

# INSPECTION REPORT

**OUR LADY AND ST JOSEPH'S  
CATHOLIC PRIMARY SCHOOL**

Wath-upon-Dearne, Rotherham

LEA area: Rotherham

Unique reference number: 106942

Associate Headteacher: Mr J Hutchinson

Reporting inspector: Mr S M O'Toole  
20891

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> October 2001

Inspection number: 218051

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 with nursery

School category: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Fitzwilliam Street  
Wath-upon-Dearne  
Rotherham  
South Yorkshire

Postcode: S63 7HG

Telephone number: 01709 760084

Fax number: 01709 879767

Appropriate authority: The Governing Body

Name of chair of governors: Mr Peter Olding

Date of previous inspection: 1<sup>st</sup> November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	S O'Toole	Registered inspector	Equal opportunities English as an additional language The foundation stage Art and design Information and communication technology	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
15181	M Hackney	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
17543	R Coupe	Team inspector	English Music Design and technology	How good are the curricular and other opportunities offered to pupils
20301	P Isherwood	Team inspector	Special educational needs Mathematics Physical education	
21750	S Hall	Team inspector	Science Geography History	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Our Lady and St Joseph's Catholic Primary School is a smaller than average school. It draws its pupils from a wide area. A total of 174 pupils attend the school made up of 78 boys and 81 girls aged from four to eleven and 29 part-time children in the nursery. Most pupils come from white ethnic backgrounds and live in an area that is economically average. Ten pupils have English as an additional language and their main languages are Chinese, Greek and Turkish. Twenty-three pupils are entitled to free school meals, a figure which is average. An average proportion of pupils have special educational needs and three have statements of special educational need, which is above average. Children are admitted to the nursery in the term after their third birthday and most have five terms before transferring to the reception class just before they are five. On admission to the school, most pupils have levels of attainment that are about those expected for their age. Since the previous inspection there have been several changes of teachers and two are on temporary contracts. The associate headteacher is on a short-term contract.

### **HOW GOOD THE SCHOOL IS**

The school provides a satisfactory quality of education and is improving rapidly under the strong leadership of the associate headteacher and the very effective governing body. Standards are improving and inspection evidence shows that by the end of Year 6 they are above average in English, mathematics and science. The teaching is good and the pupils make good progress. Overall leadership and management are good. Because of the high costs of educating the pupils, the school provides satisfactory value for money.

#### **What the school does well**

- Standards in English, mathematics and science are above average by the end of Year 6.
- The quality of teaching.
- The progress made children in the nursery class.
- The associate headteacher's and governors' role in shaping the direction of the school.
- The care of the pupils.
- The involvement of parents.

#### **What could be improved**

- Standards in art and design, music and design and technology.
- The role of subject leaders.
- The use of assessment.
- Resources for outdoor play for children in the nursery and reception classes and resources for most subjects.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made overall satisfactory improvement since it was last inspected in November 1999. Improvement has been very good in the last few months under the leadership of the associate headteacher. The serious weaknesses identified have been addressed and the school is well placed to improve because the governors now provide a firm steer to the school's development, teaching is better than it was and standards have begun to improve. More remains to be done in developing the role of subject leaders and

using assessment more effectively. Under the present leadership the school has good capacity for improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	B	C	C	well above average A above average B average C below average D well below average E
mathematics	D	A	D	D	
science	D	D	D	D	

Overall standards have improved since the previous inspection. After a period of steady improvement in English and mathematics, the results of national tests at the end of Year 6 in 2001 declined. Standards were average in English but below average in mathematics and science nationally and when compared with schools with similar intakes. The results at the end of Year 2 were well above average in reading and average in writing and mathematics. When compared with schools with similar intakes standards for seven-year-olds were well above average in reading, average in writing but below average in mathematics. The reasons for the fall in standards at the end of Year 6 include the high proportion of pupils with special educational needs (28%), significant staff turnover and high mobility of pupils. Nevertheless, standards were sufficiently high given the pupils' prior attainment. The 2002 group of Year 6 pupils is likely to attain above average standards in English, mathematics and science. The variation between inspection evidence and test results is due to the differences in cohort, the low proportion of pupils with special educational needs, more focused teaching and better planning. The school now sets sufficiently challenging targets and is on course to meet them. Progress in most subjects is now good as a result of improved and effective teaching but in previous years there has been unsatisfactory progress as a result of some unsatisfactory teaching and lack of guidance from subject leaders. Pupils with special educational needs and those with English as an additional language make good progress. Children in the nursery and reception classes make good progress and by the end of reception they attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. At the end of Years 2 and 6, standards are average in information and communication technology, history, geography and physical education. Computers are used satisfactorily in other subjects. Pupils' literacy skills are improving at a good rate and satisfactorily in numeracy. Overall standards are high enough with the exception of art and design, music and design and technology, which are below expectations for seven and eleven year olds.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils respond enthusiastically in lessons and sustain concentration well. The nursery and reception children make good progress in their personal, social and emotional development and learn how to co-operate.
Behaviour, in and out of classrooms	Good. The pupils contribute much to creating a well-ordered school. There was no evidence of rough play or bullying. There have been no exclusions.
Personal development and relationships	Good. Relationships are very good and pupils accept responsibility and use their initiative, for example, in choosing and putting away

	resources.
Attendance	Good. Attendance is good and above the national average. The pupils like school and punctuality is good.

### TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
<b>Quality of teaching</b>	Good	Good	Good

*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.*

The teaching is good overall although there are weaknesses in some aspects of design and technology, art and design and music. Strengths include very effective development of basic skills in the nursery class and in English and mathematics through the school, the very good relationships between staff and pupils and effective and positive approaches to managing behaviour. The teaching of English and mathematics is good. Reading is taught very well. Teaching meets the needs of the pupils including those with special educational needs and those with English as an additional language. The best teaching is in the nursery and Year 6. Information and communication technology is taught effectively. There were no unsatisfactory lessons during the inspection. Pupils work hard, show interest and concentrate. They particularly enjoy English lessons. Literacy and numeracy skills are developed satisfactorily in other subjects. Areas for development in teaching include more effective use of marking, improving the pace of some lessons and increasing creative opportunities for the pupils.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for the foundation stage is good. The school promotes fairness and equality. Planning for the subjects is much improved and is good in English and mathematics. There are gaps in the provision for design and technology, art and design and music. There is a good range and number of extra-curricular activities, mainly for the juniors.
Provision for pupils with special educational needs	Satisfactory. Staff plan appropriate work for the pupils. Some individual education plans lack sufficient focus. Parents are now suitably involved.
Provision for pupils with English as an additional language	Satisfactory. The pupils are given suitable support and make good progress. Most achieve at least average standards by the end of Year 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The staff are good role models and consistently promote effective relationships, care and concern for others and are consistent in promoting good behaviour. Spiritual development is very good but cultural provision is satisfactory. There is satisfactory development of pupils' awareness of life in culturally diverse society.
How well the school cares for its pupils	Effectively. The staff are very caring and know the pupils well. There are consistent and effective measures to ensure that behaviour is good. Procedures to check on pupils' progress are satisfactory but the results of assessment are not used

	sufficiently to plan work except in English and mathematics.
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Links with other schools and the community are good. The parents have positive views of the school. The school has good links with parents

**HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The school has made recent good improvement in leadership and management following a period of staff turnover and absence. The associate headteacher is an inspiring leader and has had a major impact on improving teaching and establishing consistency in many areas. Subject leaders are developing their role but this remains an area for improvement
How well the governors fulfil their responsibilities	Very effectively. The governors have an incisive view of the school's strengths and weaknesses and are determined and capable of moving the school forward. The chair leads the governors excellently.
The school's evaluation of its performance	Good. Systems to monitor the school's performance have been put in place and the school is well placed to meet its targets. Monitoring of teaching has helped to improve the quality of lessons but more remains to be done to ensure consistency in developing skills, knowledge and understanding in some subjects.
The strategic use of resources	Good. Finances are used effectively. Good use is made of grants, and financial control and administration are now robust. The governors have a good understanding of the principles of best value, spending money wisely and linking spending to raising standards.

There are sufficient teaching and support staff. The accommodation is unsatisfactory and the area for outdoor play for nursery and reception children is in poor condition, although the school has started to improve this. The library is unsatisfactory and there are shortages of resources for most subjects.

