

INSPECTION REPORT

THORNHILL PRIMARY SCHOOL

Rotherham, South Yorkshire

LEA area: Rotherham

Unique reference number: 106849

Headteacher: Mr L.D. Shaw

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 8th – 11th May 2001

Inspection number: 195422

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Walter Street
Rotherham
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Postcode: S60 1LL

Telephone number: 01709 740473

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs V. Whitehead

Date of previous inspection: 16th – 19th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G. R. Logan	Registered inspector	Mathematics; Information and communication technology	Characteristics of the school; The school's results and achievements; Teaching and learning; Leadership and management
19664	Mr J. Bayliss	Lay inspector		Pupils' attitudes, behaviour and personal development; How well the school cares for its pupils; Partnership with parents.
22182	Miss F. Robinson	Team inspector	Science; Music; Equal opportunities	Spiritual, moral, social and cultural development
1189	Mrs S. Brown	Team inspector	Art; Physical education; Areas of learning for children in the Foundation Stage; Special; educational needs	
21816	Mrs B. Thomas	Team inspector	Geography; History; Religious education; English as an additional language	
28686	Mrs E. Walker	Team inspector	English; Design and technology	Curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thornhill Primary School is a community primary school with 210 pupils in the main school; 107 boys and 103 girls. In addition, there are 34 part-time pupils, 21 boys and 13 girls, in the nursery. Pupils' attainment on entry is low, with particular weaknesses in language development. Seventy-seven pupils have special educational needs, and five of these have statements. This is well above the national average. There are 86 pupils who speak English as an additional language. This is a very high proportion of the number on roll. The languages spoken at home are mostly Punjabi and Urdu. Forty three per cent of pupils are eligible for free school meals. This is above the national average. There is a significant level of pupil mobility with almost one third of pupils leaving or joining the school, other than at the end of the year. The school has recently become part of a Small Education Action Zone and has additional staffing provided through the Excellence in Cities initiative.

HOW GOOD THE SCHOOL IS

The headteacher is providing clear leadership, with a commitment to raising standards in the school. He is well supported by his deputy, other staff and governing body. The quality of teaching is good in the Foundation Stage, with some excellent teaching in the nursery. It is satisfactory in the main school, with a significant amount of very good or excellent teaching in Key Stage 2. The excellent teaching in the nursery gives children a high quality start when they enter school. The improved teaching in the main school is beginning to improve pupils' achievements over time, although further improvements are needed if attainment is to be raised significantly by the age of 11. Although standards at present are below acceptable levels in English, mathematics and science, the majority of pupils make good progress in the school. Standards in the non-core subjects are generally satisfactory by the age of 11. There is good support for pupils with English as an additional language. The curriculum is satisfactory, although the effectiveness of the literacy initiative is constrained by weaknesses in planning for the full range of pupils. There are good care arrangements. Parents and carers are kept well informed about their child's progress. The school receives funding at a level significantly above the average. However, the school's strengths outweigh its remaining areas of weakness and it currently provides satisfactory value for money.

What the school does well

- The provision for children in the nursery is excellent.
- Pupils with English as an additional language are supported well.
- The school promotes good attitudes and behaviour; the personal development of pupils is good.
- The school cares well for its pupils.
- Parents receive good quality information about school activities and how their child is getting on.
- The school sustains good links with its community.

What could be improved

- While standards in English, mathematics and science have improved, there is still work to be done to lift them further.
- Day to day planning needs to be sharpened so that the needs of all pupils are consistently met.
- The role of co-ordinators is not sufficiently extended into monitoring of teaching and standards.
- Assessment, in particular the marking of pupils' work, has weaknesses that limit its usefulness to making improvement.
- In spite of the school's best efforts, pupils' attendance remains poor.

The areas for improvement will form the basis of the governors' action plan.

This is an improving school which provides a positive learning experience for its pupils. Standards have risen steadily in the last four years.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Three areas of concern emerged at the 1997 inspection and were reviewed in an HMI monitoring visit in 1998. Two of these related to teaching, the key weakness in the school at that time. There has been considerable input to improving the quality of teaching in the intervening period. The level of unsatisfactory teaching has been significantly reduced and although weaker practice still exists it

occurs only in isolated pockets. There has been improved provision for staff development and staff are, overall, confident in the range of subjects to be taught. The need to raise standards has been central to the school's development programmes and although standards remain some way below the national average, there has been significant improvement over time. Pupils make, on average, good progress during the time they are in school. In some year groups, progress is, even now, better than that. Taken overall, the school has made satisfactory progress since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	C	well above average A above average B average C below average D well below average E
Mathematics	E*	E	D	B	
Science	E*	E*	E	D	

The national test results for 11 year olds in 2000 were below average in mathematics and well below average in English and science in relation to what is being achieved in schools nationally. Standards were average in English, above average in mathematics and below average in science when compared to similar schools. Although still less good than they should be, standards have risen steadily over a five year period and faster than the rate of improvement nationally. High levels of pupil mobility affect attainment. Around one third of those on roll enter or leave at non-standard times each year. In 2000 the school met its targets for English and mathematics. Inspection evidence indicates that standards in English in Year 6 in 2001 are unlikely to show an improvement on 2000, although standards are likely to be higher in mathematics. Pupils' work shows that the attainment of 11 year olds matches that expected nationally in all other subjects, although no judgement is possible on the standards achieved in music as insufficient lessons were observed. Many children enter the school with low levels of prior attainment. Provision in the nursery is excellent, giving children a very good start. Pupils make steady progress to the age of seven. While evidence shows that the majority of pupils who are in the school over several years make good progress from a low starting point, the school is working to ensure more even progress through Key Stage 2. At present, pupils make variable progress early in the key stage, good progress in Year 5 and very good progress in Year 6. Pupils with special educational needs are supported well and make satisfactory progress overall. Support for pupils with English as an additional language is a high priority in the school and this enables them to make good progress. They are well represented among the higher attainers in every year group.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils like school and show positive attitudes to learning in class. They respond well to instructions from teachers and try hard to achieve.
Behaviour, in and out of classrooms	Good; pupils behave well both in the classroom and elsewhere.
Personal development and relationships	Good; pupils get on well with each other and show respect for each other's feelings. When given the opportunity, pupils willingly take the initiative and carry out responsibilities sensibly. No pupils have been excluded from the school recently.
Attendance	Poor; the result of many pupils making extended visits to family homelands. Pupil mobility and the long periods absent pupils remain on

	the register seriously affect the school's figures. Where attendance is unsatisfactory, pupils' attainment is affected. However, there is no evidence of truancy and the level of unauthorised absence is lower than the national average.
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Pupils' good attitudes and behaviour, good relationships and positive response to the opportunities provided for their personal development all contribute to the effectiveness of their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

Teaching was a weakness at the last inspection and is now significantly improved, with many strengths. Ninety-three per cent of teaching is satisfactory or better, 33 per cent is good and 22 per cent is very good or excellent. Seven per cent is unsatisfactory. Teaching in the Foundation Stage is good overall, but in the nursery it is very good and frequently excellent. Teaching is satisfactory in Key Stage 1, although the proportion of high quality lessons is lower than in Key Stage 2. However, the improved quality of teaching is having a positive effect upon pupils' attitudes to learning and is beginning to produce better standards in mathematics and English. Teaching in Key Stage 2 is more variable and includes both the best teaching (in Year 6), and three unsatisfactory lessons (in one Year 3 and 4 class). Teachers' expectations of what pupils can achieve are not high enough in all classes. This is particularly the case in mixed-age classes. Teachers do not consistently provide for the full range of pupils and this may affect potential higher attainers. Opportunities to extend literacy, numeracy and information and communication technology skills across the curriculum are improving, particularly at the end of Key Stage 2. The best teaching sustains a brisk pace and catches pupils' enthusiasm and interests. Questioning is used effectively in some lessons – for example, in the Foundation Stage. The majority of staff manage their classes well and build good relationships with pupils. The use of assessment information to help pupils to improve their work is a weakness. The good support provided by learning support staff has a positive effect on the quality of pupils' learning, particularly those with special educational needs. Targeted support for these pupils, and those with English as an additional language, by specialist staff, is often of good quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. The curriculum for children in the Foundation Stage is very good. A satisfactory range of opportunities is provided for pupils in the main school. Not all elements of the information and communication technology curriculum are fully provided for.
Provision for pupils with special educational needs	Satisfactory; pupils make steady progress towards the targets set for them.
Provision for pupils with English as an additional language	Good. Pupils for whom English is an additional language are supported very well. This enables them to make good progress. By eleven, the majority use English effectively in their speaking and in written work
Provision for pupils' personal, spiritual, moral, social and cultural development	Good, overall. There is good provision for moral, social and cultural development. Pupils are very clear about the difference between right and wrong. The provision for spiritual development is satisfactory.
How well the school cares	Good. The school provides a good level of care. Staff know the pupils well and show positive interest in their well-being. While assessment

for its pupils	procedures have improved, the information gained is not used well to inform the planning of future work.
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The school's partnership with parents is good. Parents value the work of the school. They are provided with detailed information about school activities and how their children are getting on. The pace of change in providing for information and communication technology is rapid; the minor weaknesses which exist in the curriculum should be resolved when new equipment is installed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school. He is strongly supported by the deputy headteacher who makes a significant contribution to developments within the school. The role of subject co-ordinators, other than those for literacy and numeracy, has yet to be sufficiently developed.
How well the governors fulfil their responsibilities	The governors are committed to the success of the school and have an increasing involvement in its life and work. Legal requirements are met.
The school's evaluation of its performance	There is a clear understanding of the school's strengths and weaknesses and these are reflected appropriately in the school development plan.
The strategic use of resources	Satisfactory; educational priorities are supported through the school's use of the resources available to it. The school's application of the principles of best value in its work is satisfactory.

While the accommodation has a number of unsatisfactory features, the overall quality of classrooms is satisfactory for the delivery of the curriculum. Staffing levels are good. Support staff make a significant contribution to children's learning. The level of resourcing is satisfactory: information and communication technology resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. • The school expects their children to work hard. • The school is well led and managed. • The school helps their children develop into mature and responsible individuals. • They feel comfortable approaching the school with suggestions or concerns. 	<ul style="list-style-type: none"> • Better academic progress. • The amount of homework, though some want more others less. • The range of activities outside lessons

Only eighteen parents responded to the parents' questionnaire and nine parents attended the Parents' Meeting so the above may not be fully representative of parents' views. However, they are supported by the discussions with parents who met inspectors during the inspection. Parents are strongly supportive of the school. Inspection findings generally confirm the positive views of parents. No evidence was found to support the negative view about homework provision; that is judged to be appropriate. The provision for activities outside lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests for pupils aged seven, standards were low in reading, and well below average in writing and mathematics. In comparison with similar schools, standards of attainment were well below average in reading and mathematics and below average in writing. Standards have improved steadily in the last four years, but more markedly in writing and mathematics than in reading. However, they still fall short of what is being achieved nationally, particularly at the higher attainment levels. There is no significant difference in the attainment of girls and boys, although in some areas, such as mathematics, boys perform slightly better than girls.
2. Inspection evidence indicates that the standards currently attained by pupils aged seven are slightly higher in mathematics and reading when compared to the 2000 national tests and broadly the same in writing. However, the introduction of the National Literacy and Numeracy Strategies is having a positive effect on improving standards by the age of seven. The quality of teaching and learning is satisfactory. A crucial factor, however, is the low levels of attainment of the youngest children when they enter the school. Significant deficits in language, mathematical and personal and social skills mean that there is much ground to be made up, in spite of the very good start provided in the nursery. Although standards are still low by the age of seven, this does not adequately reflect the amount of steady progress which pupils have made. Pupils' reading and speaking skills are particularly weak elements. Limited literacy skills remain a constraint upon pupils' access to the wider curriculum through much of their primary experience.
3. In the 2000 national tests, standards of attainment for pupils aged eleven were below average in mathematics and well below average in English and science. In comparison with similar schools, standards were below average in science, average in English and above average in mathematics. Standards in the four years since the last inspection have shown steady improvement and at a greater rate than that found nationally. Even so, they remain some way below average. While the school achieved its targets at Key Stage 2 in 2000, it is unlikely to achieve the ambitious target set for English in 2001. Pupils now at the top of the school have, in previous years, experienced some of the weaker teaching which was a key weakness in the school when it was previously inspected. This makes it difficult for them to catch up with the standards expected, even with the benefit of the high quality teaching now evident in Years 5 and 6.
4. The pattern of attainment and progress across the school is complex, for several reasons: the high proportion of pupils with special educational needs (around 34 per cent of those on roll), the number of pupils receiving free school meals (around 43 per cent) and the large group of pupils who do not have English as their first language (44 per cent). A significant group of pupils start or leave the school mid-year. In the last school year, 69 pupils entered or left the school at non-standard times. This is around one-third of those on roll. The current Year 6 has seen many pupils come and go, with 45 pupil movements since Year 1. Seven have joined in the last four terms, while four have recently been away on extended holidays. Such levels of instability have a profound effect on the standards which can be achieved. However, a significant number of pupils achieved the challenging level 5 in all three core subjects in 2000. Analysis of the progress made by pupils between Key Stage 1 and the Key Stage 2 tests in 2000 indicate that the majority made above or well above average progress in English and mathematics in relation to their prior attainment.
5. Inspection evidence indicates that standards in English, mathematics and science by the age of 11 remain at least below average. In spite of the high quality of teaching which they now receive, the pupils currently in Year 6 are unlikely to improve upon what was achieved in 2000 in English, although performance is likely to be better in mathematics and science. There are fewer potential higher attainers than was the case in 2000. One significant factor relates to planning across the school, particularly in Years 2 to 4, where teachers do not always plan

sufficiently to meet the needs of all pupils - for example, higher attainers. This limits the amount of progress which these pupils can make. In addition, minor inconsistencies in the quality of teaching remain to be resolved.

