. This means that work is often repeated in subsequent year groups with no additional challenge being added. In particular, pencil drawings show little progress across the school other than that which comes with age and maturity. Often pencil drawings produced in Key Stage 1, show more awareness of pencil techniques and detail than those in Key Stage 2 (in relation to what is expected of the age group).

120 Pupils do, nevertheless, have positive attitudes to the subject, enjoy their work and readily take advice when it is offered. They handle tools and equipment very well, can organise their work spaces and implement tidy-up routines responsibly. Pupils take a pride in their work, but their ability to talk about its process and purpose is often limited.

121 The teaching seen was unsatisfactory. In both lessons, art was being used to support a history topic. Apart from initial instructions to the groups undertaking art, subsequent supervisory comments and a small amount of demonstration, no specific teaching of art took place. In this topic context, crucially, pupils are not given evaluative feedback and teaching points are not made to challenge their thinking. This issue of insufficient rigour in art teaching where it is used to support topic work was raised in the school's last inspection report and has not improved. Teaching is, however, supportive and pupils' work is valued with good use being made of praise.

122 The school's guidelines are helpful in providing guidance on classroom organisation and how to teach skills and competences but they do not guarantee progress across the school. Currently there is no designated curriculum manager for art and the subject lacks leadership. The school should now improve planning in art in order to ensure greater progress for pupils. They should also ensure some direct teaching of art as a subject focus.

Design and Technology

123 Overall attainment is unsatisfactory in relation to what is expected of the age group. Less time and emphasis is given to this subject than in the previous inspection. Pupils are not provided with adequate design and technology experience before they leave school. By the end of Key Stage 1 pupils have worked with clay to create wall ornaments and used needles and thread. Little evidence exists of pupils' using the design process and none of investigating products, mechanisms, and structures. There is some confusion about the specific nature of design and technology and how it differs from art. By the end of Key Stage 2 pupils experience further work with clay, for example, producing replica Roman pottery and two-dimensional buildings. Attainment is good in Year 5 where pupils have exploited links with information technology and science. For example they constructed cam operated models and designed and made card boxes for a computer mouse. Progress is observable in lessons but sustained progress is hindered by the lack of sequentially planned learning opportunities through the school.

124 Pupils have positive attitudes towards the subject and enjoy the work they do. When given the opportunity, they think, plan and work with care.

125 Teaching seen made insufficient demands on pupils but was well managed. As an immediate priority teachers require training to implement the school's new scheme of work and embed the design and make process into the curriculum.

Geography

126 Pupils across the school only just achieve in line with what is expected for their age. Younger pupils know for example about the effects of the weather and seasonal change. They are beginning to understand about life on the island of Barra. In Key Stage 2, pupils are developing skills in using maps, plans, atlases and globes, and can for example locate the Equator and the Tropics of Cancer and Capricorn. Older pupils have successfully used a visit to Filey as a stimulus for investigative work on rocks. The local area is also effectively used to enable pupils plan geographical investigative work. A good example of this was the displayed work about Racecommon Road. Whilst progress in individual lessons is generally sound, progress over time is unsatisfactory. Pupils with SEN make sound progress. There have been no significant improvements since the last inspection.

127 Pupils enjoy their work, and can talk about what they have learned. Behaviour is good in lessons. When working with equipment, they are careful with the resources provided. Attitudes to learning are good.

128 Teaching throughout both key stages is satisfactory. Lesson planning is detailed, but covers a limited curriculum provision. There is a good balance of instruction, questioning, discussion and practical work. Effective use is made of fieldwork and investigation.

129 The school is now using the QCA scheme of work. This should enable teachers to plan for more breadth, depth and rigour in the teaching of geography, help in developing progression in pupils' geographical skills and knowledge, and ensure that assessment and recording of pupils' attainment is manageable and consistent throughout the school.

History

130 Pupils across the school are working at a level appropriate for their age. This is however, within more limited curriculum provision than reported in the last inspection. Younger pupils are developing an awareness of time and of chronology. They can sequence events and use sources to answer questions. They are developing good factual knowledge as was evidenced in Year 2 classes involved in learning about the Great Fire of London. The school uses the local area successfully as a focus for historical investigations, so that by the end of Key Stage 2, older pupils have opportunities to study maps, census returns, newspapers and other sources of information. This research encourages them to present their findings in a variety of ways, some of which include the use of information technology. Progress in the lessons seen was sound, however progress over time across the key stages is limited because of a lack of depth and rigour. Pupils with SEN are ably supported and make sound progress.

131 Pupils show a high level of interest and are eager to share their knowledge. They listen carefully and respond well to their teachers. They apply themselves diligently to tasks set for them, and have good attitudes to learning.

132 The teaching observed was good. Teachers have secure subject knowledge. Lessons are carefully planned. Good use is made of pictures and artefacts. Work on display about the Victorians shows evidence of how the school actively tries to encourage learning through first hand experiences and educational visits, to promote pupils' understanding of the past.

133 The school has sensibly adopted the QCA scheme of work. This should ensure improved progression in the development of pupils' historical skills, knowledge and understanding, whilst enabling assessment and recording of pupils' attainment to be manageable across the school.

Music

134 Pupils in both key stages are able to perform at a level expected for their age group. However they do not attain expected levels in composing, listening and appraising and this has not improved since the last inspection. By the end of Key Stage 1, pupils are able to sing songs confidently from memory, with due attention to quality of tone, dynamics, phrasing and diction. They can name some musical instruments, and understand the effects of blowing, shaking, scraping and striking percussion instruments, frequently using them competently to accompany their singing.