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The teaching.</li> <li>• The approachability of staff and their care for the children.</li> <li>• The behaviour and attitudes of their children.</li> <li>• The progress made by all groups of pupils.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents expressed concern about the previous leadership and management.</li> <li>• The extra-curricular activities.</li> <li>• Consistency in homework.</li> </ul>

The inspection team endorses the positive views of the parents. Homework is satisfactory and appropriate for the age of the pupils. There are good extra-curricular activities for the juniors. The leadership of the school has improved under the associate headteacher.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievement**

1. The school has improved standards since the previous inspection and tackled the serious weaknesses in mathematics, science and information and communication technology. Standards are now sufficiently high in most subjects, although they are not high enough across the school in art and design, music and design and technology. There has been steady improvement in the pupils' performance in national tests at the end of Years 2 and 6 up to 2000 although standards were generally below average at the end of Year 6 in the tests in 2001 when results in English and mathematics declined. In the tests in English standards were in line with the national average and average when compared with similar schools. Reading was well above average but writing was below average. Standards in mathematics and science were below average and below those of schools with similar intakes. The fall in standards was due to the high proportion of pupils with special educational needs in the Year 6 group in 2001, and lack of consistency in developing skills, knowledge and understanding through the school. The current Year 6 is a higher attaining group with no pupils with special educational needs and inspection evidence shows that standards are above average in English, mathematics and science. The very good teaching in Year 6 is having a significant impact on the pupils' progress and attainment. Overall, the trend in improvement in national tests has kept pace with the national improving trend. There is some variation in the performance of boys and girls from year to year but this is not significant given the small cohorts. In some years boys outperform girls but the converse is true in other years.
2. In the national tests at the end of Year 2 in 2001, standards in reading were well above the national average and well above the average when compared to similar schools. Standards in writing and mathematics were average. Standards in mathematics were below average when compared with similar schools. There has been good improvement in reading since the previous inspection and satisfactory improvement in writing and mathematics. The results of teacher assessments in 2001 showed that standards in science were below average. Inspection evidence shows that standards are well above average in reading and above average in writing. Standards in mathematics are average and above average in number. The teaching of science has improved and standards are now average.
3. The school did not reach its targets in the tests at the end of Year 6 in 2001. The results of national tests varied significantly with teacher assessments and the targets set were unrealistic. There has recently been an overhaul of the school's targets for 2002; they are sufficiently challenging and, as a result of effective teaching, the school is likely to attain them. Assessment procedures have also been improved in English and mathematics and the teachers' assessments are much more realistic and take account of previous learning.
4. Children start in the nursery class in the term after they are three and most currently have five terms part-time nursery education before transferring to the reception class just before their fifth birthday. Children start school with appropriate levels of attainment for their age. The school has not identified any of the current children in the foundation stage as having special educational needs or English as an additional language. The children make good progress overall, and very good progress in their personal, social and emotional development in the nursery. By the end of the reception year, the children attain the early learning goals in all areas of learning. They exceed the early

learning goals in personal, social and emotional development. Overall, the children's attainment is at a similar level to that at the time of the previous inspection.

5. There has been rapid recent improvement in information and communication technology and standards by the age of seven and 11 are appropriate for the age of the pupils. The pupils make satisfactory use of computers in other subjects. Standards in history, geography and physical education are appropriate for pupils at the end of Years 2 and 6. However, standards in art and design, music and design and technology are below those expected and are not high enough. The pupils make good use of their skills in literacy in other subjects. There is some very effective writing in history and geography with pupils making good use of subject vocabulary. Teachers make good use of the National Literacy Strategy as a basis for developing pupils' skills. Numeracy skills are used satisfactorily in map work in geography but there is insufficient use of mathematical skills in art and design and design and technology. The school has improved pupils' progress through the satisfactory use of the National Numeracy Strategy.
6. There have been variations in progress in most subjects over a period of time because of inconsistent and sometimes undemanding teaching. Progress has been unsatisfactory in some classes, particularly Year 2, but this situation has been reversed and the pupils now make good progress as the current teacher provides interesting and stimulating lessons. The lack of a firm steer from the previous leadership of the school meant that teachers were often working without an awareness of what had already been taught and pupils needlessly repeated work. The associate headteacher has brought much more consistency to the teaching, through effective monitoring, and the teachers have improved planning and assessment in English and mathematics; these factors have brought about more consistent and good progress particularly in English and mathematics. Other factors influencing attainment are the organisation of classes into single age groups, the introduction of a good policy on teaching and learning, and the re-organisation of the school day so that good use is made of teaching time. Pupils now make good progress.
7. Pupils with special educational needs make good progress and those with statements of special educational needs are supported effectively and achieve the targets in their individual education plans. Most pupils with special educational needs have positive attitudes to their work. They concentrate well on their work, for example, in a Year 5 oral mathematics session when they work on times tables with a teaching assistant. There are very few pupils with English as an additional language and they receive suitable support. They make good progress and most achieve the expected levels for 11-year-olds by the end of Year 6. The school has clearly identified gifted and talented pupils and makes good provision to challenge them. The pupils respond very well and work productively. The most able Year 5 pupils work in the Year 6 class and are achieving good standards.

### **Pupils' attitudes, values and personal development**

8. Since the previous inspection, most pupils, including those with special educational needs and those in the nursery and reception classes, have maintained a good attitude towards school. In all classes, most pupils are keen and interested to learn, and they enjoy being involved in a range of activities. At the Foundation Stage, children settle quickly into the routines of the Nursery and Reception class, and respond well to their teachers. They take a keen interest in the activities provided. In the infants and juniors, most pupils are very enthusiastic, and they concentrate well and persevere with tasks during lessons. Pupils know the school rules well and they respond very positively to

the high expectations from all adults in the school. The school is an orderly and purposeful environment where pupils care for each other. In most lessons, and particularly where teaching is good, pupils of all abilities participate willingly and are very keen to answer questions. For example, in a Year 4 history lesson about evacuees pupils were very enthusiastic about the topic and anxious to share their ideas and feelings. The majority of pupils listen well to their teachers and to each other during lessons. This makes a strong contribution to their progress and the standards achieved in the school. Pupils show much thought and sensitivity in literacy lessons; in Year 6 they discussed the poetry of Blake with a good level of maturity and wrote sensitive and imaginative pieces to describe their own feelings.

9. Behaviour is good in lessons, in the playground and while pupils are moving around the school. Parents feel that behaviour has improved recently. Pupils behave well in the dining hall at lunchtime when they sit together to eat their midday meal. They have a clear sense of the difference between right and wrong, and are polite and friendly towards visitors. Pupils have a good understanding of the impact of their actions on others, and on the quality of life in the school. Staff act as good role models and they listen carefully to what pupils have to say. Pupils also show respect for other people and for property, and this results in a pleasant learning environment. Although there is the occasional incident of bullying and harassment, pupils are confident that this is handled well by the school. Pupils have helped to devise the bullying policy and know what action they should take. During the last academic year there have been no exclusions.
10. Relationships throughout the school are very good. Pupils of all abilities and different cultures work well together in classrooms and play well together in the playground. During lessons pupils share resources willingly and sensibly. When given the opportunity, many pupils, including some children in the Nursery and those with special educational needs, are able to work well independently when completing tasks. For example, pupils use their own initiative to solve problems in information and communication technology and when writing questions in literacy. Most pupils are co-operative and interested when working in small groups and with partners. Pupils are confident and familiar with the daily routines to which they respond well. They support each other well in classrooms, at lunchtime and in the playground. Pupils are enjoying the recently acquired outdoor play equipment which they share well, and they feel this has helped to overcome any potential behaviour difficulties at lunchtime. The very good relationships within the school make a strong contribution to pupils' progress and their achievements.
11. From the time children start in the Nursery, their personal and social development is good. This is closely linked to the school's positive Christian ethos and the effects of the leadership of the associate headteacher. Parents feel that their children develop well socially during their time in the school. Most pupils are keen to take on responsibility for special jobs, and they act as monitors, library assistants, help with the tuck shop and older pupils look after younger ones. Pupils enjoy the regular opportunities to visit places of educational and cultural interest, and these provide good personal development through an enriched curriculum. Although pupils are involved with teachers in setting targets, the school is aware that as an area for development pupils could take more responsibility through decision-making in setting their own targets for improvement. The school's close links with the community provide good opportunities for pupils to take part in a range of local events and celebrations. This extends their experience well and promotes their confidence and understanding of the world.

12. Attendance is good, and is just above the national average. The school has no unauthorised absence. The new headteacher promotes good attendance with regular reminders to parents and pupils, but a number of families continue to take holidays during term-time. The majority of pupils are punctual. Registration and lessons start on time and there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' attitude towards learning and on their achievements and progress.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. The teaching is good and has a beneficial impact on learning throughout the school. In the lessons seen, 4 out of 10 were very good or better, 4 out of 10 were good and the remainder were satisfactory. There were no unsatisfactory lessons. Teaching of pupils with special educational needs has improved and is now good. The teaching of pupils with English as an additional language is satisfactory and most of these pupils attain the standards expected by the end of Year 6. Teaching and learning have improved since the previous inspection because there has been more rigorous and effective monitoring, some staff have changed and there has been more purposeful leadership to inspire and enthuse teachers. The re-organisation of teaching groups into single aged classes has contributed to raising standards and enabled teachers to plan work which is more carefully matched to the needs of the pupils. The teachers work hard to meet the needs of all abilities and good attention is given to accelerating the progress of gifted and talented pupils by enabling them to work with older pupils. The teachers now have a clearer understanding of matching work to pupils' abilities. However, inspection evidence shows that the teaching of design and technology, art and design and music has been unsatisfactory and until recently it has not been good enough in geography and history in Year 2.
14. The school has recently changed the criteria for identifying pupils with special educational needs. This is now better focused and allows teachers to plan more effectively. There are suitable individual education plans. Some targets are clear and measurable, for example being able to spell a certain number of words or recognise particular letter sounds. Occasionally the targets are too general and as a result it is difficult to measure progress. The individual education plans are linked particularly well to English and this has a positive effect on the progress pupils make. The school has recognised the need to focus more closely on mathematical targets in individual education plans. In lessons, pupils with special educational needs are well supported both by teachers and support assistants. This support ensures that these pupils are fully included in activities and make good progress in their learning.
15. Learning is good in English, mathematics, science and information and communication technology and satisfactory in the other subjects. The pupils work hard and are keen to please their teachers. This is an improvement since the previous inspection. In addition the amount of work pupils produce has greatly increased in comparison with that done last year, most notably in Year 2. There is much more incisiveness about the teaching and consistency between classes. This is having a positive impact on progress. Pupils are much clearer about what is expected of them and the effective monitoring by the associate headteacher has begun to challenge and enthuse teachers. The knock on effect has been to raise pupils' expectations of their own competence and improve productivity levels. Pupils listen carefully to instructions and follow them, settling to tasks quickly. In most lessons the pupils participate eagerly and are keen to be the first to finish or to answer a question. The more able are beginning to work independently but this is an area for development as some pupils initially lack confidence when starting work and need much reassurance. Occasionally, overlong explanations by the

teachers cause learning to drift and some pupils lose concentration and become restless.