6. Pupils' attainment in information and communication technology is below the expected level by the age of seven, but is now in line with the standard expected by 11. The subject had limited priority until the computer suite was installed recently. However, a programme has been implemented, to enable standards to be raised. This is beginning to work through the school, but is a successful component of the curriculum at the upper end of Key Stage 2, where computers are making a strong contribution to learning across the curriculum and pupils' skills are improving rapidly.
7. Standards in religious education are in line with those recommended in the locally agreed syllabus. Pupils aged seven attain in line with national expectations in geography, design and technology, history and music and below national expectations in physical education and art. Pupils aged 11 attain in line with national expectations in all subjects of the foundation curriculum. No judgement was possible on the standards achieved in music because too few lessons were observed. The raising of standards is a key concern of the headteacher, who continues to work for further improvement.
8. Many children begin nursery with low levels of skill in language (particularly speaking and listening), mathematics and personal and social development. Although they make very good progress in the nursery, many do not achieve the expected level and their attainment in most areas is still below the level expected for their age when they enter reception. This is confirmed by the initial assessments that are undertaken by teachers, using the local education authority's baseline scheme. By the time the reception children are ready to start in Year 1, very few of them, other than the few more able children, attain the Early Learning Goals¹ in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical or creative development. In personal, social and emotional development a number of children attain the Early Learning Goals because of the good focus on these skills.
9. Pupils with special educational needs attain standards that are well below those expected for their ages. Just under a third of the pupils in the school are on the register for special educational needs. Pupils have positive attitudes to learning and are generally well behaved. A significant proportion of pupils have low esteem for which the school works hard to compensate through learning mentors.
10. Provision for pupils with English as an additional language is good overall. They learn at a steady rate which is similar to other groups of pupils. However, like other pupils, they achieve well below the expected standards in English at age 7 and below the expected standard at age 11. At both key stages, pupils at the early stages of learning English make good progress, because of the well focused support provided. This means that their opportunities to access the rest of the curriculum are good. Withdrawal from the group work activities in numeracy and literacy sessions for specific support is having a good effect on the achievement of these pupils.
11. The school assembles a wide range of information on pupils' prior attainment and is beginning to undertake comprehensive target-setting for individuals across the school. Targets are set appropriately for the standards pupils are expected to attain in the end of key stage national tests in 2001. The school achieved its targets in English and mathematics in 2000.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, values and personal development are good. The positive situation found at

¹ Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

the last inspection has been maintained and there have been significant improvements in behaviour since the school was monitored by HMI in 1998. Attendance, however, continues to be a problem for the school, despite trying very hard, with only marginal improvement since 1997.

13. Children under five are happy to come to school and settle quickly to their chosen activities when they arrive. They adapt rapidly to the routines of school life and begin to develop good levels of independence. Their attitudes towards work are always good.
14. Throughout the infant and junior parts of the school pupils' attitudes to learning are good. Even when, very occasionally, teaching is not sufficiently challenging, the large majority of the pupils do not take advantage. In lessons, they listen carefully to the teacher and do their best. They enjoy taking part in question and answer sessions, during which they are happy to take turns without inappropriate shouting out. They show an interest in what they are doing. They enjoy conversations with each other and adults and listen with interest to what is being said. The good attitudes displayed by most pupils provide a constructive atmosphere in the classrooms and promotes learning well.
15. Good behaviour is a feature of the school. There is an orderly and constructive atmosphere. It has not been necessary to exclude any pupil in recent years. Although instances of inappropriate behaviour during lessons were observed during the inspection, especially from some pupils with emotional and behavioural difficulties, teachers have sensitive and effective strategies to deal with them when they occur. Rewards for good behaviour and good work are keenly sought and pupils are proud to be presented with achievement awards at the weekly merit assemblies.
16. The school is an inclusive community and relationships are harmonious. Pupils show tolerance and respect for other people's feelings. There is no evidence of vindictive bullying, sexism or racism within the school. Behaviour is good. Outside the classroom, during break and lunchtimes, pupils behave well. Some parents are concerned about the standard of behaviour during lunchtimes but inspection evidence does not support these worries.
17. Pupils respond well to the school's provision for their personal development. They have opportunities to assume responsibility, which steadily increase through their school life. Children under five help to tidy away at the end of sessions and look after their possessions. Older pupils are conscientious in fulfilling their classroom and school responsibilities. They readily involve themselves in charitable activities, showing recognition of the need to help those less fortunate than themselves. Opportunities for displaying initiative and accepting responsibility have increased recently with the introduction of a School Council. Members of the School Council take their responsibilities seriously. Sensitively guided by the Year 5 teacher, their views are treated with respect and positively affect pupils' own development as well as that of the school. Relationships are good. Pupils respect the values and beliefs of others and mix well together.
18. Levels of attendance are poor. As a result of a significant number of the pupils being involved in the observance of religious festivals and extended visits to family homelands, attendance is well below the average for primary schools nationally. This affects the attainment of the pupils involved. There has been little improvement since the time of the 1997 inspection. However, truancy is not a problem. Levels of unauthorised absence have improved considerably and are now lower than the national average. Unauthorised absence is the result of a small number of parents having a relaxed attitude to the importance of school attendance and the need to comply with school procedures. Punctuality in the morning is generally good. When instances of lateness occur, they can disrupt lessons and as a result the quality of learning for those involved is reduced.

HOW WELL ARE PUPILS TAUGHT?

19. At the last inspection, two of the three key issues for action centred on weaknesses identified in the teaching. The inspection found that teaching was unsatisfactory overall in Key Stage 1, but particularly towards the end of the key stage. There was much variability in Key Stage 2,

with a significant weakness in Year 4. There was, subsequently, a focus on the development of teaching, to ensure that the overall quality would rise, thereby improving the quality of the pupils' experience.

20. Inspection evidence indicates that there has been a considerable improvement in teaching quality. This is now satisfactory overall, but with a significant amount of good or very good teaching having a positive effect on pupils' attainment and progress. Some weaknesses in the teaching at Key Stage 2 remain. Across the school, teaching is satisfactory or better in 93 per cent of lessons. It is very good or excellent in 22 per cent (three times the previous figure), good in 33 per cent and satisfactory in 38 per cent. Seven per cent of teaching, less than one-third of the previous figure, is unsatisfactory.
21. The quality of teaching in the Foundation Stage is good overall. However, this includes both the reception where teaching is satisfactory or good and the nursery where teaching is of a consistently high quality, with some outstanding teaching observed. In the nursery, the quality and range of learning opportunities is excellent. Assessment is used very well to help staff to plan the next stages of learning. There are high, but realistic, expectations of what children can achieve and the stimulating approach encourages young children to be curious and to learn well. There is highly effective teamwork within the nursery. The high quality of provision enables children to make significant gains in their learning. The excellent nursery practice is now being adopted and extended in the reception class, so providing an increasingly consistent quality of experience for the youngest children.
22. The quality of teaching is satisfactory in Key Stages 1 and 2, with a healthy proportion of good or very good teaching (over half the total). The bulk of teaching in Key Stage 1 is at least satisfactory and often good (around two lessons in every five). There is a greater range of teaching quality in Key Stage 2, which includes both the strongest teaching and three out of four of the unsatisfactory lessons. The highest percentage of good teaching occurs in Year 6, where all of the teaching was good or better and two-thirds was very good or excellent. This high-quality input is having a very positive effect upon pupils' attitudes, behaviour and learning. Three lessons observed in one Year 3 and 4 class were unsatisfactory. This had a negative effect upon pupils' attitudes and their learning. The variations in teaching link very closely with the variable (but improved) progress which pupils make as they move through the school.
23. Teachers' subject knowledge is generally secure, but there are minor weaknesses in music at Key Stage 1, in physical education and in information and communication technology. The quality of teaching in English and mathematics has improved as a result of the implementation of the literacy and numeracy strategies which provide a tight framework for teaching and learning and clear guidance for teachers. However, while benefits are beginning to come through, the pace of improvement, particularly in literacy, is not as great as it might be. Weaknesses in assessment and planning mean that work is not sharply matched to pupils' needs. Higher attaining pupils are not always planned for appropriately. This is a weakness, for example, in Year 2. Short-term planning remains inconsistent. The teaching of basic skills continues to be variable and this is reflected in the standards achieved. There is now very good support for literacy and numeracy skills in Year 6. In general, reading skills receive insufficient attention across the school.
24. Sufficient emphasis is not always given to planning the use of literacy and numeracy skills in different subjects. There has been an improvement in planning the integration of information and communication technology in subjects across the curriculum. There is very good practice in Years 5 and 6, but less evidence elsewhere. Assessment procedures, although developing, are not yet effective in subjects other than English, mathematics and science and information is not used consistently to ensure that activities match pupils' varying needs and prior attainment. The quality of the marking of pupils' work is inconsistent and often weak. The better practice places emphasis on what pupils need to do to improve their work further. Too often, however, work is superficially marked, with few pointers for improvement provided. The school is beginning to set targets for individual pupils. This was seen in mathematics and literacy. Homework procedures are effective across the school.

25. A key strength of teaching is the very effective way in which staff manage pupils and there is a good level of consistency of approach through the school, even in lessons where other elements are less secure. In Year 6, pupils are managed very successfully. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work. Support staff make a good contribution to pupils' learning and progress. The pace at which pupils are expected to learn varies. In some year groups – for example, Year 6 – the pace is very brisk and this motivates pupils well. Elsewhere the pace can be slower. This affects learning significantly and is occasionally a problem in mixed year groups. When a good pace is expected, pupils complete sufficient work and extend their learning further.
26. Teaching for pupils with special educational needs is satisfactory. Pupils make steady progress towards the targets set in their individual education plans. These targets relate to improvement, particularly in English, but also in mathematics and behaviour. However, some targets are not specific enough and as a result activities are not always matched well enough to particular needs. Support staff are used effectively but teachers do not give sufficient attention in their planning to ensuring that the needs of the differing abilities are met. Records of gains in learning are maintained.
27. The school has a strong commitment to meeting the needs of pupils with English as an additional language. The co-ordinator for English as an additional language and class teachers work closely together to ensure that work is suitable challenging for all pupils. The majority of pupils make good progress in their acquisition of English, so enabling them to access the rest of the curriculum. Withdrawal from group work in literacy and numeracy sessions, and the provision of focused teaching, is having a good effect on pupil achievement. Overall, the quality of teaching support for these pupils is good.
28. The following are examples of how good teaching positively affects pupils' learning:
 - In an excellent religious education lesson with Year 3 and 4 pupils, which focused on special places in Hindu homes, the teacher provided a very effective introduction to reinforce pupils' understanding and encouraged them to reflect on places which were special to them. The very positive relationships which existed, and the sense of spirituality, encouraged pupils to speak openly and to trust others. The teacher was receptive and encouraging and took the session forward by showing a Hindu place of prayer and 'special guests'. She repeated key phrases and reinforced learning steadily as the session progressed. By the end, the objectives for the lesson were fully met.
 - In a Year 6 art lesson, based on a recent study of bacteria in science, the teacher demonstrated a high level of subject knowledge. In the introduction she reiterated the range of materials and techniques which were available. She shared the learning objectives with the pupils and provided vital technical advice on the best starting points for their activity. Resources were very well prepared and readily available. She constantly reinforced skill development and the need to produce one's personal best. This emphasised the high standards at the heart of the lesson. Planning was very specific. There was evidence of on-going assessment as she periodically looked at and assessed the work in progress. By the end of the lesson pupils showed good gains in learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The quality and range of activities provided for pupils in the Foundation Stage is very good. The curriculum covers all the six areas of learning recommended for young children, achieves a very good balance of provision across the areas and prepares children very well for the National Curriculum and the next stage of learning.
30. Overall, the school provides a satisfactory range of learning opportunities for pupils at Key Stages 1 and 2. The curriculum generally meets the requirements in the core subjects of English, mathematics, science and in the foundation subjects. Religious education is taught in accordance with the locally agreed syllabus. There is a minor, but temporary, weakness in the curriculum for information and communication technology due to a lack of equipment. The

school's revised curriculum, based on the most recent national guidance, now provides a range of worthwhile opportunities for learning which meets the pupils' interests and aptitudes. The balance of the curriculum is not always consistent; for example, the amount of time spent on some non-core subjects varies from class to class. The key stage co-ordinators have worked to improve the range of reading and writing materials provided for boys and these are now satisfactory. The curriculum is enriched by a good range of activities which pupils can attend outside lessons. For example, there are clubs which cater for pupils' sporting interests, including football, cricket and rounders, as well as activities which support their academic progress. There are opportunities for residential weekends, often provided in conjunction with the Youth and Community Centre, with which the school maintains a creative partnership. The school makes satisfactory provision for homework, however a significant number of pupils do not complete the assignments. The local community centre provides facilities for pupils to complete their homework, or to use the computers for research purposes.