Older pupils are able to sing more complex songs with attention to tone and phrasing. They are becoming confident in singing descants and rounds in two or more parts. They are beginning to use symbols to represent long, short, loud and soft sounds in their introductory work in composing and performing. By the end of Key Stage 2, some pupils can use both tuned and untuned instruments in their composition. This element of music was identified as an area of weakness in the last inspection report. Some improvement has taken place, but further improvement is needed. The other element of music, listening and appraising, was also identified as being unsatisfactory. There is, as yet, very little improvement in this area. It therefore needs to be addressed if the pupils are to have a balanced music curriculum.

135 Sound progress has been sustained in the quality of singing throughout the school. Pupils' work suggests that they make satisfactory progress, but need further opportunities to develop their skills in composing and performing, and in listening to and appraising music of different times, by different composers, and of different cultures.

136 During the class or group singing sessions, pupils listen carefully, take an active part, and work with interest, concentration and enjoyment.

137 Teaching in the lesson observed was satisfactory. Good use is made of the regular peripatetic accompanist. Effective teamwork enables purposeful teaching to take place.

138 The school is in a good position to develop the music curriculum further by implementing the guidelines provided. Music provision is enhanced by tuition in guitar, violin and recorder.

Physical Education

139 In individual lessons across the school, pupils attain in line with what is expected of the age group, but overall progress is not satisfactory. By the end of Key Stage 1 pupils are able to develop a series of movements to make an imaginative sequence, showing good body control. They also show the ability to evaluate and improve on their performance. This is a broadly similar picture to that reported in the last inspection.

140 In Key Stage 2 some good work was seen in a country dancing lesson with younger pupils. Older pupils participated in a line dancing class with enthusiasm and made sound progress. Progress in games is satisfactory. The football coaching scheme through Barnsley Association Football Club is giving good support and some good skills and ball control were observed. No work with apparatus took place during the inspection and little is planned for this term. This is an important aspect of physical education which is under-represented at the moment. There is currently no clear scheme to ensure progress within physical education and this results in a lack of appropriate development across the range of activities.

141 Pupils show good attitudes to the subject. They change and prepare for lessons sensibly. They work with enthusiasm at the tasks they are given and show a good level of interest. Good behaviour was observed in all lessons.

142 The teaching of physical education is sound. Good features were the effective use made of pupil demonstration and pupils' evaluation of their work. In some lessons expectations were not sufficiently challenging and appropriate strategies were not used to improve the quality of response.

143 The school does not have a policy statement or its own scheme of work to guide teachers. The subject is unsatisfactorily managed. As a result progress throughout school is unsatisfactory and some major aspects are under-developed. In this respect there has been no improvement since the last inspection.

144 Pupils have opportunities to take part in extra-curricular activities related to sport. Unfortunately, however, the school field has been out of use for some time and this has restricted field games and competitive sport.

PART C: INSPECTION DATA

Summary of inspection evidence

145 The team consisted of eight inspectors; four were in school for the four day period of the inspection, one for three and a half days, one for three days and one for two and a half days. The specialist SEN inspector focussing specifically on the hearing impaired resource provision was in school for half a day.

146 Samples of pupils' current work were scrutinised in addition to work from previous years and that ongoing in classrooms as well as work on display. Informal discussions were held with pupils including children in the nursery in a variety of contexts in and out of classrooms.

147 During the inspection 79 lessons or part lessons were seen. All teachers were observed teaching on a number of occasions, including those on temporary supply. All teachers, including the headteacher, were interviewed about their roles and responsibilities as managers of subjects or aspects of the school.

148 Daily meetings were held with the headteacher. A series of formal discussions with the chair and a number of governors took place with several inspectors. The lay inspector also spoke to parents in and around school. Additional, informal discussions were also held with the clerical assistants, classroom support staff, the caretaker and lunchtime supervisors.

86 **Data and indicators**

86 **Pupil Data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
R – Y6	412	14	86	100
Nursery Unit/School	52	1	3	---

Teachers and classes

Qualified teachers (R – Y6)

Total number of qualified teachers (full-time equivalent)	17
Number of pupils per qualified teacher	24

Education support staff (R – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	115

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	26

Education support staff (Nursery school, classes or unit)

Total number of education support staff	4
Total aggregate hours worked each week	108

Average class size:

29

86 Financial Data

Financial year:

1998-9

	£
Total Income	646,869.00
Total Expenditure	655,166.00
Expenditure per pupil	1,751.78
Balance brought forward from previous year	38,153.00
Balance carried forward to next year	29,856.00

PARENTAL SURVEY

Number of questionnaires sent out:	490
Number of questionnaires returned:	79
Percentage return rate:	16.12

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	24.1	63.3	8.9	3.8	---
I would find it easy to approach the school with questions or problems to do with my child(ren)	39.2	49.4	7.6	2.5	1.3
The school handles complaints from parents well	7.7	52.6	29.5	9.0	1.3
The school gives me a clear understanding of what is taught	12.7	65.8	10.1	10.1	1.3
The school keeps me well informed about my child(ren)'s progress	19.0	63.3	7.6	8.9	1.3
The school enables my child(ren) to achieve a good standard of work	21.8	66.7	7.7	3.8	---
The school encourages children to get involved in more than just their daily lessons	7.8	57.1	20.8	13.0	1.3
I am satisfied with the work that my child(ren) is/are expected to do at home	16.5	69.6	5.1	8.9	---
The school's values and attitudes have a positive effect on my child(ren)	9.0	75.6	10.3	3.8	1.3
The school achieves high standards of good behaviour	3.9	68.8	14.3	11.7	1.3
My child(ren) like(s) school	34.2	59.5	3.8	2.5	---

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