16. Teaching of children in the foundation stage is good with some very good teaching in the nursery class. The teachers and support staff work together well and form an effective team; they have good expertise and experience of working with young children and provide stimulating and interesting lessons. The mixed class of reception and Year 1 pupils is beginning to work well although there is an occasional imbalance in the work set; sometimes work is too hard for the reception children and not demanding enough for Year 1. Nevertheless, the teacher and support assistants work well together and intervene effectively with individual support and guidance. Staff in the nursery and reception classes emphasise personal, social and emotional development very well and this enables the children to make strong gains in their learning. The staff use a variety of methods, including individual, small group and whole class sessions to develop the children's co-operative skills. Communication, language and literacy are taught well and the individual support for nursery children and effective intervention by the staff stimulate a love of books and enable the children to make good progress in their early attempts at writing. The children respond well to these opportunities and become avid learners who work hard and take much pride in their achievements. There is a good emphasis on teaching the names and sounds of letters and opportunities for parents to be involved in reading at home also contribute to effective learning. The teaching of the mathematical area of learning is good. Much of the work is practical and this helps the children to come to a clear understanding of number. The many rhymes and number games used contribute well to progress. The staff keep good records of the children's progress and use the information to plan the next step in learning. Teaching of knowledge and understanding of the world and creative development is good. The teaching of physical development is good in the nursery and satisfactory in the reception class. Learning and teaching are hampered by poor conditions for outdoor play and a lack of resources. The staff have good knowledge of the foundation stage curriculum and a thorough understanding of how young children learn. They have very good relationships with the children and parents and this engenders a feeling of confidence and success. The staff manage behaviour well and make good use of praise and encouragement.
  
17. The teaching of English, mathematics and science are now good although there have been too many inconsistencies in the past and this has slowed progress. However, the staff are now working as a team and the improved planning, particularly in English, mathematics and science, are beginning to have a positive impact on attainment and the standards of teaching. Literacy teaching is good and the development of numeracy skills is satisfactory. Teaching in information and communication technology is good. It is satisfactory in physical education, geography and history. However, because of a lack of subject guidance, weak schemes of work and inconsistencies in developing pupils' skills, knowledge and understanding in art and design, geography, history, music and design and technology, the teaching of these subjects has been unsatisfactory. This unacceptable situation is now improving. Limitations of accommodation and resources adversely affect the overall progress that pupils make and the standards they attain in these subjects.
  
18. Strengths of teaching throughout the school are:
  - the high expectations that teachers have of pupils' standards, particularly in English and mathematics;
  - pupils are managed well, overall, and relationships are very good. Consequently, pupils are confident learners who are willing to try hard;

- support staff are used well. (They are keen to be involved in pupils' learning and make a good contribution to the progress of pupils with special educational needs. Support staff not only support those to whom they are directly attached but also join in class activities and provide direction and help to others in the class.)
  - the basic skills, especially of English, mathematics and science, are taught well because teachers structure those lessons effectively; (This ensures that pupils acquire the necessary knowledge, skills and understanding in those subjects in a logical sequence. This has improved much during this academic year because of more rigour in monitoring teaching and learning.)
  - the good variety of methods and approaches used to motivate and enthuse the pupils in English, history and science lessons.
19. The most effective lessons, seen during the inspection, had a brisk pace and teachers successfully built on the introductions to guide the pupils through an increasingly challenging set of activities. In a lesson in English in Year 6, the teacher's sophisticated use of language and high expectations prompted an enthusiastic and sensitive response from the pupils. The quality of work produced was good; pupils worked hard and sustained their interest for a long period and produced high quality writing. Teachers have good subject knowledge of English and mathematics and satisfactory knowledge of most other subjects, although there are inconsistencies in teachers' knowledge of art and design, music and design and technology.
20. A strength in the teaching is the use that is made of questions. In science lessons, the teachers astutely used pupils' answers, right or wrong, to probe understanding and to extend learning. Teachers devise activities that require pupils to work actively for a high proportion of the time available. This ensures that pupils are fully involved throughout the lesson and make very good progress in their learning. However, the limited resources often undermine the teachers' thorough planning and preparation. In an art lesson, the teacher inspired the pupils through a discussion of local pottery and built up the pupils' excitement and interest, but the lack of suitable tools and surfaces for clay work hampered pupils' progress. Unsatisfactory resources affect the teaching adversely in art and design, music, design and technology, English, science, geography and history.
21. Where lessons, whilst satisfactory overall, are less effective, it is because teachers tend to talk for too long and time is not used crisply enough which results in pupils being required to listen for too long before and does not ensure that they are actively involved in the lesson for long enough periods of time. Homework is used satisfactorily in Years 1 to 6 to reinforce and extend learning. The teachers exercise firm and friendly discipline and are good at motivating the pupils with a well-timed and focused remark or a word of encouragement. However, marking is inconsistent and unsatisfactory. In a few instances, notably in Year 6, the teacher marks effectively and guides the pupils on how to improve through setting targets and making comments which highlight strengths and weaknesses.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

22. The school offers its pupils a satisfactory curriculum. The curriculum for Years 1 to 6 covers all the subjects in the National Curriculum and religious education and fully meets requirements. The school has satisfactorily addressed the issues raised in the previous inspection report. Planning has improved and is now satisfactory; it is particularly good in English and mathematics and is having a positive effect on raising standards. The use of consistent planning throughout the school helps to ensure that

there is step-by-step development in the acquisition of skills and knowledge. The guidance from the Qualification and Curriculum Authority has recently been introduced. This gives staff a solid foundation to build on and develop schemes of work which are suited to the particular needs of the school.

23. The curriculum gives particular emphasis to developing literacy and numeracy skills. The National Literacy Strategy has been very effectively implemented. The school has developed its 'guided reading' sessions very well and these are having a positive effect on raising standards in reading. Particular attention has been paid to developing writing skills. There are many good opportunities for pupils to develop their literacy skills across the whole curriculum, for example, in work on the Victorians and the Second World War in history. Numeracy skills are very well developed in mathematics lessons but opportunities to use mathematics across the wider curriculum are not planned consistently. The use of information and communication technology across the curriculum is satisfactory and is improving rapidly. There are some good examples of data handling enhancing both mathematical and scientific skills.
24. Pupils with special educational needs have access to the full curriculum and this has a positive effect on their learning. When pupils are withdrawn from lessons to receive individual support this is of very high quality and it has a very positive impact on pupils' progress. Occasionally, the timing of withdrawal means that pupils miss information that will help them in the rest of the lesson. Pupils with English as an additional language are fully involved in all the school's curricular activities.
25. There is a good range of extra-curricular activities, particularly for pupils in Years 3 to 6. A wide range of sporting activities is offered including, football and mat ball. Pupils learn to play the guitar and take part in lunchtime dance sessions. Pupils in Years 1 and 2 have the opportunity to attend a seasonal gymnastics club. The 'Homework Club' enhances learning for pupils in Year 6. Very good use is made of visits out from school to develop pupils' learning. Pupils have developed their knowledge and understanding in many subjects by visits to The Wetlands Centre, Eden Camp, The Herdings in Sheffield and the local library to meet an author. Initiatives, such as 'Crucial Crew' and 'Life-styles', have had a positive effect on developing pupils' personal, health and social skills. Social skills are also developed very well on the residential trip to Giggleswick in North Yorkshire.
26. The curriculum for the foundation stage is good. Planning is thorough and focuses on the needs of the children of different abilities in the classes. The links between nursery and reception are well established and the transfer of accurate records ensures that the teaching of children in the reception class builds upon what has already been taught. The curriculum is broad and balanced but the poor condition of the outdoor area and the limited resources available in the nursery have a detrimental effect on the curricular provision.
27. The provision for personal, social and health education is satisfactory. The school has identified this as an area for development. Although there are inconsistencies between classes, opportunities are provided for pupils to make good progress personally and socially through activities and responsibilities, but there is no planned programme to develop this area of education. The governing body is at present reviewing the school's provision for sex education. Through science, pupils are made aware of the need to look after themselves and the dangers of the misuse of medicines. Pupils in Year 6 take part in the 'Crucial Crew' initiative organised by the police. This involvement makes a strong contribution to developing pupils' awareness of the danger of drugs and towards becoming a responsible citizen in the community.