31. The strategies for the teaching of literacy and numeracy are firmly in place. However, the school has not sufficiently adapted the guidance in the National Literacy Strategy to meet the needs of all pupils, particularly where pupils are taught in mixed age classes. Structures for teaching the basic skills of numeracy are in place and the strategy is adapted to meet the needs of most pupils and for pupils who have special educational needs. There are good links between subjects which help the pupils to apply their literacy and numeracy skills and improve them. Information and communication technology, while an improving area, remains underused in the majority of classes in a range of subjects. However, in Years 5 and 6 the use of information and communication technology is carefully planned and used in a variety of ways to develop pupils' skills and knowledge.
32. The curriculum for pupils with special educational needs and those for whom English is an additional language is appropriate and meets their specific needs. The Code of Practice² is fully implemented. Good use is made of support staff; they are well organised and provide effective support and sustain pupils in their lessons. When it is appropriate, they withdraw them from the main activity to develop their skills. Such support is effectively used to promote the attainment of pupils with English as an additional language. When pupils who have special educational needs are expected to do the same task as other pupils, they make limited progress and the support is not used effectively.
33. Equality of access and opportunity is satisfactory overall. However, at the last inspection it was reported that curriculum progression in mixed age classes was insecure. The co-ordinators have continued to monitor the situation but there is still insufficient planning of the curriculum to meet the needs of higher attaining pupils in mixed age classes. There has been an improvement in long and medium term planning since the time of the last inspection. There is now clear direction for pupils' learning in all subjects. Short term planning is produced in all classes but learning objectives for some groups of pupils, especially those in mixed age classes, are not always clear. Progress for pupils in many lessons is not measured consistently and the plans do not reflect the next steps pupils need in order to make progress.
34. Provision for health, sex and drugs education is good and forms an integral part of the school's effective programme for pupils' personal and social development. The governing body has a policy on sex education. Pupils are taught about citizenship at both key stages. Links with other agencies, including the South Yorkshire police, have provided resources and focuses clearly on this aspect of the curriculum.
35. There are good links between the school and the local secondary school to which the majority of pupils transfer. Community links are given a high priority and relationships with local schools, the youth and community centre, residents, the local police and local businesses are very strong. They support the school with both equipment and financial support and, in addition, a major local business provides reading partners so that pupils have additional opportunities to read to another adult.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

36. The provision for pupils' moral, social and cultural development is good, while the provision for spiritual development is satisfactory. Since the previous inspection the provision for social and cultural development has improved to good, while moral education continues to be good. In spiritual development the contribution of art, drama and music to pupils' spiritual understanding has improved, although some assemblies develop this area better than others.
37. Provision for the spiritual development of pupils is satisfactory. The school actively promotes pupils' spiritual development across the curriculum in religious education, history, science, music, art and dance. There are opportunities for pupils to make a reflective response to what they see and learn in the surrounding environment. Opportunities are provided for the study of beliefs both through the religious education curriculum and some daily assemblies. The school has a dispensation so that the act of collective worship can be widely based, and usually adequate time is provided for reflection and prayer. The acknowledgement of festivals from other cultures is soundly developed throughout the school.
38. The provision for pupils' moral development is good and pupils are clearly taught the principles of right and wrong and of care of property and the school environment. The school has a comprehensive 'personal, social and health education' policy, which covers specific areas for the teaching of moral and social issues. Teachers actively promote opportunities for others. Opportunities are provided for pupils to develop a caring and tolerant attitude.
39. Provision for pupils' social development is good and they are given encouragement to relate effectively to others. They learn to take responsibility for themselves and others, for example in the School Council. They undertake jobs such as taking registers and learn to care for others. The school has developed a good programme to build up pupils' confidence and self-esteem. They raise money for charity and learn about caring for those less fortunate than themselves.
40. The provision for pupils' cultural development is good and the school provides valuable opportunities for pupils to appreciate the cultural traditions of other pupils represented in the school. The school provides full access to a wide and stimulating range of experience in the arts and pupils go on a range of trips and visits. They also participate in various performance opportunities such as concerts and religious festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has maintained the good provision for the welfare, health and safety of its pupils that was found at the time of the 1997 inspection. The school continues to offer a welcoming environment that provides appropriate support and guidance for pupils. There is good support from bilingual and special educational needs support staff. Issues about pupils' self-discipline raised at the previous inspection are no longer in evidence. Overall inspection evidence supports the views of parents that the school is a caring one that provides a safe and supportive environment in which children can concentrate upon their learning.
42. The staff, especially the permanent teachers, know their pupils well and this enables them to respond sensitively and positively to their individual needs. All pupils, whatever their circumstances, are provided with personal support that recognises their individual needs. There is a supportive atmosphere within the school, especially for the youngest children, which aids learning. There is a strong emphasis upon inclusivity. This ensures that all are treated equally and given proper support appropriate to individual need. Lunchtime supervisory staff, who relate well to the pupils, provide effective support and this has a positive effect on behaviour and safety. The pupils are happy at school and confidently turn to adults when they need help or advice.
43. School staff and governors have proper regard for the health and safety of the pupils although more vigilance in identifying potential problems is necessary so that risks to health and safety are minimised. There has been effective action to overcome the problem regarding loose tiles found in the 1997 inspection but it continues to be unsatisfactory that bricks from a broken wall should be allowed to lie in a potentially hazardous position or that floor coverings are not

always securely fastened down. Overall, despite some problems related to the age and design of the school, the school works hard to ensure that the well-being of all members of the school community is protected. First-aid and fire safety arrangements are satisfactory. The school's procedures for dealing with the very occasional accident are effective.

44. Child protection arrangements are good. They meet statutory requirements. The designated person is very experienced and all staff undertake this responsibility conscientiously and well.
45. The school's procedures for monitoring and improving attendance have been maintained at the high level found in 1997. It is not for want of trying that the school has been unable to raise overall attendance levels further than has been the case so far. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording lateness and unauthorised absence are rigorous. There is good liaison with the school's education welfare officer and good procedures for contacting parents in the case of unexpected absence.
46. The measures that are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is an expectation of good behaviour that was not found at the time of the 1998 monitoring report. Rewards and sanctions are well understood and accepted by pupils.
47. The school's arrangements for the monitoring and promotion of pupils' personal development are satisfactory. Formal arrangements including teacher records and summaries in the pupils' annual reports are satisfactory although opportunities to record non-academic success are frequently missed. The appointment of Learning Mentors, the maintenance of individual records, regular staff discussions, positive rewards system, the School Council and charitable activities all contribute positively to the school's provision for the non-academic development of its pupils. Informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are good.
48. The provision for pupils with special educational needs is satisfactory and statutory requirements are met. Needs are identified early and outside agencies are used effectively. Targets are set by class teachers, supported by the special needs co-ordinator, and are regularly reviewed. However, pupils' individual education plans sometimes lack sufficient detail and targets are too vague. The school receives very good support from the learning support teacher, who shares many of the responsibilities of the special needs co-ordinator. She sets clear targets for pupils and the quality of these pupils' individual education plans is good. She monitors support structures and initiatives well. Gains in academic and personal progress are recorded efficiently and parents and guardians are kept informed on a termly basis.
49. The procedures for assessing children's progress in the nursery are excellent as is the use made of the information gained to inform planning and set individual targets. Early assessment procedures are in place on entry to the reception class and at the end of the Foundation Stage. Many of the excellent strategies in the nursery are being extended into the reception class.
50. The procedures for assessing pupils' attainment and progress are good, due to the arrangements in place in English, mathematics, science and information and communication technology. There is some good use of testing. There are no assessment procedures for other subjects and this is unsatisfactory.
51. Recently a tracking system has been introduced for mathematics, which feeds into the key objectives for numeracy. There are plans to develop this for science, which at present does not have tracking or target setting in place. Test results are analysed to identify pupils who need more support and to set targets for all pupils in English and mathematics. This is good feature of the assessment process. From the analysis of information weaknesses are identified and prioritised, for example, in writing. The weakness is that the good amount of data available in the key areas such as English, mathematics and science is not used sufficiently to guide the planning of the curriculum. The lack of use of assessment in this way

limits pupils' progress. In particular, the higher and lower attaining pupils are adversely affected. Higher attainers, for example, are not always well enough challenged through sufficiently demanding work, whilst tasks set for some lower attainers are too difficult. The weakness in the use of assessment was identified at the previous inspection and has yet to be dealt with fully.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The small number of parents who responded to the parents' questionnaire, the nine parents who attended the pre-inspection meeting, and those who met with inspectors during the inspection, have positive views about the school. Parents have a higher opinion of the school than indicated at the time of the 1997 inspection. They particularly like the quality of teaching, that the school expects their children to work hard, that the school is well led and managed and that it helps their children to become mature and sensible members of the community. Though not a significant proportion of parents, some have concerns about some aspects of the school's provision, including the progress their children make, some elements of behaviour, information about how their child is getting on and the range of activities that is provided outside normal school hours. Inspection evidence supports the views that the pupils are expected to work hard, that they are helped to become mature individuals and finds no evidence to support the negative views about extra-curricular activities. These are thought to be good.
53. The school's liaison with parents, right from day one at school, is good. Home-school links are supported by a home-school agreement that provides for commitment by the school, parents and the pupil to the improvement of standards. Governors also take an active interest in parental links and their Governors' Surgery initiative makes a positive contribution to supporting parents who have suggestions or concerns. The school encourages parents and other helpers to participate in its work and has had some success with parents supporting fund raising events and a few helping directly in school. However, personal circumstances and cultural traditions frequently mean that many parents are unable directly to support the work of the school, either in school or at home. In an effort to overcome parents' reluctance to help in school there has been a recent initiative by a small group of parents, helped by the media studies department of the local College, to produce a multi-language video. This is an excellent example of how school and parents can work together to mutual advantage. The parents have thoroughly enjoyed the experience, have benefited from it and have produced something that will be used by the school to promote its activities and demonstrate to parents what happens in school and how they can help. There is no formal parent teacher association but the involvement of parents in social and fund raising activities organised by teachers and pupils is good. Parental support for school assemblies and attendance at parents' evenings is good.
54. The quality of information provided formally by the school is good. Newsletters, including the curriculum information supplied each term, and a variety of liaison activities including workshops, assessment testing advice and information sessions that are held throughout the year keep parents well informed about school activities. The school prospectus provides parents with most of the information that is important to them, although information about admissions is brief. It is a somewhat formal document given its target audience. The Governors' Annual Report to Parents, again rather formal, is well-presented. It is weak on providing information about the facilities for disabled pupils and the information about attendance. Parents are provided with opportunities to be informed of their child's progress and development on a termly basis through open evenings, and annually through a written report. Whilst there is some variation from teacher to teacher the quality of the latter is satisfactory overall with some good elements. Statutory reporting requirements are met fully. The reports are individual and many reflect much thought by teachers. They provide parents with information on what their child has done and can do and how this compares with that expected for their age. They also provide well-focused targets for improvement.
55. Parents and guardians of pupils with special educational needs are kept informed at all stages of the Code of Practice and are invited to attend reviews, although a significant number do not