28. The school has close links with the community and with the Diocese and this makes a good contribution to pupils' learning. Parents speak highly of the school's involvement in the community. Pupils take part in a variety of parish activities, some of which are held on the school site. Occasional visitors from the community enrich the curriculum. For example, as part of their study of World War II, pupils in Year 4 welcomed a very elderly lady into their classroom to share her memories of evacuees. Pupils regularly support a number of local and national charities. The school has good relationships with other schools and to mark the Millennium pupils joined with other primary schools for the Big Praise Big Picnic at Doncaster Race Course. Close links have been developed with the secondary schools to which most pupils transfer and this helps to ensure a smooth and secure transition into the next stage of education.
29. The provision for pupils' spiritual, moral, social and cultural development is good. This maintains the overall findings of the previous inspection. There are particular strengths in provision for the pupils' spiritual development and areas for further improvement in provision for cultural development. Provision for pupils' spiritual development is very good. There is a very positive, caring school ethos and the commitment to pupils' personal development underpins the work of the school. Assemblies make a very effective contribution by providing opportunities for spiritual development and reflection when considering friendship. Pupils are encouraged to reflect and think about their lives and those of others. This was very well illustrated when considering the musical stimulus of 'Something inside'. Pupils identified what xenophobia means to different people and how this is reflected in the song. The absolute silence in which the pupils then listened to the song again following the discussion was particularly spiritual and affecting. Opportunities for fostering spirituality across the curriculum are often informal but frequent and well considered. Discussions include opportunities for pupils to learn to consider others' feelings and ideas. Unusually but very effectively the school has recently introduced opportunities to support spiritual development through the weekly school newsletters through references to assembly topics and the themes of Sunday worship for families to follow up later.
30. There is good provision for pupils' moral development. The school mission statement and school rules are displayed prominently. Staff make their expectations of behaviour very clear and are consistent and fair in their dealings with pupils. Time is spent helping pupils to reflect on the consequences of their own and others' actions and this helps pupils develop responsibility for the decisions they make. Teachers praise pupils effectively and give rewards for their behaviour, efforts and achievements, promoting their self-esteem. Pupils develop a clear understanding of 'right' and 'wrong' through well-chosen stories and discussions. The sensitive handling of behavioural issues as they arise contributes to pupils' moral development. Fair play in competitive games is highly encouraged. Pupils are taught to apply qualities such as care, kindness, helpfulness, courtesy and the ability to listen to others. Teachers make a point of seeing the positive side of pupils' actions and behaviour, rather than being critical. Teaching staff provide very good role models and treat pupils respectfully, and expect the same courtesy in return. Parents are appreciative of the care and support provided and the clear opportunities to extend the children's personal development in both curricular and extra-curricular activities.
31. The provision for the pupils' social development is good. This is developed appropriately through opportunities for pupils to work together and develop their awareness of social and moral issues. The school operates as a highly harmonious unit. Classroom organisation allows pupils to work in pairs and groups and the vast majority of pupils respond positively to these opportunities as noted when pupils in Year 6 worked closely together when testing air resistance. Many pupils show a caring and sincere concern for younger pupils. Discussions in lessons prompt pupils to reflect

upon how their own activities may affect others. The majority of pupils talk with maturity about the need to be honest and fair, and to tell the truth. Physical education and extra-curricular activities provide good social training through being part of a team. Parents are invited into school to join in celebrations. Although there is currently no school council, through which the ideas and views of pupils are sought, pupils have recently been consulted and asked for suggestions about how they would like the range of school activities extending. Pupils are pleased that the associate headteacher has acted upon their wish to use apparatus in physical education lessons.

32. Pupils' cultural development is satisfactory but staff miss many opportunities to extend cultural understanding further. This is something that the school is conscious needs further development and this term staff have begun a very effective programme of cultural enhancement in music. There are appropriate opportunities for pupils to develop an understanding of their own local culture. Occasional visits are made to local places of educational interest especially as part of their work in geography. Teachers are imaginative in planning activities as seen when pupils enjoyed dressing as Victorian children. This extends pupils understanding of local history and of their own family's part in regional events. Pupils are prepared satisfactorily for life in a culturally diverse society. However, as identified in the previous inspection, the school does not make a sufficiently significant contribution to the pupils' understanding and appreciation of the cultures and traditions of others. Books, displays and artefacts do little to extend pupils awareness of the richness and variety of other cultures and heritage. Teachers now extend pupils' learning about other faiths but not enough opportunities are planned to enhance pupils' experiences and understanding of artists, performers and musicians and this limits their personal development.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The provision for the pastoral care and welfare of pupils has improved since the previous inspection and is now good. Parents are very satisfied that this is a very caring school. Pupils with special educational needs receive good support to enable them to make good progress and to take full advantage of all educational opportunities the school provides. Nursery education and the care and support provided equip children well for moving into the reception class. Staff know pupils well, and good attention is paid to their individual, physical and emotional needs. Although opportunities are sometimes lost for pupils to develop an independent approach towards their learning, the school places an emphasis on self-responsibility and discipline which is closely linked to the very good relationships in the school.
34. Child protection procedures are good and have improved since the arrival of the associate headteacher who is the designated person with responsibility. All concerns are well monitored and recorded in accordance with the school's policy and local authority guidelines. The governing body takes a major interest in child protection and supports the headteacher well. All staff, including lunchtime supervisors, are aware of the procedures through clear guidelines. All pupils have access to outside support agencies. Good computerised personal records are kept up-to-date and are used well to support pupils' needs and to keep close contact with parents. The health and safety policy is followed well, and procedures have improved recently. The governors are now vigilant in their completion of a regular risk assessment and issues are recorded effectively and prompt action taken. The caretaker and all staff pay good attention to potential safety hazards, although the playground area for younger children is in a hazardous and poor condition. Good procedures are in place for first aid with qualified staff on site. Regular fire drills are held.

35. Good procedures are followed for monitoring and recording attendance. The associate headteacher and the education welfare officer monitor attendance as a whole school and pupils and parents are reminded regularly of the need for good attendance and punctuality. The procedures for monitoring and promoting good behaviour have improved, with the associate headteacher establishing a more consistent approach towards reward and celebration for good work and behaviour. This, the good role models and teachers' high expectations result in pupils behaving well and the school being an orderly and calm environment. The associate headteacher holds regular meetings with lunchtime supervisors to assist them in managing pupils' behaviour in the playground at lunchtime. Very good procedures are followed to eliminate bullying or harassment of any kind, and parents feel that this is a strength of the school.
36. All pupils, including those children in the foundation stage, are well supervised in the playground, and good attention is paid to their safety and welfare. Prior to induction into the nursery, good arrangements are made for children and their parents to meet staff through home visits. Parents speak highly of this and feel that it gives them an insight into the curriculum. Children and parents also have the opportunity to visit and spend time in the nursery class. Parents are very satisfied with the support they receive and this enables their children to settle in quickly. Through the school's close links with the secondary schools, pupils in Year 6 are well prepared and supported prior to their transfer through visits, meetings and joint activities.
37. When teachers have concerns about a pupils' progress, they consult the special educational needs co-ordinator. If it is appropriate, targets are set for the pupil using an individual education plan. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making progress towards their targets. The school has regular contact with the educational psychologist and learning support service. The school uses the advice and support from these services effectively to develop learning. The register of special educational needs is regularly reviewed. Pupils with English as an additional language receive satisfactory support. Additional support is provided by other agencies as needed. The staff of the school clearly identify the needs of individuals and plan appropriate work.
38. Assessment was highlighted as an issue for development during the previous inspection. There were weaknesses in applying systems consistently, monitoring progress and setting targets. The school has improved but, with the exception of English and mathematics, the use of assessment to plan work is unsatisfactory. Good procedures are in place for assessing pupils' attainment and social skills in the foundation stage. From this teachers are able to identify particular needs for their pupils. The compilation of additional information enables staff to record and monitor the progress pupils make as they move through this stage of their education. There are good procedures and practices in English and mathematics, in which pupils' attainment is evaluated through annual tests. These include the national tests (SATs) for pupils aged seven and eleven and similar tests for all other pupils in the juniors. The results of these are carefully scrutinised by the senior management team. Any areas of weakness that are identified are addressed in curriculum planning by establishing cohort and group targets. Individual performances are also observed and recorded, so that individual pupils' progress can be tracked from one year to the next. Teachers use the information well and compile additional knowledge of pupils' achievements throughout the year; they set individual targets, which are shared with pupils and their parents.
39. There is good assessment practice shared in school as teachers work together to evaluate samples of pupils' work. They match them against National Curriculum levels. This has not only helped teachers to more effectively establish pupils' levels of

attainment in mathematics and English, but has also aided them in predicting more accurately future achievements. In other subjects, assessment is unsatisfactory because procedures have only just been introduced. The school recognises that the marking of pupils' work is a valuable resource in tracking and developing pupils' learning. However, the application of the school's marking policy is inconsistent and not applied rigorously enough so that some valuable opportunities for evaluation and assessment are wasted. Assessment procedures for pupils with special educational needs are satisfactory. The school follows the recommended code of practice for identification. Individual education plans are reviewed appropriately and new targets are set as required. There is good assessment of pupils with English as an additional language and the information is used well to plan work to meet the needs of these pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

40. A good partnership has been developed with parents, who are very satisfied with the school and with their children's progress. Parents are encouraged well to be involved in the life of the school and to be constructive in their children's learning. They are very welcome in the school and staff are readily available to them to discuss any issues. For example, at the start of the school day, parents were seen in the nursery and reception class looking at children's work, choosing books and assisting with activities. Most parents support the work of the school well and help their children at home by listening to them read and assisting with homework and special topics. This additional help has a very positive impact on pupils' progress and achievements. Satisfactory attention is paid to involving parents of pupils with special educational needs, and they are invited to attend review and assessment meetings. A small number of parents have expressed concern about the identification of special educational need and the progress made by their children. The associate headteacher has addressed these concerns very effectively. Parents are kept informed about any concerns staff may have. Copies of individual education plans are sent home to parents to enable them to help their child. Parents are not involved in reviewing individual education plans and as a result may not fully understand how they may best help at home. They are informed about any changes made to the plans. A number of committed parents provide valued regular help in classrooms assisting pupils with activities and organising resources. The 'Friends of Our Lady's' are an active group of parents, who support the school community well and organise regular fund-raising activities which provide for a range of additional learning resources.
41. The quality of information for parents has recently much improved and is now good. The majority of parents feel well informed about school activities and their children's personal and academic progress. The associate headteacher writes a friendly weekly newsletter for parents providing them with a good range of information and encouraging them to help and support the work of the school. Parents are provided with clear information about what pupils are learning to enable them to help their children at home. A noticeboard placed centrally contains relevant information of interest to parents and the local community. All pupils have a home/school reading record book and some parents are using these well as a means of communication between home and school. Most parents attend the regular consultation evenings when they have the opportunity to see pupils' work and to formally discuss progress with teachers. The curriculum evenings for parents for literacy and numeracy were well received.
42. The annual reports for parents are satisfactory. Although there are some inconsistencies in style between classes, sufficient information is provided about

progress. In Year 6, pupils receive a revised version of the report which is good and contains the National Curriculum Teacher Assessments for English, mathematics and science and space for pupils to write their own assessment and targets for improvement. The provision for homework is satisfactory and is appropriate to the specific year group. The school prospectus has improved and now provides good information about organisation and the curriculum.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The school has remedied the serious weaknesses identified in the previous inspection report through very good intervention by the governors and the appointment of an associate headteacher. In a very short time the associate headteacher has restored the teachers' confidence and is building a hard-working and effective team, although subject leaders still have an insufficiently advanced understanding of their role. The governors have an excellent understanding of the school's strengths and areas for development and are determined and forthright in seeking to ensure long-term stability in staffing, particularly in leadership. Overall improvement at the school has been satisfactory although in recent months the school has made good improvement. There is a sense of urgency and commitment by staff and governors to build upon what has already been achieved and they have the capacity to move the school forward. At present, the leadership and management of the school are good and are having a positive impact on standards and teaching.
44. There have been many changes of staff since the previous inspection. These changes initially caused some disruption to the quality of education provided by the school and slowed the rate of improvement. Some classes were taught by four teachers in one year. However, the good induction systems, quality of staff and supervision by the governors and associate headteacher have contributed to building a team where all feel valued. The school staff is now more settled, although two teachers are on temporary contracts. The governors have a rigorous system of appointing new staff and have had little difficulty in filling vacancies.
45. Most of the subject leaders are new and the associate headteacher has re-organised their responsibilities. With the exception of English and mathematics, subject leaders have an unsatisfactory understanding of their role and little monitoring of teaching and learning has been done. The school has plans to remedy this situation in order to achieve more consistency in the development of skills, knowledge and understanding in other subjects. Areas for improvement include the review and development of schemes of work, monitoring of teaching and learning and the purchase of resources. The associate headteacher sets clear targets for the staff and has begun a rigorous programme of monitoring teaching. This sharpening up of procedures has led to more effective learning and has also helped to improve staff morale, as this process is constructive as well as challenging.
46. The school's development plan is a very useful document and includes well-focused objectives for improvement. The headteacher and governors have set very clear targets. The school is beginning to use this plan well to rigorously tackle the issues raised in the previous inspection report and to raise standards. The plan includes long- and short-term objectives which are costed and have suitable timescales for completion. Linked to the plan are action statements for some of the subjects and subject leaders have been involved in producing them; they are sharply focused and contain sufficient detail to provide a strategic way forward.

47. The headteacher and other senior staff use data from test results very well to identify areas for improvement and now take decisive action. For example, in mathematics, the subject leader identified gaps in pupils' performance in national tests, particularly in data handling. This information has been used well to set targets for staff and has brought about an improvement in the teaching of mathematics. As a result, standards in data handling are improving. The governors have a very good understanding of pupils' performance in national tests and take their responsibility to monitor performance seriously. They are challenging and well informed. Governors have been involved in monitoring the work of pupils with special educational needs and literacy and numeracy. The school now sets sufficiently challenging targets for performance in national tests and it is on course to meet them. In the past there has been insufficient rigour in setting targets. Careful management of the national strategies for literacy and numeracy and provision made for the more able has enabled the school to increase the proportion of pupils attaining the higher level 3 in reading and mathematics.
48. The governors fulfil their statutory responsibilities very well and this is an improvement since the previous inspection. They have reorganised their roles and responsibilities, meet regularly and pursue improvement with rigour. They have a good understanding of performance management and set challenging, but achievable, targets for the headteacher and staff. Targets are reviewed regularly. The governors call staff to account for their work by involving subject leaders in discussion about future plans and resource needs. They keep track of improvement in the subjects and are able to form a clear view of the next step in moving the school forward. A good example of this has been the involvement of the governors in improving the provision for information and communication technology. The governors' role in strategic planning has improved dramatically since the previous inspection. The school's finances are now in good order and the administrative staff monitor spending effectively. In the past, finances have been managed unsatisfactorily and this resulted in low levels of resources and books. Spending is monitored robustly and the governors call the school to account over spending decisions. They have a good understanding of best value and seek tenders for major purchases; they also ask the headteacher to provide information about how spending decisions have made an impact on standards. In the past there was no system to track spending of specific grants; this unsatisfactory situation has been improved and grants are spent for specific purposes. Financial control is good and money is allocated for each subject as it is prioritised in the development plan but the subject leaders do not take control of these budgets.
49. The special educational needs co-ordinator performs the role satisfactorily, meeting the recommendations of the Code of Practice for special educational needs. There is no time available for the co-ordinator to monitor in-class and withdrawal support to highlight areas of good practice and address any areas for development. The school has made satisfactory progress in the provision for special educational needs since the previous inspection.
50. The school has an appropriate number of teachers and support staff, who contribute much to the pupils' learning. However, there is an imbalance in the teachers' initial qualifications with few being trained in science and mathematics. The school compensates for this gap in subject knowledge by providing effective training. There is a good staff development programme and all staff are encouraged to attend courses and to share what they have found out. Staff willingly participate in training and are keen to enhance their skills. Most teachers are new to subject leadership and require further training in developing their expertise. Support staff work hard and with enthusiasm. Those working with pupils with special educational needs make a very good contribution to these pupils' learning. Administrative staff are efficient and well organised and make good use of the school's management information systems to

keep a track of spending and to update pupils' records. The school responds well to requests from the local authority and government departments and although staff say that there is an administrative burden they handle such requests effectively. There have been many changes to the teaching staff in recent years but there is an appropriate system to welcome and train new staff. New teachers say that they have been supported very well. Because of the school's uncertainty about future leadership it is not at present a suitable place for initial teacher training.

51. The school's accommodation is unsatisfactory overall. The outside of the building is in a poor state of repair and there are many uneven surfaces on the play areas. The staff work hard to improve the internal appearance by displaying pupils' work attractively. The outdoor area for the foundation stage is very poor with broken tiles and uneven paving and is a health and safety risk. The school has identified this and is seeking tenders for the work to be carried out. The accommodation in the nursery class is satisfactory and the staff do much to make it a pleasant and stimulating environment. However, children in the reception class have limited space and equipment for outdoor play and this is unsatisfactory. There is no suitable climbing apparatus to challenge the youngest children and many of the resources are worn and in need of replacement. The caretaker works hard to maintain the school but there is significant work beyond his capabilities to be carried out urgently. The school's resources are unsatisfactory in spite of many recent improvements. The provision for information and communication technology is now satisfactory and this is a good improvement since the previous inspection. The library is small and located in the hall; there are insufficient books of quality and range to enhance the pupils' research skills. Resources for art and design, music, design and technology and science are unsatisfactory. There are insufficient books to support the teaching of English.

52. In view of:

- The average level of skills, knowledge and understanding of children on admission to the school:
- The above average costs of educating the pupils:
- The good progress made in raising standards and the school's above average performance in English, mathematics and science at the end of Year 6:
- The good quality of teaching:

The school provides satisfactory value for money. This is an improvement since the previous inspection.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise standards and maintain the rapid rate of improvement the headteacher, staff and governors should:

**1) raise standards in art and design, music and design and technology by:**

- providing more consistent opportunities for pupils to develop a wider variety of skills and techniques in art and design and to study the work of famous artists;
- improving the opportunities for pupils to listen to appraise music and to perform and compose;
- improving the development of skills and techniques in design and technology;
- developing more challenging schemes of work and improving the teaching of the subjects;
- improving resources.

*(Paragraphs 1, 4, 18, 19, 51, 93 –96, 97 – 101, 120 – 125)*

**2) \*improve the impact of the subject leaders by:**

- providing effective training;
- providing opportunities for them to monitor learning rigorously;
- providing schemes of work which guide teachers effectively in developing the pupils' skills, knowledge and understanding.

*(Paragraphs 43, 45, 48, 92, 93, 96, 97, 101, 107, 114, 118, 121, 130)*

**3) \*making more effective use of assessment by:**

- using the results to plan for the consistent development of skills, knowledge and understanding in most subjects;
- ensuring consistency in marking in order to guide pupils on how they might improve.

*(Paragraphs 20, 37, 39, 73, 79, 89, 92, 96, 102, 106, 107, 113,114, 121, 130)*

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- \*Improve the provision for outdoor play in nursery and reception including resurfacing hazardous areas.

*(Paragraphs 15, 25, 53, 62)*

- \*Improve resources for English, science, history, physical education, geography and the books in the library.