take up the invitation. Termly parents' meetings provide additional opportunities for parents to discuss their child's progress and the outcomes of the regular reviews and targets set.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. When the school was inspected in 1997, management was considered to be satisfactory overall, with strengths in the creation of a good management team and some weaknesses in strategic planning. A general monitoring visit by HMI in 1998 indicated that there had been further improvement, although there were some concerns about pupils' attitudes and the relatively slow pace at which standards were rising. The recent threat to the future of the school, in the context of school reorganisation, was successfully resolved as a result of a concerted local campaign. The school is now a member of a recently-established Small Education Action Zone, where local schools work together to tackle issues which affect educational provision and standards in the immediate area.
57. The headteacher and key staff are providing the school with effective leadership and management. The headteacher has a clear vision for moving the school forward. He is strongly supported by the deputy headteacher, who has made a major contribution to the progress made by the school recently. She is inhibited in her role by a full-time teaching commitment, with few opportunities for release. This restricts her from having a fuller effect on the work of the school and reduces her availability for the monitoring of teaching and learning. While monitoring has, in broad terms, improved, there are still too few detailed written records of observations of teaching. Although considerable progress has been made in dealing with the high level of unsatisfactory teaching identified at the last inspection, isolated pockets of weaker teaching still exist and these contribute to the variability of pace at which pupils learn as they move through the school.
58. While the management team has strengths, there is a need for greater clarity in identifying an appropriate Foundation Stage co-ordinator. A number of subject managers have changed role recently and few of these are firmly established. While there is a clear view of what subject managers ought to be doing, few of them, apart from the co-ordinators of literacy, numeracy and information and communication technology, have the opportunity to influence practice in the school, so fulfilling their role more effectively.
59. The school has explicit aims, with an appropriate focus on the raising of attainment, and these have been reviewed recently. The values promoted by the school are strong. The social dimensions of the community are a strength. Parents are supportive of the school's work, although relatively few of them are in a position to offer practical support.
60. The governing body, under the strong leadership of the chair, is very supportive of the headteacher. Governors are increasingly well-informed about the work of the school and confident in judging its quality. They are still reliant to some extent on the information provided by the headteacher, particularly in relation to the curriculum and the standards being achieved. The role of 'link' governors is developing and several governors visit the school regularly. They fulfil their roles effectively in relation to staffing and premises' management. Committees are well-established and work effectively, giving due attention to their particular responsibilities. Legal requirements are met. Sound performance management systems have been implemented. The school development plan establishes appropriate priorities for the school.
61. The co-ordinator for special educational needs maintains the register of pupils efficiently. However she has insufficient time to share concerns and develop expertise with other staff. Although individual education plans are reviewed regularly, time constraints mean that these sometime lack detail and targets are not sharp enough. All staff are kept well informed of pupils' targets, but there is little evidence in planning of enough account being taken of these. Activities are not always matched to the needs and abilities of individual pupils. Outside agencies are involved as required and the school receives very good support from the Learning Support Service.
62. The school's procedures for ensuring that the financial resources available to it, which are significantly higher than the national average for primary schools, properly support the

educational needs of its pupils are satisfactory. There is a clear cycle of financial planning, linked to the school's development plan, and the monitoring of expenditure is secure. Accumulated financial reserves are low but governors, advised by the headteacher, have proper regard for the use of planned savings. They are aware of the implications of their decisions in this respect. Contingency planning is in place to ensure as far as possible that the school's finances will be sufficient for the continuation of its present strategies. Expenditure has been targeted to directly benefit pupils' attainment and progress by maintaining staffing levels, providing additional learning resources and creating an improved working environment. Although the level of funding available to the school is high, its strengths outweigh its remaining areas for development. It currently provides satisfactory value for money.

63. Governors, especially those directly involved in financial matters, feel ownership of the budget but their direct input to its development is limited. They depend upon the headteacher providing them with objective information about how budget decisions have been arrived at and the strategies behind them. Despite the increased commitment of many governors since the 1997 inspection there continues to be a need for governors to ensure that they are taking a broad enough view of the most effective way of improving standards. There is some evidence that detail has taken priority over strategy. Overall, however, there is a satisfactory identification of priorities for improvement related to improving the quality of education and raising standards.
64. The considerable specific funds element of the school's finances, and other additional funding, including that resulting from the school's involvement in a small Education Action Zone, is well focused. It has a positive effect on the quality of learning provision for the pupils who are supported, such as those who receive extra support to meet special educational or language needs.
65. The school's overall administration arrangements, and the day-to-day control of its finances, are good. Effective use is made of the information available from the school's computerised management system for monitoring and there are good financial and administrative procedures in place that allow the very committed administrative officer to make a significant contribution to the effective running of the school. The single recommendation of the school's most recent audit report has been effectively dealt with and the school's administration systems and procedures are well implemented. The school makes good use of new technologies. The positive picture at the time of the 1997 inspection has been maintained.
66. Within the governing body, effectively supported by the headteacher, the principles of best value are applied in a satisfactory way. Governors are now playing an effective role as a 'critical friend'. They are aware of the need to obtain best value in purchasing services and resources. Sustained challenge to what the school is doing and why, in order to better judge its effectiveness, though satisfactory, is a weaker element.
67. Staffing levels are good. Priority is given to maintaining class sizes as small as practically possible, with the maximum additional learning support. Teachers are appropriately qualified with a suitable range of teaching experience. Support staff work closely with class teachers and are effectively deployed. They make a significant contribution to children's learning.
68. The overall quality of classroom provision is satisfactory for the delivery of the national curriculum. The school is housed in an old building with an unprepossessing appearance. Recent expenditure on refurbishment, especially some new roofing, has improved the quality of the accommodation overall but many of the public areas continue to be in urgent need of attention. There is a separate nursery unit that provides attractive accommodation for the youngest children. Specialist teaching areas, such as the newly installed computer suite, complement the classroom provision and effectively support learning.
69. Outside there is adequate hard surfaced playground space. There is some broken brickwork that needs attention. A small landscaped area enhances the outdoor environment. The school has access to a grassed playing field but presently this is not in use as it suffers from maintenance problems.

70. At the time of the 1997 inspection learning resources were generally satisfactory but there was a shortage of fiction and non-fiction books. Since then English resources have improved with lots of new books. The provision for information and communication technology is now good. Overall the quality and quantity of resources remains satisfactory with weaknesses in design and technology, and geography.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build upon the progress which has been made, the governing body, headteacher and staff should:

- 1) raise standards further in English, mathematics and science by:-

English:

- implementing more rigorous monitoring of the development of pupils' reading skills;
- providing more opportunities for pupils to undertake extended imaginative writing;
- improving opportunities for pupils to develop their skills in retrieving information;
- improving the quality of day-to-day assessment, so that information gained is used more effectively to support the planning of future work;

(paragraphs: 5, 23, 24, 51, 80-93)

Science:

- increasing the quality and amount of teaching of investigative skills, with a greater focus on enabling pupils to formulate hypotheses;
- ensuring that planning is more detailed, providing for the needs of the full range of pupils, in particular the potential higher attainers ;
- improving the quality of day-to-day assessment, to support the accurate planning of future work;
- improving the quality of marking of pupils' work;

(paragraphs: 5, 107-115)

Mathematics:

- Placing more emphasis, particularly for pupils soon to move to secondary education, upon the systematic recording of mathematical procedures;
- improving the quality of marking of pupils' work;

(paragraphs: 5, 51, 100-106)

- 2) Improve the quality of pupils' learning opportunities by:

- developing the quality of short-term planning, particularly in mixed-year groups, by defining more clearly specific learning objectives for different groups of pupils, so that the needs of all children, especially higher attainers, are better served;
- monitoring the quality and effectiveness of planning regularly;

(paragraphs: 5, 23, 24, 26, 31, 33, 51, 61, 84, 89, 101, 110, 122, 134)

- 3) improve the contribution that the school's assessment arrangements make to raising standards by:

- pressing ahead with the planned development of assessment procedures for the foundation subjects;

- taking urgent steps to improve the accuracy and consistency with which teachers assess pupils' attainment, in relation to expectations outlined in the national curriculum;
- ensuring that teachers make full and consistent use of the assessment information gained in order to plan more effectively, particularly for higher attaining pupils;
- improving the effectiveness of marking;

(paragraphs: 23, 24, 50, 51, 86, 89, 104, 120, 125, 129, 134, 147, 152, 156)

- 4) develop the role of subject co-ordinators to enable them to manage their subjects more effectively and to focus on improving standards through a process of rigorous monitoring and evaluation;

(paragraphs: 114, 119, 125, 152, 156)

The Governing Body should also take account of the minor issue identified in the report and include this in their action plan:

- In spite of the school's best efforts, pupils' attendance remains poor.

(paragraphs: 12, 18, 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	16	33	38	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	210
Number of full-time pupils known to be eligible for free school meals	0	89

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	5	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	86

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	8.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	18	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	13	12
	Girls	12	16	14
	Total	21	29	26
Percentage of pupils at NC level 2 or above	School	55 (64)	76 (73)	68 (48)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	10
	Girls	14	14	12
	Total	23	26	22
Percentage of pupils at NC level 2 or above	School	61 (73)	68 (52)	58 (61)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	9
	Girls	11	7	9
	Total	17	16	18
Percentage of pupils at NC level 4 or above	School	55 (52)	52 (56)	58 (37)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	9	10
	Girls	10	6	8
	Total	15	15	18
Percentage of pupils at NC level 4 or above	School	48 (63)	48 (56)	58 (37)
	National	70 (68)	72 (68)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	77
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	19.1
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	248

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	2
Total aggregate hours worked per week	44

Number of pupils per FTE adult	9.4
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	504234
Total expenditure	511703
Expenditure per pupil	2133
Balance brought forward from previous year	4971
Balance carried forward to next year	-2498*

* Although the school appears to have a budget shortfall, this is more than covered by accrued savings held for the school by the LEA in a 'declared savings' account. This is in line with local accounting practice.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	11	6	0	6
My child is making good progress in school.	67	17	6	11	0
Behaviour in the school is good.	50	33	6	6	6
My child gets the right amount of work to do at home.	50	28	11	0	11
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	56	28	11	0	6
I would feel comfortable about approaching the school with questions or a problem.	72	17	0	0	11
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	50	33	6	0	11
The school is well led and managed.	50	44	0	0	6
The school is helping my child become mature and responsible.	72	22	0	6	0
The school provides an interesting range of activities outside lessons.	44	33	6	6	11

Other issues raised by parents

The few comments included with the small number of questionnaires returned were almost all positive, reflecting the dedication of the staff and the effective support for pupils with special educational needs.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

72. Provision in the nursery is a strength of the school. Many children begin nursery with low levels of attainment and this presents a significant challenge to the school. The excellent quality and range of learning opportunities in the nursery, together with excellent on going assessments which are used very effectively to help adults plan the work in the nursery, lead to very good progress being made. In addition, the leadership provided by the nursery teacher for the Foundation Stage is very good. She has clear insights into the quality of education provided and standards achieved and is constantly striving to make both even better. She is very well supported by the nursery nurse who shares the same enthusiasm. Teaching in the nursery is of a consistently high quality – outstanding at times because it is well founded on realistic expectations of what different children can achieve and, through exciting teaching methods, inspires curiosity and learning in young children. The excellent planning results in highly effective teamwork, which ensures a brisk pace to children's learning. Very detailed and careful record keeping results from work that is regularly assessed and annotated so that tracking of children's progress is thorough. This leads to well matched work which challenges all children. As a result, children make very good gains in their knowledge and understanding whilst in the nursery. In spite of this, standards remain well below average for many children on entry to the reception class. Provision in the reception class is satisfactory. Many of the very good practices from the nursery have been adopted by the recently qualified teacher who is increasing her experience of the Foundation Stage. The quality of teaching in the reception class is at least satisfactory and is often good. A strength of the Foundation Stage is the very good liaison between the nursery and the reception class and the effective, hard working Foundation Stage team.
73. Children are admitted to the nursery on a part time basis termly following their third birthday. They enter the reception class in the term in which they will be five. Few children have had experience of any pre-school provision prior to starting nursery. At the time of the inspection there were 71 children in the Foundation Stage within the nursery, a reception class and a mixed reception/Year 1 class. Of those, 58 children were under the age of five. Early assessment information in the nursery and reception class indicates that attainment on entry to the Foundation Stage is very low, particularly in language and literacy and in personal and social skills. It is still well below average by the time children are ready to start in Year 1 in most areas of learning. In the creative and physical areas of learning it is below average at the end of the Foundation Stage. It is average in the personal and social areas of learning. Very few children are likely to achieve the early learning goals by the time they enter Year 1, in spite of the very good progress made by all children including those with special educational needs and those for whom English is an additional language.