*(Paragraphs 16, 19, 45, 48, 51, 92, 104, 107, 114)*

\*The school has already identified these issues in its improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

37

Number of discussions with staff, governors, other adults and pupils

22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	14	7	0	0	0
Percentage	11	32	38	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### 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)	15	159
Number of full-time pupils known to be eligible for free school meals	N/A	23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	42

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	8	9	9
	Total	19	19	18
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (78)	86 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	8	8	9
	Total	17	17	20
Percentage of pupils at NC level 2 or above	School	81 (91)	81 (96)	95 (96)
	National	85 (84)	91 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	10	10	12
	Total	20	20	24
Percentage of pupils at NC level 4 or above	School	71 (76)	71 (86)	86 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	8	8	8
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	64 (71)	64 (71)	64 (67)
	National	73 (70)	72 (72)	80 (79)

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	0
Bangladeshi	0
Chinese	3
White	139
Any other minority ethnic group	3

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.5
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	121

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	29
Total number of education support staff	0.5
Total aggregate hours worked per week	15
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	399,512
Total expenditure	390,434
Expenditure per pupil	2270
Balance brought forward from previous year	936
Balance carried forward to next year	10,014

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	48	43	5	2	2
Behaviour in the school is good.	55	41	0	0	4
My child gets the right amount of work to do at home.	34	39	16	0	11
The teaching is good.	66	27	0	0	7
I am kept well informed about how my child is getting on.	39	43	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	23	2	0	0
The school expects my child to work hard and achieve his or her best.	63	33	0	0	4
The school works closely with parents.	39	48	13	0	0
The school is well led and managed.	41	43	11	0	5
The school is helping my child become mature and responsible.	48	45	2	0	5
The school provides an interesting range of activities outside lessons.	23	38	23	2	14

### Other issues raised by parents

Parents expressed much concern about the previous management of the school. They were very happy with the current arrangements. They spoke highly of the caring atmosphere and the way in which the staff meet their children's 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**

54. Children in the foundation stage are taught in the nursery class and a mixed reception and Year 1 class. At the time of the inspection there were 14 children in the reception class and 24 attending daily, part-time in the nursery. At present, children start in the nursery in the term after their third birthday and most have five terms before transferring to reception in the term in which they are five. The school has not identified any child with English as an additional language or special educational needs in the foundation stage. On admission to the school the children have average levels of skills, knowledge and understanding for their age. They make good progress and by the end of nursery have achieved appropriate levels on the stepping stones of learning for their age. Stepping stones are the process through which the children learn and then attain the early learning goals. When they have achieved the early learning goals they have attained the levels expected of children at the end of the reception year. Progress is good in reception and by the end of that year most children attain the early learning goals in communication, language and literacy, mathematical, creative and physical development and in their knowledge and understanding of the world. In their personal, social and emotional development most exceed the early learning goals. There is a good curriculum for the foundation stage children and the staff in nursery and reception work together well to ensure that skills are developed consistently. Record keeping is good overall, and very good in the nursery class, and the staff make effective use of assessments when the children start school to set targets for the children. They monitor progress well and this ensures that the needs of all children are met effectively. The mixed reception and Year 1 class is beginning to work satisfactorily and the additional support provided has helped to ensure that the needs of both groups of children are met. Resources are mostly satisfactory and have improved recently but the provision of resources for outdoor play and technology is poor. There is no large climbing apparatus and the surface of the nursery play area has broken tiles and uneven paving and this is a hazard. The nursery teacher keeps detailed records which clearly illustrate the children's progress. The standard of reports written for parents is good as they include details of what the children have achieved and guidance for parents on the next steps in learning.

#### **Personal, social and emotional development**

55. By the end of nursery most of the children have attained the early learning goals in their personal, social and emotional development. The children make very good progress in this area of learning. In reception the children make good progress and, by the end of the reception year, the children exceed the early learning goals in personal, social and emotional development. The teaching is very good in the nursery and good in reception. The children respond with much enthusiasm to all the nursery offers and even the youngest children have adapted well to the school's routines. They are good at selecting their resources and tidying them away after use. Right from the start, the caring staff in the nursery encourage independence and sensitively teach the children to follow routines and procedures. The older children help the new starters and there is a happy and purposeful atmosphere in which all are valued. The teaching is very good because the staff intervene at the right point, use well-focused questions and use praise effectively. The staff are also skilful in judging the right time to intervene or to allow the children to explore and contemplate what they have done.

56. In the nursery, the children develop an intense curiosity of the world around them; they show much interest and concern for the well being of the nursery pets and are keen to

feed them. The staff capitalise on this interest and get the children discussing the type of food the rabbit eats. The children talk confidently to visitors about their work. The children improve their concentration and persevere with work, practising hard. They also show good levels of independence when choosing activities. They are willing to tackle problems, such as building models following plans, and are confident in adapting their ideas. They respond very well in small group activities with the staff and listen intently in story times. In the reception class the children have adapted to working alongside older pupils. The children continue to improve in the reception class, although the rate of progress is not as fast as in the nursery. This is due to the size of the mixed class and the tendency of the teacher to sometimes over-direct the children and move them on too quickly.

57. Behaviour in the nursery is very good and good in the reception class. The children build good relationships with one another and the staff. The older children enjoy assemblies and lessons in the hall for physical education, moving around confidently. They listen well and show appreciation for others' success. The children are taught how to respond to each other and adults and to be polite. They usually remember to say 'please' and 'thank-you' and show kindness and consideration of others. The children in reception know about Christianity and the traditions of the Roman Catholic faith but there is insufficient awareness of the culturally diverse nature of Britain today.

### **Communication, language and literacy**

58. By the end of the reception year the children attain the standards expected for their age in communication, language and literacy. Progress and teaching are good in the nursery and reception classes. The children make good progress in listening; they pay close attention to instructions and show they have understood them by following them carefully. They sit quietly when listening to stories and also like to join in with well-known and repeated phrases. They know that there are special times when listening to the teacher and other children is important. Even the new starters have adapted to listening in different sizes of groups and are gaining in confidence in this aspect of their work. The staff encourage clear and accurate speech and show much patience when listening to the children. They skilfully repeat unclear phrases and the children gain from this technique and often repeat corrected phrases without realising that they have been corrected. The children in reception love to talk about their experiences and in a discussion about old toys spoke clearly and effectively to the rest of the class.
59. The staff place a good emphasis on the teaching of reading using a wide variety of strategies, including the direct teaching of the sounds that letters make, and frequent opportunities to read stories to the children. The children enjoy books and by the end of nursery understand that print and pictures convey meaning. They also read their own names and the more able recognise some common words. The nursery provides good opportunities for parents to be involved in reading at home. The popular small library where parents and children change books contributes to the children's progress. In the reception class the children begin to learn the names of characters in books and talk about their favourite stories. They correctly sequence well-known stories in their own words. The teacher displays this work well and uses it to extend the children's skills by asking well-focused questions. The staff use some elements of the National Literacy Strategy to promote early reading and writing skills. The staff provide good opportunities for the children to refer to books and other printed material. There are suitable opportunities for the children to experiment and learn how to write. There is a successful balance between formal and informal opportunities. The children often 'write' lists and prescriptions in the 'doctor's surgery'. As the children grow in confidence the staff encourage regular practice of writing names and in reception this is extended to recording work through a combination of pictures and words. The older children form letters correctly and keep their writing to a consistent size. The youngest children make some recognisable marks and realise that their 'writing' can convey

meaning. The staff guide the children effectively in holding pencils correctly and provide opportunities for tracing, drawing between lines and mark making. In this way, the children improve their skills in forming letters correctly. Lessons are well organised with a variety of opportunities for children to work with adults or on their own. The staff focus on improving the children's vocabulary and the children show much interest and enthusiasm for new words. There are suitable opportunities for role-play and these are most effective when an adult is involved in promoting good discussion and vocabulary.

### **Mathematical development**

60. The children in the nursery and reception classes make good progress and by the end of the reception year they attain the early learning goals in mathematical development. By the time they leave the nursery they are on course to attain the early learning goals. Standards are similar to those reported at the time of the previous inspection but the rate of children's progress has accelerated because of very good teaching in the nursery. The quality of teaching and learning is good overall. Sessions are planned very well in the nursery to take account of the different ages and abilities in the class. There is a good range of activities which includes opportunities for the children to explore shape and number. The staff are very involved with the children, giving direction where needed and intervening to make the challenge harder by getting the children to make increasing complex patterns. In reception, the staff follow the National Numeracy Strategy and use it effectively. There are good opportunities for counting, singing number rhymes and playing games, such as snakes and ladders, to improve the children's competence in sequencing numbers. Much of the work in mathematics is done through practical activities which hold the children's attention and allow them to experiment and investigate.
61. The children enjoy counting and by the end of their time in the nursery many count to 20 in the correct sequence, some recognise several numerals and the most able match objects to numbers correctly. By the end of reception most children use simple mathematical vocabulary and are beginning to understand comparatives through their practical work of sequencing objects by age. They compare objects by size and colour and use vocabulary such as big and bigger correctly. The children know several number rhymes and because of regular practice are able to countdown correctly using their fingers and knowledge of counting rhymes. The children have an appropriate understanding for their age of simple addition and subtraction and cope well with numbers up to 10 when calculating. In each session in the nursery there are good opportunities to take part in mathematical activities; some of these involve using the computer to identify numbers and shapes. Accurate records are kept and the information is used well to inform parents about their children's progress.

### **Knowledge and understanding of the world**

62. The children benefit from good teaching and make good progress in their knowledge and understanding of the world, so that by the end of reception they achieve the early learning goals. The staff in both classes plan a wide range of activities to stimulate interest and learning. The teaching is good as much of it focuses on practical work and includes, as the children gain in confidence, appropriate opportunities to record their observations. There is some good teaching of geography and history in the reception class as the children talk about their journeys to school and bring in toys from home to compare old and new things. The teacher imaginatively involved the Year 5 pupils in their topic about the Victorians to add interest to the learning. The children enjoy finding out about the past and are beginning to grasp the idea of long ago. Their plans of their journeys to school show that they recognise much about the area in which they live. In science the children enjoy learning about living things and have a good understanding, through looking after the rabbit, that creatures need food and water. They plant and grow seeds at appropriate times in the year and observe their growth,

recording in a few words and suitable pictures the process of growth. The children in nursery and reception enjoy making models using recyclable materials and construction kits but the latter are few in number and many are worn with use. Nevertheless, the children are able to follow simple plans and make recognisable models. Progress in using computers is good and the children successfully control a computer mouse, use a few of the keys and know that when they give instructions the computer will respond to their commands.