Personal, social and emotional development

74. Provision for children's personal, social and emotional development is good. It is very good in the nursery. Nearly all the children enter the nursery with poor skills. They make very good progress in the nursery and this continues in the reception classes. By the time they are ready to start in Year 1 many will achieve the early learning goals in this area. Children are happy to come to school. Adults in the nursery and reception class promote independence very well. Children are encouraged to select activities and materials, to share large toys in outdoor play and tidy away at the end of the activity. They quickly understand school routines and gain confidence in selecting activities and tidying away. These skills are particularly well fostered in the nursery where there are many opportunities to make choices and initiate activities.

Communication, language and literacy

75. In relation to their low level of attainment on entry to the nursery, many children make very good progress in acquiring skills in speaking and listening. Much of this is due to the very good intervention of the adults in the nursery and the very good opportunities in the nursery for children to extend their speaking and listening skills, through daily discussions, stories, songs

and rhymes. In the reception classes these skills are built upon satisfactorily. Many children use one word answers, but are not always encouraged to extend their vocabulary and sentence structure. Limited vocabulary and language impedes learning for a significant proportion of children. Children enjoy sharing books and most handle books well. Although group reading checklists are maintained there are no individual reading records maintained and no home-school diary to involve parents more closely in their child's learning. Reading standards are well below average at the end of the Foundation Stage. Higher attaining children in the reception classes are able to read familiar words and recognise initial sounds, with the most able child reading confidently. Not enough attention is given to the needs of these higher attaining children when planning work in the reception classes. As a result they do not always achieve as well as they should do because tasks are undemanding. Skills in drawing and writing to record ideas and experiences are very well promoted in the nursery where children make lists of party food, make appointments and jot down messages in 'Thornhill Vets'. Similar activities are planned in the reception class, although there is less time available for learning through structured play activities. By the time they leave the Foundation Stage, skills in communication, language and literacy remain well below average for a significant majority of children.

Mathematical Development

76. Teaching of mathematical development is very good in the nursery and children make good progress. It is satisfactory in the reception classes. A wide range of rich mathematical experiences in the nursery, including simple graphs of favourite smells and tastes, investigations about shape and counting gingerbread boys help children to recognise and count numbers, to become familiar with different shapes and to develop their understanding of mathematical language such as 'longer', 'shorter', 'more than' and 'less than'. Many children are hampered by their poor language skills. The adults in the nursery seize every opportunity to extend knowledge and understanding through first hand experiences, for example using construction kits or exploring in the sand, where, with support, children found and counted hidden frogs as part of their work on living things. In the reception classes there is an over-dependence on work sheets, often for counting activities. Numbers are sometimes reversed and many children need help to 'add one more', although higher attainers manage this successfully. With the exception of the more able children, most are unlikely to achieve the early learning goals by the time they start in Year 1. There are missed opportunities to develop mathematical understanding through more practical experiences and imaginative play in favour of more formal recording of basic addition and matching of numbers. In the reception class pattern and shape is explained well through art work such as printed and painted butterflies.

Knowledge and understanding of the world

77. The very good teaching in the nursery and sound teaching in the reception classes help children to make good gains in learning. Nevertheless they start from a very low base and the majority are unlikely to achieve the early learning goals in this area of learning by the end of the Foundation Stage. In the nursery an excellent range of learning experiences together with very good teaching help children to make very good gains in learning. Through imaginative play in 'Thornhill Vets' they learn about pets and animals. Delightful work was observed when a grandfather visited the nursery to work in the nursery garden. Children watched excitedly as he explained what he was doing, and helped him with their spades, rakes and barrows to create the wildlife garden. Another boy dug the soil where potatoes had been planted. The support of the local 'B&Q' has provided an excellent outdoor area, with beans, peas and rhubarb, a herb garden, vegetables, wild garden and fruit trees. Children plant cress, sunflowers, beans and carrot tops in their topic on living things. They are excited when they see how the cress has grown and enjoy cress sandwiches later that day. They care for tadpoles and learn about the life cycle of the frog and butterfly. Following the story of Noah's Ark children use balsa wood and egg boxes in the workshop area to make their own ark and explore floating and sinking in the water tray. Using the programmable floor toy children explore directions and extend their understanding of this vocabulary. They make models, bake gingerbread boys and make porridge for the 'Three Bears'. Similar activities are planned for in reception where, through the two year Foundation Stage programme, more advanced learning objectives are set. An excellent programme of visits, carefully matched to the

planned topics, enhances the learning. For example, children visit Wickersley Woods where they look for mini-beasts, collect natural materials and print leaves. They develop scientific thinking through a visit to Eureka. Other visits take them to the sea-side, riding a bus and train, exploring a farm, visiting a supermarket bakery, Conisbro Castle and the local toy shop – just a few of the many rich experiences for children in the Foundation Stage, which help to extend language and develop knowledge and understanding. Despite this, standards remain well below average for the majority of children in the Foundation Stage.

Physical development

78. Teaching of physical development is excellent in the nursery and good in the reception classes. Outdoor play provision is a strength of the Foundation Stage curriculum. The excellent resources are used imaginatively to extend thinking, promote language and develop physical co-ordination and control. Children are inspired to learn and work with enthusiasm and energy as a result. They make very good gains in learning, although attainment for all but the most able remains below average at the end of the Foundation Stage. Daily opportunities for outdoor play in the nursery are very well planned with clear learning objectives. Fewer opportunities are provided in the reception year, because of the constraints of the timetable. Activities include large wheeled vehicles, the climbing frame, sand, water and also provision for reading and writing activities outdoors. One boy, dressed as the fireman, said 'I'm a fire fighter'. A distant siren on the main road prompted him to hurry on to a tricycle and rush off to put out the fire! Many are less adventurous and appropriate adult intervention builds confidence and extends language well, reinforcing names and correct grammar at the same time. Teachers in the reception classes focus well on establishing routines such as listening attentively, using the space about them well and stopping on a given signal. In a hall lesson reception children performed stretches, balances and star jumps competently in many cases. A few were less competent when hopping. Most children could throw and catch a ball and roll a ball to a partner with reasonable accuracy, but the undemanding tasks with the ball meant that some potential higher attainers did not achieve as well as they should have. Most outdoor lessons proceed at a very good pace with very good adult intervention which helps to extend the learning. The very good opportunities for painting, cutting, sticking and drawing mean that many children handle tools such as scissors, brushes and pencils with reasonable control, given their prior attainment. There are very good opportunities for these skills to be developed in the nursery and good opportunities in reception. Nevertheless attainment remains below average by the time children are ready to enter Year 1.

Creative development

79. An excellent range of media and experiences enrich learning for children in the nursery. A very good focus on early skills helps them to improve their control of brushes and pencils. Children learn to mix colours from an early age. The most able children know, for example, that blue and yellow make green. Children create collage butterflies, models using recycled material, paint, print patterns and draw fruit and seeds from observation. They make models of Gingerbread boys, draw shells and create seaside collages. Very good assessments check correct grip, colour recognition, ability to mix colours and experience of a wide range of tools and materials. Exciting display values children's efforts well. Whilst similar activities are planned in the reception classes more limited time and opportunity together with satisfactory teaching result in fewer gains in learning. Attainment by the end of the Foundation Stage is below average but good and very good teaching helps children to make very good progress overall. The very good quality of display in the nursery values children's efforts well and enhances the environment. Children have a growing awareness of how to control the mouse on the computer. In music most children sing tunefully and listen carefully. They take turns with instruments, most counting to four and beating time. They tap or shake instruments in time. A significant number of children with English as an additional language make very good progress. Children know how to create simple compositions, with most making good progress towards the targets set.

ENGLISH

80. Over the last four years, results in English in the national tests for seven-year olds have varied, although attainment in most years has been higher in writing than reading. In the national tests in 2000 attainment was well below the national average in writing and low in reading in relation to all schools. Attainment was below average in writing and well below average in reading in relation to those achieved by pupils in similar schools. The attainment of eleven-year-olds has risen at a rate slightly above the national trends. Although attainment is still well below the national average, it is in line with the standards achieved by pupils in similar schools. The proportion of pupils achieving the higher level 5 in 2000 was above the average for pupils in similar schools. The standards now being achieved by the age of 11 show a significant improvement on the situation at the last inspection and have risen steadily over the last four years. The school met its target in English last year and has set a challenging target for 2001.
81. All classes have a number of pupils who need extra help with learning and this affects the results at the end of both key stages. A significant number of pupils enter and leave the school during the course of a year. In Key Stage 1 and in Years 3 and 4 there are a number of pupils who learn English as an additional language and need support in learning. Classroom assistants and a teacher who specialises in teaching English as an additional language support them well. They are encouraged by the class teacher to contribute to the whole class discussion and then receive assistance in a smaller group to develop their reading and writing skills. There are good resources to help pupils but a wider range of material other than books would assist pupils' language development more effectively. These pupils make good progress in English by the age of 11.
82. Standards in speaking and listening on entry to school are well below national expectations and a significant number of pupils at that stage are learning to speak English as an additional language. By the age of seven all pupils have made satisfactory progress and whilst standards are still below those expected nationally, pupils are able to contribute to the discussions and offer their ideas. The use of classroom support assistants to help groups of pupils to improve their speaking skills and widen their vocabulary, are positive features in many lessons. Standards in speaking and listening are still below the national average by the age of 11. The literacy hour provides helpful opportunities for pupils to respond to questions and debate the relative merits of a subject. Opportunities to listen and perform in drama and discussions increase as pupils progress through the school and assist them to develop their skills. Most pupils for whom English is an additional language make good progress and speak the language confidently and with understanding by the age of 11.
83. There are weaknesses in the support given to developing pupils' reading skills and this is reflected in the unsatisfactory standards through the school. Pupils' attainment on entry is well below average. The good teaching in the Foundation Stage extends pupils' vocabulary and by the time pupils reach Year 1 they understand how to use books and enjoy sharing a big book, using the pictures to help them understand the story. In a mixed reception and Year 1 group the teacher encouraged pupils' interest in a familiar situation found in hot countries, extending letter sounds and introducing new words. The pupils made good progress because the tasks were matched to individual needs and the classroom support assistants were effective in their support.
84. Pupils in other mixed age range classes share their reading tasks in the guided reading sessions. However there are insufficient opportunities for the more able pupils to develop their independent reading, and they do not practise sufficiently the skills they have learnt. Limited opportunities exist for pupils to read to an adult and discuss their book to ensure they understand the story or how to find information from a non-fiction book. Subsequently, reading skills do not develop at the same rate as writing skills because they are not given the same priority.