### **Physical development**

63. The children start school with appropriate physical skills for their age. Children make satisfactory progress in their physical development and attain the early learning goals by the end of reception. The teaching is good in the nursery and satisfactory in the reception class where the pace of lessons is sometimes too slow. The poor condition of the outdoor area and the limited range of resources hamper progress but the staff are imaginative in using the resources and, through their good intervention and involvement in the physical activities, compensate for deficiencies in the apparatus. Nursery children have suitable opportunities to use the school hall for physical development. In the reception class there are appropriate opportunities for the children to work with Year 1 in the hall using a variety of small apparatus and this helps them to improve their skills in controlling balls with their hands and feet. The children enjoy physical activity and run around with an awareness of others and space. They pedal effectively using the wheeled vehicles, although some of the bikes are in poor condition. The children respond well to music and move with an awareness of tempo. They enjoy exercise and know that when they move quickly for a long time they become breathless. Other physical skills, such as holding pencils correctly and using a variety of tools and equipment, are developed well in the nursery. For example, the children became adroit in using a variety of clay tools to make imaginative and well proportioned models of their friends.

### **Creative development**

64. The children are given good opportunities to develop their creative skills and they make good progress. By the end of reception they attain the early learning goals. The teaching is good. The teachers provide a good range of opportunities to develop the children's creative skills and the children participate with a great deal of enthusiasm; they carefully explain skills and techniques and allow plenty of opportunities for the children to practise skills and to experiment with a suitable range of media. The children in nursery and reception enjoy mixing their own paint and their paintings show rapid improvement. They produce recognisable pictures of themselves, paying good attention to detail and the more able include details such as eyebrows and lashes. The quality of observational drawing is good. The teachers insist on careful observation and guide the children successfully. The children use pencils very well to shade light and dark and the effect is very good. The children also make good progress in working collaboratively on projects, such as collage of growing plants. However, there are some shortages of equipment for art and they limit some of the activities available. The nursery has recently re-introduced work in clay and the children are taught very well how to use a variety of tools to make special effects, such as hair, on the models. Reception children make repeating patterns and this work is linked to mathematical development effectively. The children know a suitable range of songs and rhymes and sing enthusiastically but there is a shortage of musical instruments. The children love pretending and dressing up. In the nursery they take the part of the doctor and patient in the surgery and use vocabulary they have learned on visits to the doctors.

## ENGLISH

65. Standards in English at the end of Years 2 and 6 are above the national average. Standards in reading are well above average; pupils' writing is above average and speaking and listening is average. This is an improvement on standards identified at the last inspection, which then showed that pupils' overall attainment was average. Standards are also an improvement on the performances of pupils in the 2001 national tests for pupils aged seven and eleven. These tests showed that at the end of Year 2 reading was well above average and writing was average. At the end of Year 6 English was in line with the national average and average when compared with similar schools.
66. Standards have improved, particularly in the juniors, because of beneficial changes to the senior management team, leading to more focused leadership, better teaching and effective use of assessment to improve the curriculum. Furthermore, the school's targets for 2001 were unrealistic; there was a large percentage of pupils with special educational needs in the cohort, and several average and more able pupils left the school prior to the end of key stage tests. Apart from 2001, the general improvement of standards at the end of Year 6 has been above the national trend. This has not been true of Year 2 where improvement has been inconsistent. However, progress is now good for all pupils of all abilities, including those with special educational needs and the more able. The improved consistency in teaching and better use of assessment have led to more consistent progress.
67. By the end of Year 2, pupils have average speaking and listening skills, although pupils' listening is better than their speaking. This is because their vocabulary is not very extensive, thus restricting their clarity of description and choice of words to use. Whilst they can make themselves understood, spoken sentences are often short and words are clipped. Teachers work hard to improve this by creating lessons of interest, such as in Year 2, when the teacher brought a lot of old artefacts to stimulate pupils into excited discussion. However, these speaking skills do not strongly feature in pupils' daily conversation when in the play ground or in the dining room. Listening skills are much further developed than speaking skills. Pupils concentrate well in speaking situations, although occasionally if lesson introductions are too long, pupils may lose interest. They listen carefully to teachers' instructions and effectively carry them out. However, when they listen to stories, such as 'Asha in the Attic', they show great interest, enthusiasm and pleasure by joining in with repeated words and phrases they know are coming next.
68. By the end of Year 6, overall speaking skills remain average, although a few high attaining pupils are particularly articulate. Teachers in Years 5 and 6 are particularly good at developing language through their use of a rich and varied vocabulary; they have high expectations of pupils' responses to questions. For example, one more able pupil was able to respond that she thought the author was asking a rhetorical question. However, in general, pupils have not yet developed a wide enough choice of words to provide them with sufficient confidence and clarity when speaking descriptively. Furthermore, there have been limited opportunities for them to practise speaking skills in practical activities, such as presentations, drama and debate. Listening skills improve consistently and are good by the end of Year 6. The pupils improve their skills in literacy lessons when they listen to the teacher or each other reading and through effective question and answer sessions. They recall things they have heard in previous lessons. In the school hall, pupils demonstrated very well developed listening skills in assembly and on another occasion when listening to music.
69. By the end of Years 2 and 6, pupils attain standards that are well above average in reading and they make very good progress throughout the school. The school has a

strong commitment to raising standards and developing reading skills. By the age of seven, pupils are reading fluently and recognise a good number of words. They enjoy shared reading sessions from the 'Big Book'. When doing this they show high levels of interest. They answer teachers' questions concerning the contextual meanings of unfamiliar words and predict what might happen next. Higher attainers read words of three syllables confidently, sometimes when not understanding the meaning. For example, although one of the best readers spontaneously achieved, 'Consulted his councillors', the meaning was lost upon her. Pupils' attitudes are very positive and they read a wide range of materials, including poetry. The majority of parents co-operate with teachers by hearing their children read at home, thus providing them with more practice and reading experiences.

70. In Years 3 to 6, pupils continue to make very good progress in developing their reading skills. By the time they are eleven, they have reached a standard of reading which is well above average. The better readers read their books and some unseen scripts very confidently, usually showing good expression. Lower attainers, too, read well, although with less confidence and expression, but the mistakes they make are generally recognised and self corrected. Most are able to talk about the authors whose books they have read. From this they can identify, compare and contrast their different styles. Reading is further encouraged by regular class trips to the local public library to select and exchange books, thus increasing provision for widening reading habits and choice. However, further development of the school library is needed to improve pupils' comprehension skills by giving them better access to books in lessons, in order to seek out, identify, and use additional information to improve the work they are studying.
71. At the end of Year 2, standards in writing are above average and the pupils make good progress. Some well selected topics and ideas, coupled with good, clear guidance from teachers, encourage pupils to produce thoughtful, descriptive writing. For example, using the title 'Loneliness', a Year 2 pupil wrote, "When I am lonely, it breaks my heart." Pupils' extensive range of writing includes stories, poems, book reviews, such as 'The Emperor's Clothes', news, letters and diaries. Simple descriptive stories are written about well-known topics based on friends or people they know, such as the dinner ladies. Occasional examples of extended writing in the form of a book are seen, but they do not contain chapters, paragraphs or evidence of prior planning. Pupils mostly use capital letters, question marks and full stops correctly, but too often handwriting and presentation are carelessly presented.
72. By the end of Year 6, pupils' writing skills are also above average. More effective teaching than in previous years and better use of assessment help to ensure that the pupils make good progress. The pupils organise their work well, developing their plans into stories, which they then edit until they are satisfied it is ready for a final edition. They work at producing unusual openings, such as, "Most people would call Rickey Briggs an average boy", and conclusions of similar quality, having stirred the reader's imagination. Handwriting and presentation are good in Year 6 but inconsistent in other year groups where there is much room for improvement. Presentation is weak and spelling is too often incorrect. Writing skills are extended into many curriculum areas. High quality work is abundantly displayed around the school and includes published results of scientific investigations and pupils' researched findings on local history, gathered from a visit to a local church and graveyard. Year 4 pupils imagine the feelings and emotions of others as they write sensitive descriptions when pretending to be soldiers at the front, or other characters suffering in World War II. However, pupils' restricted vocabulary has not been systematically developed throughout the school, so that in most classes the pupils cannot call upon a sufficient range of high quality words to inspire and uplift their writing.

73. The overall quality of teaching is good. During the inspection, no unsatisfactory lessons were observed and there were examples of good and excellent teaching. Good planning is well matched to the needs of pupils working at different levels of attainment. Pupils with special educational needs and those with English as a second language are provided with work meeting their identified needs. They are well supported by classroom assistants where available. There is excellent teaching in Year 6, illustrated by very high expectations, equally matched by challenging work that stimulates pupils into very effective discussion. Pupils' knowledge and understanding of William Blake's poetry was extended by humorous, simple, but very effective dramatisation of the 'Poison Tree', which enabled them to write their interpretations with clarity and feeling. Relationships in all classes are good, leading to good behaviour and a willingness to learn. Just occasionally, when the pace in lessons slows, a few pupils lose concentration and learning is not so effective. Information and communication technology is used effectively to improve teaching. In Year 4, for example, very effective use of multimedia equipment made it possible for the teacher to involve all pupils as they adapted a story into a play script as part of a class activity. However, there is insufficient focus on presentation and correct spelling in Years 3 to 5 and this results in some careless work. Teachers plan well to include literacy skills in other subjects.
74. The subject leader is very purposeful and has worked hard to ensure that co-ordination of the subject is good. The National Literacy Strategy is firmly embedded. Good assessment procedures are in place and are effectively used to guide teachers in curriculum and lesson planning. Teachers' planning and pupils' achievements are carefully monitored to see where improvements are made and to identify areas for development. Realistic class, group and individual pupils targets are set and regularly reviewed. The co-ordinator has a good overview, which is supported by a useful action plan identified in the school's development plan. However, teachers' application of the marking policy is very inconsistent. It is often good in Year 6 but sufficient use of marking to guide pupils on how they might improve is rare. Resources for the teaching of English are unsatisfactory and there is an urgent need to increase the range and quality of library books and to provide additional books to support guided reading sessions.