85. Pupils in Key Stage 2 are encouraged to read in a daily half hour session. They use books from a nationally recognised scheme and, as they progress, move into other choices from class or school library. Pupils are not guided sufficiently in all classes about their choice of reading material. They do not have enough opportunities to refine their reading skills or discuss their reasons for choosing a particular book. Pupils do not maintain reading diaries and there is little dialogue between pupils and adults to comment about the progress a pupil is making. Some teachers keeps a record of progress the pupils make, through using assessments and individual records, but these are not consistent throughout the school. The majority of pupils do not share their book with adults unless they have support from a classroom assistant. The school library has sufficient books and is organised so that pupils can find out and use information. However, these skills are not developed and pupils find it difficult to access information by the time they are 11.
86. Spelling and handwriting skills are not sufficiently developed to enable pupils to write imaginatively by the time they are seven. Pupils' writing skills by the age of seven are better than their reading skills. The majority of pupils by the time they are seven, have not yet reached the standard in writing expected nationally. More able pupils can rewrite a fairy story in their own words but cannot develop a story of their own. They are beginning to use full stops and capital letters but not always appropriately. The presentation of pupils' work is very untidy and the use of a joined up style of writing is inconsistent. Pupils use work sheets to complete their task in literacy and this does not assist them to develop their writing skills or to see how they have improved. Some pupils begin to join their letters but lapse into printing before they complete their work. The lack of marking when pupils have completed a task does not allow them to make progress or recognise how they could improve their work.
87. By the time they are 11 pupils develop their skills in writing and produce some interesting pieces of writing using a variety of styles. In Year 4 a collaborative book project between pupils encouraged them to write imaginatively and to redraft their work in order to produce a high quality book for younger pupils. Pupils in Years 5 and 6 are encouraged to redraft their writing and to improve the quality of style, vocabulary and the use of punctuation. However, progress is not consistent throughout the key stage and in some classes insufficient time and opportunity are given for pupils to improve the quality of their writing or use the skills in other subjects, particularly in geography and history.
88. In a Year 6 lesson, pupils were challenged to extend their vocabulary and change the style of their writing by responding to the teacher's direct questions and clear guidance on how to write a persuasive letter. They used a word processor to draft and redraft their letter, discussing with each other, making suggestions and completing the task quickly and efficiently. There is a considerable spread of ability in the year group and some pupils do not attain the expected level in writing. The pupils express their views and opinions in a mature and sensitive manner; they listen attentively and respond carefully to questions. Their speaking and listening skills are satisfactory.
89. The Literacy Strategy is securely established through the school. The whole class input and the feedback sessions are successful features of the majority of lessons seen. One unsatisfactory lesson was observed. Skilful questioning and the use of interesting texts are features of good lessons. In that context, pupils listen attentively and respond briskly to the challenges provided. However, when pupils were working independently there was little difference in the tasks set and they were not always matched to the pupils' needs. Concise objectives, based on a knowledge of what the pupils can do, and what they need to do to develop their skills, are not clearly identified in the short-term plans. A lack of day to day assessment prevents teachers from adjusting their objectives according to the needs of the pupils. Rather, planning is governed by whichever strand of the literacy programme is being addressed. In mixed age range classes this is more apparent and some pupils make unsatisfactory progress. Where the planning takes account of both the maturity and ability of the pupil they make better progress.
90. In the best lessons, there are clear objectives shared with the pupils, good classroom management and sound knowledge of the subject. In some lessons, where the knowledge of the subject is only satisfactory and the pace of the lesson is not brisk, pupils become

inattentive and restless. Pupils with special educational needs and those for whom English is an additional language are well supported in literacy lessons, enabling them to complete the task. In some lessons the task is not always appropriate and little progress is made; where staff are well directed and the task is interesting pupils are involved and make good progress. In a reception and Year 1 lesson based on the story 'Handa's Surprise', all pupils could identify the fruits and match them to those found in their African market in the sand tray. Others used a wider vocabulary to describe the fruits and the remainder discussed the story in a small group to unravel the reason for Handa's surprise. The tasks were well matched to pupils' abilities and they made good progress.

91. The use of worksheets in science, history and literacy inhibits the development of pupils' writing skills and restricts the development of appropriate subject vocabulary. The school is aware of the issue and is seeking to provide more opportunities for imaginative and extended writing. Handwriting and spelling are taught separately, but not always consistently, from year to year and pupils are not developing either skill at an appropriate level for their age. Good use is made in Years 5 and 6 of information and communication technology to develop pupils' writing skills and in order to make their work attractive and interesting.
92. There are satisfactory procedures for assessing pupils' attainment. In addition there are detailed records to track pupils' progress in reading and writing. The data is compiled and discussed and is an efficient mechanism for assessing progress towards pupil targets. However, the analysis of the data does not make a sufficient contribution to the planning of future work. In Year 6 pupils are given targets to extend and apply their literacy skills on the basis of the analysis of their past performance and the progress which they have made.
93. The literacy co-ordinator has responsibility for managing the Literacy Strategy and the resources for the subject. The school is aware of the need to increase opportunities for using literacy across the curriculum. The policy and scheme are developing, but greater focus is needed on meeting the needs of more able pupils in mixed age classes, and on improving the quality of marking to guide pupils as to how they can raise the standard of their work. The co-ordinator has monitored the work of other members of staff and this has assisted in improving the quality of their teaching. The resources for the subject are good and are used to good effect across the school.

Provision for pupils with English as an Additional Language

94. Pupils for whom English is an additional language (EAL) form a significant proportion of the school population. Almost half of the pupils are from homes where English is an additional language. The principal languages spoken at home include Punjabi and Urdu. On entry to the nursery one third of the children are at a very early stage of English acquisition. The number of children for whom English is an additional language is similar to that at the last inspection.
95. The headteacher, staff and governors are strongly committed to raising standards in the school for all children. There is a full time English speaking EAL coordinator in school. As some of the EAL pupils have little or no language when they come into school and require considerable support, the headteacher has appointed a bilingual assistant to work in the reception classes and throughout the school. At the time of the inspection the nursery did not have a bilingual speaker but it is hoped to rectify this. The additional staffing currently comprises of two bilingual students on placement and two learning mentors. One of their prime roles is that of assisting the school's communication with parents.
96. Staff place a very high priority on English and are skilled at promoting literacy and oracy skills, particularly in literacy lessons and in the nursery. The majority of bilingual pupils make good progress in their English acquisition; hence opportunities to access the rest of the curriculum are good. This is due to very effective support and encouragement that helps them to work hard, persevere with activities and have confidence to discuss their work with their teachers and other adults. As a result, pupils generally work well within the whole class, within groups or individually.

97. The school makes a thorough assessment of children's language development and uses this information to identify which children are likely to need additional support. The EAL coordinator, class teachers and the coordinator for special educational needs work closely together to ensure that the work is suitable and challenging for all the pupils. Pupils are not selected using the special educational needs criteria. Withdrawal for group work from numeracy and literacy lessons is having a good effect on the achievement of these pupils. However there are still a few pupils with poor phonological awareness and poor progress in recognition of the high frequency words who would benefit from individual or small group help which could be provided during the first sessions of the strategy hours.
98. The National Curriculum tests and other standardised tests have been analysed to assess what it is that EAL children find more difficult than their peers. In science, EAL children do not achieve as well. They did not understand or use subject vocabulary well. Concepts in this particular area are difficult for them and some words have different meanings in the home language. Good provision and a close match to pupils' needs are helping to deal with these issues. Bilingual teachers, nursery nurses, and class teachers are successfully promoting mathematical vocabulary when they work with the children in class. There is no significant difference in the attainment of these pupils in mathematics.
99. All staff are very supportive of pupils for whom English is an additional language and value and respect their culture and language. The school effectively promotes satisfactory relationships with parents and has a good knowledge of the pupils and their backgrounds. Everybody at the school works very hard to promote racial harmony and a tolerance of different cultures and beliefs, particularly in religious education, history, geography, art and in their recognition of festivals and celebrations throughout the year. The staff are good role models. They show respect and value all the children; consequently the outcome is a racially harmonious school where relationships are consistently good.

MATHEMATICS

100. When the school was last inspected, standards in mathematics were below average at both seven and 11 years. This was an improvement on the low scores achieved in the national tests in the previous year. Pupils were making variable progress up to the age of seven, with unsatisfactory progress in Year 2, but at least satisfactory progress between the ages of seven and 11. In the national tests at the age of seven in 2000, pupils achieved standards which were well below average both when compared to those being achieved nationally and when compared to similar schools. At the age of 11, standards were below average when compared to those achieved nationally, but above average in relation to those achieved in similar schools. There has been a steady rise in attainment in mathematics over a five year period. Although standards found during the inspection indicate that attainment is still well below average by the age of seven, and below average by the age of 11, this masks the considerable progress which has been made. Standards in the current Years 2 and 6 are weakened only by the small proportion of pupils achieving at the challenging higher levels. This is, in turn, primarily a reflection of the particular characteristics of the year groups. Concerns expressed at the last inspection about the significant level of unsatisfactory teaching no longer arise. Overall, the progress made since the last inspection, particularly in relation to implementing the structures of the National Numeracy Strategy, has been good.
101. Inspection evidence judges that standards are currently well below average for the seven year olds, and below average for the 11 year olds in numeracy and the other aspects of mathematics. Slightly over two thirds of the current Year 6 pupils are likely to achieve the expected level 4 in the national tests, although very few are likely to achieve the higher level 5. Over one third of the pupils in the year group have special educational needs and around one quarter have joined the group in the last four terms. Overall, pupils are making steady progress, although there is some variability across the school. From the very low levels of prior experience of mathematics evident when children enter the nursery, they make good progress through the Foundation Stage. Pupils in Key Stage 1 make steady progress, although there is insufficient time for them to compensate, by the age of seven, for their limited experience on entry to school. The progress made by the older pupils is now picking up significantly in the context of some very good teaching towards the end of the key stage. That said, the quality of

experience in the mathematics sets in Years 3 and 4 is variable, and does not always provide the impetus needed to raise attainment further at that stage – particularly for the more able pupils. Across the school, variations in the attainment of boys and girls broadly reflect those which occur nationally, although there is a tendency for boys to achieve slightly better than is the case nationally. Pupils with special educational needs are supported satisfactorily and make similar progress to the other pupils. The significant number of pupils with English as an additional language are supported well by the assigned support staff. These pupils are often well represented among higher attainers in their year groups.

102. By the age of seven, the more able pupils understand place value to hundreds. They can add two digit numbers to two digit numbers accurately. They estimate length and weight in appropriate units and then measure quantities accurately. They can sequence in twos and tens. They are learning simple tables bonds and the more confident are developing strategies for efficient mental calculations involving addition and subtraction. They read simple clock faces confidently and recognise odd and even numbers and simple fractions. They recognise key features of two- and three- dimensional shapes. They can generate number sequences. They use mathematical vocabulary, such as 'longer' and 'shorter', accurately. At present, around four-fifths of Year 2 pupils appear likely to achieve the expected standard, with one quarter achieving at the highest level. The positive benefits of the structured daily mathematics lessons are coming through and this is moving the school towards the higher standards being achieved.
103. In Key Stage 2, there is evidence of steady improvement. By the age of 11, pupils are increasingly confident in their approach to mental calculations and the majority can perform these accurately. This was seen, for example, in a Year 6 lesson where pupils were learning to make the connection between simple fractions and their percentage equivalents. They have a growing ability to manipulate fractions, decimals and percentages. They represent information correctly in block, conversion and grouped frequency graphs and in pie charts. The most able pupils calculate area and volume by formula, measure angles and recognise types of triangle. They can locate co-ordinates in four quadrants and recognise bilateral symmetry. They understand the basic principles of using negative numbers and recognise prime numbers. There are some opportunities for pupils to apply their mathematical skills in subjects such as science and geography. Pupils occasionally use computers, particularly spreadsheets, to extend their mathematical understanding. The most able pupils have covered an appropriate range of work. The range and quality of work observed was best for the pupils in Years 5 and 6. The pace of learning for the more able pupils in Year 4 is, however, relatively slow. A common weakness across the key stage is the indifferent quality of pupils' written work. This reflects a conscious decision by the school, giving priority to oral work, to extend pupils' mathematical understanding. Steadily rising standards tend to support the decision. However, the chaotic organisation of written work, by the older pupils in particular, is not a sufficient preparation for the rigorous and methodical approach to recording which is necessary if pupils are to make brisk and sustained progress in secondary education.
104. The quality of teaching and learning is good overall for pupils in both key stages. One unsatisfactory lesson was observed, in Key Stage 2. Here, there was insufficient challenge for pupils and the session lacked pace. Elsewhere, the pace of learning is generally brisk. Planning to meet individual needs was a positive feature in some lessons, but staff awareness varies. A significant weakness across the school relates to the marking of pupils' work. This is often cursory, with pupils given insufficient guidance as to how they might improve their work. The quality of marking needs to be improved and monitored more rigorously.
105. Teachers use the closing few minutes of the lesson well. They reinforce the use of correct mathematical vocabulary effectively. This helps to extend pupils' learning in literacy. Oral sessions support the development of improved mental skills and agility. Within the main activities, most teachers plan for a number of group activities and match work to individual needs – but more successfully for pupils with special educational needs than for potential higher attainers. The use of information and communication technology to extend learning in mathematics is developing. The school has been implementing comprehensive target-setting for year groups and individuals. Not all classrooms, particularly for the younger pupils, have a mathematics 'area', so that the subject has variable status from class to class.

106. The co-ordinator is providing good leadership for the subject and has had opportunities to observe teaching. There are basic structures for formal assessment in mathematics. Record keeping provides teachers with a clear view of the strengths and weaknesses of individual pupils. A start has been made on the analysis of national and optional test information. This is helping teachers to track pupils' progress and identify areas of weakness across the school. The effective use of this information to push up standards further is a priority for the co-ordinator.

SCIENCE

107. The National Curriculum teacher assessments made during 2000 for pupils by the age of seven indicated that standards in science were very low in comparison to the national average. Attainment at the higher level 3 was well below average. When compared with the results of schools with a similar intake the results were also low. Although standards have risen in literacy and numeracy in Key Stage 1, a similar rise is not evident in science. This is due to the school concentrating its efforts on implementing the literacy and numeracy strategies. This is more than justified considering the very low standards in these areas and the low base from which most pupils start.
108. The Key Stage 2 national tests in 2000 also indicated that overall attainment was well below compared to the national average. The percentage of pupils achieving the expected standard was well below the national average, and below average when compared to similar schools. The Key Stage 2 results for science have shown a steady improvement over the past five years, above the gains made nationally. At the time of the inspection pupils are on course to achieve well below average standards by the age of 7 and below average by the age of 11.
109. Pupils in Year 2 identify a range of common materials and describe some of the similarities and differences. They know the differences between plants and animals and undertake simple classification. They understand some of the elements essential to life and how humans change as they grow. They demonstrate basic knowledge relating to simple circuits, sound and sources of light. In all these areas, the proportion of pupils with the attainment expected for their age is well below average. Many require considerable help and guidance when conducting scientific investigations. This is because their use of scientific language is limited as is their scientific background knowledge and understanding.
110. An analysis of pupils' work in Key Stage 2 shows they have an understanding of the interdependence of plant and animal life, a secure knowledge of materials and their associated properties and an understanding of the human body. Overall, understanding and knowledge is below average. Pupils classify according to given criteria. They know about forces such as magnetism, and the advantages and disadvantages of such forces. Most pupils appreciate the importance and value of the environment to living things. Pupils are starting to conduct scientific investigations with increasing confidence. They are beginning to develop a sound understanding of fair testing. There is a lack of challenge for the higher attaining pupils. Many pupils need greater support than normal as they plan and record experiments. They are beginning to be encouraged to design tests, hypothesize, predict outcomes and to reach conclusions based on evidence. However their independence in these investigative skills is below average. There is not enough use of information technology to support the subject and this is not applied systematically as a scientific tool.
111. Most pupils enter the school with scientific knowledge and understanding which is well below what might be expected for their age. The school works hard to build scientific understanding and to enrich pupils' experience. As a result of these efforts most pupils make satisfactory progress in lessons. Pupils with special educational needs and those for whom English is an additional language are effectively supported. Pupils with special educational needs make satisfactory progress in relation to their ability while pupils with English as an additional language make good progress in their scientific knowledge and understanding. Such support was evident in a Year 6 lesson in which pupils were making electrical circuits given relevant apparatus.

112. The quality of teaching and learning is satisfactory at both key stages. Lessons are carefully planned with the focus shared with the pupils. The relationships between teachers and pupils are productive and class management is secure. Staff are beginning to make effective use of scientific enquiry as a means of developing knowledge and understanding across various aspects of the subject. This was well demonstrated in a good lesson with Year 3 and 4 pupils where the sharp focus on the scientific method successfully motivated the pupils. Teaching in Key Stage 2 is mainly founded on sound subject knowledge and teaching points are effectively communicated. Opportunities for genuine scientific discovery are now being provided and pupils are encouraged to predict outcomes and evaluate their experiments. These qualities were well demonstrated in a Year 6 lesson relating to electricity. There was one example of unsatisfactory teaching early in Key Stage 2. Where teaching is less effective teachers' subject knowledge and understanding is insecure and expectations are often low.
113. Most pupils have a positive attitude to science and collaborate productively when engaged in practical work. They are keen to demonstrate their growing knowledge by making useful contributions to discussions.
114. The new co-ordinator, ably supported by the previous co-ordinator, is providing clear, educational direction for the subject. Learning is systematically assessed each half term; however, the information gained is not always used well in evaluating effectiveness and in determining what should be taught next. The curriculum is monitored through scrutiny of pupils' work and an overview of planning, although the co-ordinator has no opportunity to monitor teaching. Overall, however, the monitoring of teaching and learning is satisfactory.
115. The previous inspection report found shortcomings in the quality of teaching and the degree of challenging material for more able pupils. Teaching is now satisfactory and sometimes good with stimulating material provided throughout the school. However there is still a lack of challenge in some lessons for the more able pupils and the needs for the higher achieving and lower achieving pupils are not always identified in the planning.

ART AND DESIGN

116. Attainment in art is below the level expected by the age of seven. It is in line with the expected level by the age of eleven. All pupils, including those with special educational needs and those for whom English is an additional language, participate fully. They make satisfactory progress in both key stages. Displays around the school indicate that pupils are offered a satisfactory range of experiences although work in fabric and three-dimensional work is fairly limited. Limited attention is given to knowledge of artists and their work. Progress accelerates in Year 6 where excellent teaching develops pupils' basic skills in observational drawing, colour mixing and the use of paint and pastels. They work with charcoal and pencil and produce three-dimensional artwork, taking great pride in their work because their confidence and self-esteem has been developed through high quality teaching.
117. Year 1 and 2 pupils use paint and collage to create a frieze of 'The Rainbow Fish'. They print repeated patterns and make observational drawings of plants and animals using pastels and pencil. Pupils create self-portraits in paint and pastels and use simple shading and blending techniques to draw robins. The range of media experienced is limited in Key Stage 1 and in the lower year groups of Key Stage 2. There are insufficient opportunities for pupils to select resources and develop their own creativity because of a lack of knowledge and expertise by some teachers.
118. Pupils in Key Stage 2 explore pattern, making use of information and communication technology in Years 3 and 4 to produce patterns on the computer. They make steady progress in developing printing and stencilling skills to create repeated patterns. Although pupils produce observational drawings of plants, these show limited attention to shading skills or techniques developed earlier. They use the computer to gain the correct position for facial features when working on portraits. In Years 5 and 6 work improves. In Year 5 pupils mould clay ashtrays and create good pastel work based on fruits. In this class pupils explore the work of Picasso, making good use of the Internet. They create musical instruments as part of a design and technology task linked to a topic on the Aztecs. In Year 6 an excellent lesson

was observed. In her presentation to pupils the teacher stressed the importance of quality of work and sustained effort. Pupils listened with interest and enthusiasm because she inspired them to produce high quality work. Shared learning objectives, very well resourced activities and an attention to careful progression of skills were all features of the excellent teaching seen. As a result, pupils improved their skills in careful observational drawing. An important aspect of this teaching was the pupils' increased self-esteem and belief in their ability to produce worthy results. They worked, as artists, blending shades of pastels and mixing colours carefully. The high expectations evident in the teaching were reflected in pupils' observational drawings of fruits and their seeds. Attention to detail and accuracy of colour shade contributed to pupils' improved quality of work. On going assessment through a 'gallery' at various stages of their work increased their own critical awareness and pupils made very good gains in learning as a result. A weakness is the lack of use of sketch books in Key Stage 2, to enable pupils to experiment and explore texture and shade and practise skills in observational drawing. Planned developments for this work include fabric and clay work. Art in Year 6 makes good links with other subjects - for example, paintings of Wartime Britain link to history. Pupils in this class know their work is valued and take great pride in what they do.

119. The co-ordinator for art lacks confidence and knowledge to extend art skills in Key Stage 2. She provides satisfactory support for colleagues in Key Stage 1 but the role is not developed sufficiently to enable work to be carefully maintained and improved.
120. Since the previous inspection the new national guidance for art has been implemented. A weakness is the lack of assessment opportunities in order to move learning on, as well as the lack of a portfolio to support teachers when assessing pupils' work. Whilst resources for art are adequate, the storage of these is untidy and this does not make them easily accessible.

DESIGN AND TECHNOLOGY

121. Standards in design and technology at the ages of seven and 11 are in line with the standards expected. This is an improvement since the time of the last inspection when standards were judged to be below average. At Key Stage 1 pupils begin to form simple designs to make cards and learn how to join different materials in a variety of ways. By the time pupils are seven they have developed their cutting skills sufficiently to match a pattern to material and cut it out. In planning their design for Joseph's coloured coat, pupils were able to use a variety of materials but were limited by the texture of materials with which to make their coat. At Key Stage 2, pupils have made musical instruments out of boxes, elastic bands and a range of other materials, such as pasta, that produce sound in a variety of ways. They have prepared their designs carefully, identifying the shape and material they want to use and have planned how they are going to construct their instruments. Evaluation is a good feature of their work and pupils constantly seek ways to improve the instrument and amend the original design. Pupils in Year 6 have produced a range of leaflets and information sheets about their visit to Eden camp. They use a variety of media, writing tools and word processing to improve the quality of their leaflets, carefully selecting the information which is important to highlight. The variety of information they collected and extracted supported their skills in both English and history. They invited those reading the leaflets to suggest ways which could improve their designs. In one Year 3 and 4 class pupils had written stories and then made them into various types of books to be used by other pupils. They designed the layout and illustrated it appropriately.
122. The quality of teaching is satisfactory overall, although some good teaching was seen during the course of the inspection. Short term planning is unsatisfactory because it does not always take into account pupils' ages or previous knowledge and whether they are ready to progress and build on their previous skills.
123. Pupils' attitudes to design and technology are good and they talk about the subject with enthusiasm. In a good lesson in Year 5 the teacher posed challenging questions so that pupils could identify and discuss enthusiastically and knowledgeably the different textures and tastes of bread they have experienced. They recognise how bread is made from similar ingredients, but that additions, and the way the product is cooked, change the taste and texture. In Year 6

pupils recognise how to make a product by using a complex pattern and use the skills they have learnt to join different materials together to make a slipper.

124. Design and technology makes a good contribution to other subjects, such as history, music and English, particularly at the end of Key Stage 2. It makes a positive contribution to the development of pupils' social skills. They are given the opportunity to work together, to make decisions and solve problems. Satisfactory opportunities exist for using numeracy and literacy skills when evaluating their work and products.
125. The co-ordinator provides satisfactory leadership of the subject through her overview of teachers' planning and monitoring the portfolio of completed work from each year group. She provides advice and forms an overview on standards in the subject. There is no monitoring of teaching. The school has adopted a scheme of work based on national guidance, which ensures a logical sequence in the teaching of both knowledge and skills. The scheme has been introduced and is in use in both key stages. Assessment opportunities are limited but the co-ordinator is aware of the need to develop a consistent approach throughout the school. Resources are adequate but they do need further additions in order to deliver the mechanical and technical aspects of the curriculum.

GEOGRAPHY

126. When the school was last inspected, standards in geography were slightly below the expected levels. Since then satisfactory improvement has taken place. By the time the pupils are seven and 11 years they are attaining appropriate standards. There is a new policy and the school has adopted the recent curriculum guidance. During the inspection it was only possible to see one geography lesson. No judgement on teaching has been made. Other judgements are based on work in folders, displays, teachers' medium term planning and discussions with staff and pupils.
127. By the time pupils are seven, they have some understanding of places other than in the local area. They know that they live in Rotherham and they are aware of some of the local features through the walks they take around school. After reading about Katie Morag and her two grandmothers they are able to compare life in their area to that on the fictitious island of Struay. Pupils enjoy travelling around Europe with Bertie Bear. Maps identify Italy, Switzerland, the Alps, Ibiza, Monaco and Marbella where Bertie visits. These children are finding out about places in an enjoyable way, as some of them believe that Katie and Bertie are real.
128. Pupils in Key Stage 2 study similarities and differences between Rotherham and Mirpur in Kashmir, but there is no evidence to indicate that another locality is covered in depth. Each week pupils listen to 'Newsround' and discussions take place. Pupils in Years 3 and 4 begin to recognise local landmarks and have a clearer view of life in and around their local area and build up skills studying and drawing routes and plans. Pupils in Year 6 know about the effect water can have in the environment through their study on rivers, the Cleethorpes coastline, the Sheffield flood and the disaster in Loxley valley.
129. Fieldwork and residential opportunities enhance learning. Short-term plans adapting the recently-published national curriculum guidance to the needs of the pupils are insufficiently specific. Procedures for assessing pupils' attainment and progress are not yet in place and the use of day to day assessment is very limited. Marking is not specific enough to help pupils to improve their geographical skills. There is a lack of resources to cover the new curriculum fully. Some areas for improvement remain to be tackled, if standards are to be raised further.

HISTORY

130. There has been satisfactory improvement in the standards achieved in history since the previous inspection. This judgement is based on the scrutiny of a limited amount of work, teaching in the mixed classes of Years 3 and 4, displays, teachers' medium term planning and discussion with teachers and pupils.

131. Standards are better now than they were at the last inspection. By the time the pupils are seven and 11 years most will be reaching the levels expected. Some improvement since the last inspection is due to a review of the history policy and the adoption of recent curriculum guidance, which is used to inform teachers' medium term planning.
132. By the age of seven pupils have an understanding of how some things have changed in their own lives since they were born. Through the study of people and events children know something about Florence Nightingale, Grace Darling, Samuel Pepys and The Great Fire of London. Pupils in the mixed classes in Years 3 and 4, have some understanding of what it was like to live as a Viking. Pupils have made good representations of the long boats and shields used by these people. In their study of life in ancient Greece pupils are becoming familiar with aspects of life in the schools and are beginning to read some of the Greek myths and legends.
133. Year 5 pupils have a clearer understanding of the way of life of the Aztecs through the links with music and design and technology. Year 6 pupils have some understanding of what life was like during the Second World War in Britain. This learning was enhanced through a visit to Eden Camp and the opportunity to interview a group of war veterans. Sketches on display have captured the devastation, postcards sent home are telling, and the study of war poetry, particularly, 'For the Fallen,' all add to pupils beginning to experience a little of what it was like to live then. Recent good work on display reflects events in the local area, particularly the Great Flood in Sheffield in 1864. Resources, visits and visitors all help to give pupils a better understanding of the period.
134. The coordinator is aware that short term planning does not include specific learning objectives and there is a lack of understanding of a chronological framework. Procedures for assessing the pupils' attainment and progress in history are almost in place, but the use of day-to-day assessment is weak. Marking is not specific enough to help pupils to improve their historical skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. By the age of seven, pupils' attainment is below what is expected nationally; by the age of 11 it is just in line with the expected standard. The level of improvement since the last inspection has been very good. The school has made rapid progress in improving the provision for information and communication technology and this is currently one of the most dynamic areas of the curriculum, particularly for the older pupils. The context for the subject has altered radically since the last inspection. A computer suite, with new resources, including an interactive whiteboard, has been installed and a timetable has been devised to allow pupils to develop their computer skills regularly. While the intention exists to improve pupils' knowledge and understanding of computers through work in other subjects, staff find it difficult to achieve this level of integration, so that this is only spasmodically successful at present – most evidently in Years 5 and 6. The co-ordinator contends that the implementation of planned staff training will provide an opportunity to extend the good practice now evident at the top of the school to other year groups.
136. Progress in the two lessons observed – in Years 5 and 6 - was good and very good, but several factors still inhibit pupils' progress. The computer suite has restricted space and it is difficult for whole classes to use it effectively, although this is sometimes alleviated by splitting groups, when staffing levels allow. The pressures of the timetable make it difficult for staff to ensure that pupils have an appropriate amount of time on the computers each week, although the school has begun to implement recording systems to monitor the situation. Pupils with special educational needs make progress similar to others, while those with English as an additional language are often among the higher attainers in each class, with evidence of good progress being made by the end of Key Stage 2.
137. Pupils at Key Stage 1 have carried out word processing to write stories. They have produced shape patterns and experimented with different fonts and point sizes. They can use the return, shift and delete keys and can save their work. They are able to log on and find their way through the program menu. They occasionally use CD-ROMS to access information and reinforce work in other subjects. However, no lessons were observed and there were few

examples of computers being used during lessons. As yet, standards remain below average at this key stage.

138. At Key Stage 2, Year 3 and 4 pupils have used word processing to support work in history, narrative writing and poetry. They have written descriptions of themselves, an account of their visit to the National Railway Museum and instructions on boiling a kettle. They have used an art program to produce pictures based on repeating patterns. They are able to vary the size of the text and create bold lettering. Year 5 pupils register their attendance on the computer each day. They have used the internet to gain information about the early life of Picasso, a spreadsheet to illustrate local traffic patterns, given a number of variables, and have produced bar charts using data arising from the traffic analysis. They have used a word-processing program to write poetry and plays.
139. In Year 6, pupils access the Internet for research on the River Trent, the Sheffield Flood and the Dale Dyke Disaster. There was strong evidence of the success of this input when a group of predominantly special educational needs pupils was observed accessing the site for the National Tramway Museum. They knew how to activate the Explorer program, to enter an address and to make full use of the features of the site and the links provided in order to locate specific information. Pupils use a word-processing program to write about Christmas and the Masborough Disaster and to evaluate the slippers made as part of a design and technology unit. They produce bar charts and pie charts based on data about pet ownership. They have undertaken a number of spreadsheet tasks and work regularly with a programmable floor robot. Pupils' skills are rapidly improving and the majority of pupils were observed to work confidently, familiar with all routine operations. The school is working to achieve breadth of coverage, although not all the software needed is yet available to ensure that the full curriculum can be covered in Key Stage 2. This should be resolved when the new batch of computers, already available, is installed.
140. The quality of teaching in the lessons observed was good. Clear explanations and successful management of pupils contributed effectively to the progress made. However, time constraints and organisational difficulties occasionally constrain what can be achieved.
141. Pupils show very positive attitudes to working with computers. They apply themselves to their tasks well. Relatively few pupils have access to computers outside school and the opportunities provided by the school are crucial to their acquisition of vital skills and an understanding of the use of technology.
142. The co-ordinator is enthusiastic and has a clear plan for developing the subject further. He provides good advice to other staff and has some opportunity to support teaching. New assessment systems, provided by the local education authority, are being implemented. The school benefits from the good quality equipment in the suite, together with computers in every classroom. Older pupils are able to access another modern suite each week in the Youth and Community Centre adjacent to the school. In addition, the school has a set of laptop computers and is about to receive, through Education Action Zone funding, a further batch of fifteen desk top machines. At that stage, the school will have resourcing of very high quality, providing very good opportunities for pupils to access computers.

MUSIC

143. By the age of seven, pupils attain the standards expected for their age and enjoy their music making activities. These standards are maintained in Years 3 and 4, however as only one lesson was observed during the inspection it was not possible to make a judgement on standards by the age of 11. The tuition provided by the music co-ordinator throughout Key Stage 1 enables pupils to achieve well and inspires class teachers in their own music making. Pupils aged seven to 11 who play recorders attain sounds standards in their ability to read and play music. Standards achieved at time of the previous inspection appears to have been maintained at Key Stage 1.
144. Younger pupils sing well showing good control of pitch, dynamics and rhythm. They read simple notation and compose and perform simple pieces using unpitched percussion

instruments, for example when performing simple musical scores. They read songs competently and literacy skills are developed steadily as they perform 'The Grand Old Duke of York', 'London's Burning' and 'Frere Jacques'.

145. Pupils in the lower junior classes learn to create percussion parts to songs and compose simple melodies. However, they seldom record their efforts in order to listen to, assess and improve what they have done. Pupils are gaining a secure knowledge of music from other cultures and have benefited well from a wide range of musical workshops where they have listened to music from Australia, the Caribbean, India and Africa. They are given opportunities to listen to and appraise music and compare it to other music they have heard.
146. The quality of teaching and learning throughout Key Stage 1 is satisfactory overall. Both are good in Year 1 and in one Year 3 and 4 class. The standard of music taken by the co-ordinator is significantly higher than in other classes where the teacher's subject knowledge is sufficient to teach basic musical skills and knowledge but does not challenge or extend pupils' creative abilities. The teachers of the older pupils use a comprehensive commercial scheme for their lessons, but there are fewer opportunities for imaginative progression of composition skills as pupils get older. Limited use is made of information technology to support pupils' learning. In younger age classes the teachers regularly provide opportunities for pupils to compose and evaluate music involving an interesting range of shapes and symbols. There is consistent development of correct musical vocabulary throughout the school.
147. The co-ordinator provides very good, clear educational direction for this subject and monitors teachers' planning, teaching and learning on a regular basis. There are no formal short-term assessment procedures in place. This means that the work provided, particularly for the more able pupils, is not always sufficiently challenging. The co-ordinator focuses well on improving teaching and learning and raising standards, especially at Key Stage 1.

PHYSICAL EDUCATION

148. As in the previous inspection only games activities were observed. Current standards by the age of seven are below the level expected. By the age of 11, standards are in line with the expected level. This closely reflects the standards reported at the previous inspection. In swimming, the standards achieved are below the level required. Although pupils make satisfactory progress overall, including those with special educational needs and with English as an additional language, such progress is uneven between year groups and between some classes of similar mixed age pupils. This is directly linked to the quality of teaching, the level of teachers' understanding and their expertise in the subject.
149. Most pupils in Key Stage 1 endeavour to achieve and work with enthusiasm and enjoyment in games. In some classes skills progress well. Year 1 pupils stretch, balance and perform star jumps competently as they warm up. They balance with the expected level of ability. Given the restricted hall provision, they show reasonable awareness of space and move in a variety of ways, although a few are less co-ordinated when hopping. They throw and catch and respond promptly to a signal to stand still. Most roll a ball with reasonable accuracy and higher attainers do so with ease, because the task is undemanding. Pupils with special educational needs are well supported by additional staff. This enables them to participate fully and make similar progress to others in the class. In Year 2 skill progression is well developed in one mixed year class, but there is evidence of some repetition and pupils cope easily with the task of rolling a ball to a partner in different ways. The slow pace and undemanding tasks in this class mean that pupils do not always work with enough effort. On occasions the use of time targets improves the pace but this is countered by the slippage of time at the outset of the lesson, because many pupils are not used to changing properly for physical education. The lack of attention to appropriate kit, and the inappropriate footwear worn by some adults for physical education, are unsatisfactory features. Progress in this class was barely satisfactory. Opportunities were provided by teachers for some self-evaluation, but pupils lack the experience to comment critically and such evaluation is at a superficial level.
150. At the end of Key Stage 2, standards improve due to the good and very good teaching at the upper end of Key Stage 2. The accelerated progress in Year 6 helps pupils to develop their

skills in fielding. Well structured and carefully planned lessons ensure effective skill progression for the oldest pupils. Firm management results in maximum use of available time. Pupils understand the reasons for warm up activities and make full use of the very limited hall space.

151. Pupils work well collaboratively in pairs and independently in Year 6, mindful of the teacher's expectations. They use their sending and receiving skills in groups as they devise simple mini games. They are able to intercept the ball well and demonstrate good team skills. Their evaluation of each other's game is constructive. This contrasts sharply with Year 5, where pupils' ability to demonstrate simple fielding and bowling skills in cricket was limited for all but the higher attainers. A lack of self discipline results in a high noise level and spasmodic effort from some pupils. Whilst the quality of teaching and learning is satisfactory overall, this is largely due to the good teaching pupils receive in Year 6. Here good subject knowledge and well presented tasks ensure pupils are clear about what they have to do. The good focus on self evaluation and effective questioning such as 'How can you build a challenge into the game?' extends pupils' thinking and imagination. When skills are carefully taught, pupils demonstrate increasing control, co-ordination and work with greater effort. When tasks are sufficiently demanding most pupils concentrate, work hard and behave well.
152. The recently appointed co-ordinator has not yet developed his role sufficiently to ensure the subject is carefully monitored. The lack of any formal assessments and the use of such information to inform teaching and learning limits the progress made. Progress is also restricted by the lack of access to a suitable field, a cramped hall and a severely sloping playground.

RELIGIOUS EDUCATION

153. There has been satisfactory improvement in religious education since the previous inspection. The standards of attainment were reported then as being in line with what would be expected. Although this is still the case at both seven and 11 there has been improvement in planning, the quality of teaching, learning and resources. The new religious education policy and guidelines were planned in conjunction with the latest national guidance and take into account the expectations of the locally agreed syllabus. Judgements are based on the observation of two lessons, a limited amount of pupils' work and discussions with pupils and teachers.
154. Celebrations play a great part in the development of the understanding of the two dominant faiths in the school. There is evidence of children taking part in the Christian festivals of Harvest, Christmas, and Easter as well as baptisms and weddings. The school has a huge party to celebrate Eid. Divali and the Chinese New Year are also celebrated. Pupils enjoy listening to and acting out stories from the different faiths. This approach helps all pupils to participate and develops speaking and listening skills. It also means that there is less written work to see. The quality of teaching in one of the two lessons observed was excellent. There was an emphasis on special places and pupils were motivated and interested to think about prayer. There was a stillness as pupils thought of their special places and their special thoughts. In this study of Hinduism pupils begin to see how Hindus show devotion to God. Religious education work features in the 'best work' assemblies and the social and moral aspects of school life are reinforced well.
155. A wide variety of religious education resources is available for use in school but there is still a lack of religious artefacts that have a special significance for members of a faith community. Most resources have been purchased since the last inspection when resources were few and there was a clear need to improve the provision of books.
156. The newly appointed coordinator is well aware of the needs of the curriculum and that there are still issues to deal with. As yet there are no procedures for assessment and no day-to-day assessment takes place.