## **MATHEMATICS**

75. Standards in mathematics have improved since the previous inspection. The school has addressed the issues raised in the previous report. Higher attaining pupils are now identified and given work that challenges them. Planning and monitoring in the subject have improved and areas for development have been identified and are being successfully addressed. Standards have risen over the past few years with the exception of 2001, when national test results showed a below average performance by the 11-year-old pupils. This particular cohort had a higher than average number of pupils with special educational needs. The pupils had a lot of disruption earlier in their school life. The standards of pupils aged seven were broadly average in the most recent national tests.
76. Inspection evidence shows that most of the present seven-year-olds are attaining at the expected level with a significant number above this level. The present 11-year-olds are attaining at levels that are above average. There is no significant difference between the performance of boys and girls. Pupils with special educational needs are supported effectively and make good progress. Pupils with English as an additional language cope well in mathematics lessons and make good progress. Overall, the

pupils make good progress and gains in learning are most apparent in arithmetic as a result of effective teaching of number skills. The pupils achieve well.

77. The school has worked hard to raise standards in mathematics. Test results have been analysed and areas of weakness have been identified and worked on, for example, division problems and the interpretation of data. A very careful audit of the National Numeracy Strategy has been carried out. Special programmes of work have been introduced into some classes. Pupils in Year 6 have opportunities to develop their skills in the homework club. The subject leader and an external consultant have monitored teaching and learning in the classroom. All the information gathered is being used effectively to promote good teaching and learning in the subject.
78. By the end of Year 2, pupils have a good knowledge of the value of each digit in numbers to 100; they use this information to solve problems using numbers to 1,000. Most pupils show good skills in adding and subtracting, the highest attaining pupils divide numbers confidently: other pupils find some difficulty with this operation. They show good understanding of the two, five and ten times tables. In work on shapes and measures pupils show particularly good understanding of the concepts of lighter than and heavier than. They measure accurately using rulers and tapes. Understanding of and identification of properties of two- and three-dimensional shapes are not as well developed. Pupils collect and record data, for example the colour of eyes. They use this data to answer simple questions.
79. By the end of Year 6 most pupils are very proficient in arithmetical calculations, particularly involving addition, subtraction and multiplication. Skills in division are not as well developed but are about average. Pupils have a good knowledge of area and perimeters, using mathematical formulae to calculate them. Knowledge of averages is very good. The lowest attaining pupils understand the terms range, mode, mean and median, calculating these after collecting data. Pupils are not initiating data collection themselves and suggesting ways in which the data could be useful.
80. During the inspection period mathematics was taught well. The quality of teaching and learning were good overall and at times very good and occasionally excellent. The good quality of teaching has a positive effect on pupils' learning. Scrutiny of pupils' books showed that this standard of teaching had not been consistent over the past year. Previously there had been an over emphasis on number work at the expense of other areas of the mathematics curriculum. Pupils in some classes repeated similar exercises when they had clearly mastered a skill. Marking of work has done little to develop learning. The subject leader and an external consultant have worked hard to improve the quality of teaching and learning in the school and this is now paying dividends. In the inspection all lessons were well planned. The oral starters, identified as an area for development, kept pupils interested because teachers moved at a brisk pace and set questions which challenged pupils of all attainment levels. In a Year 5 lesson, pupils with special educational needs and lower attaining pupils achieved very well because of the organisation of 'dual mental mathematics' sessions based on different times-tables for each group. In a Year 4 lesson, pupils responded very well to the 'swinging spider' and 'imaginary jar and numbers' when learning their four times table. Pupils know what they have to do to improve in mathematics because teachers give them group targets and explain at the start of each lesson what the objectives are. Pupils develop a good mathematical vocabulary because teachers reinforce important words on boards and classroom displays. Final or plenary sessions are used effectively to ensure that pupils have met the lesson objectives. There are areas for development in the teaching. Pupils become restless in some classes because teachers spend too long explaining what is going to happen in the main body of the lesson. Marking is not used effectively to develop pupils' learning by guiding them with helpful comments.

81. Basic skills are taught well in the mathematics lessons. There is satisfactory teaching of these skills across the curriculum. The use of mathematics in other subjects is not yet consistently planned although, in one good example of planning, Year 6 pupils used their mathematical and information and communications skills very well to produce data on a scientific experiment they had carried out. The use of information and communication technology in mathematics is improving but is unsatisfactory at present. Teachers have very good relationships with their pupils. This underpins their successful management of pupils' behaviour. Pupils' behaviour and attitudes to their work are good and this makes a positive contribution to their learning.

82. Subject leadership is good. The co-ordinator has a clear vision for the development of the subject. Assessment procedures are good and used effectively to improve learning. The school has made good progress since the previous inspection. Standards have risen and the quality of teaching has improved.

## SCIENCE

83. Performance in national tests at the end of Year 6 has been consistently below the national average and that of schools with similar intakes since the previous inspection. However, there has been a significant improvement over time and in the tests in 2001 the school achieved its best ever results with 86% of pupils attaining the average level. The proportion of pupils attaining Level 5, however, was below average and overall standards were below the national average and that of similar schools. Nonetheless, standards have improved since the previous inspection. There is no significant variation in the performance of boys and girls. The results in 2001 were sufficiently high given the high proportion of pupils with special educational needs. Inspection evidence shows that standards of eleven-year-olds in 2002 are likely to be above average and with a growing proportion of pupils on line to achieve the higher levels. The variation between test results and inspection evidence is due to the pupils' natural ability, the low proportion of special needs pupils and more focused teaching.
84. The performance of pupils at the end of Year 2 since the last inspection has been below average. Teacher assessments at the end of Year 2 in 2001 indicated standards were below both the national average and that of schools with similar characteristics. Relatively few pupils have reached standards that are above average for some time. Inspection findings are that standards are currently in line with national expectations and are set to rise. Pupils are achieving better standards in science now than in previous years because of better planning and teaching. There is also a greater emphasis on setting challenging work for the more able.
85. The overall picture shows that the quality of pupils' learning and the progress that they make has improved recently and is now good throughout the school. There are no differences between the achievements of boys and girls, and pupils with special educational needs or English as an additional language achieve as well as their classmates. Higher attaining pupils, particularly in Year 6, achieve well. However, until this term there has been considerable inconsistency in the rate of progress made. This has been most noticeable in Year 2 where until recently the good progress already made in Year 1 was not built upon. The situation has much improved as a result of good teaching. Over a period of time, the analysis of test data, target setting and procedures to monitor the quality of teaching and learning have not been rigorous enough and this led to inconsistencies in progress throughout the school.
86. Pupils throughout the school now make good progress overall because there is a good level of challenge for different groups of pupils. This is because teachers generally, and particularly in Years 2, 5 and 6, set open-ended tasks where pupils record their observations and findings in their own words and this boosts the development of writing skills across the curriculum. Pupils have good opportunities to carry out a range of first hand investigative activities to find out what happens when carrying out experiments.
87. By the end of Year 2, the pupils have a satisfactory knowledge of most elements of the science curriculum. Through the study of a topic 'All about me' younger pupils learn to accurately identify and name the main body parts. Recently they have developed their knowledge of life and living processes and an understanding of taking care of pets by

observing what conditions a budgerigar needs to thrive. Pupils in Year 2 make good progress when deciding what makes a healthy diet; they use their numeracy and computer skills effectively to make bar graphs of their food choices using the computer. They recognise whether their lunch was a balanced meal and collate information using computer formats. They enjoy observing what young visitors to the school can and cannot do. Pupils recognise that babies as young as two weeks of age cannot do very much for themselves and that toddlers can do much more. Pupils have appropriate levels of understanding of materials and their properties. Through their study of melting ice cubes and the application of good scientific procedures they make good gains in understanding of physical processes.

88. Year 6 pupils have a good understanding of air resistance and friction. They know that some changes are reversible and others irreversible, what micro-organisms are and carry out tests on the mould on bread by observing and measuring the changes that occur. Many are able to form hypotheses and predict accurately the outcome of experiments. Years 5 and 6 pupils make good progress in developing accurate recording of their predictions, the apparatus used, diagrams to illustrate their work, descriptions of the methods, fair tests, results and conclusions. Pupils in Year 5 make good progress in developing an understanding of which materials make good sound insulators.
89. There is now much more consistency in developing pupils' scientific knowledge and understanding. The challenges set for the more able ensure that they make very good progress. When carrying out investigative work pupils are confident and careful workers, as seen when Year 4 pupils observed whether sand, sugar, coffee granules or plaster of paris would dissolve. Whilst there are some opportunities to develop numeracy skills in investigative work, opportunities to develop such skills are sometimes missed. For example, in one experiment the pupils did not measure the ingredients used and this led to unreliable findings in an investigation about solutions.
90. Pupils talk confidently about their work and most use a correct scientific vocabulary with assurance. They work well together and many, although not all, are keen and enthusiastic when asking or answering questions. Behaviour is of a good standard in lessons and is occasionally excellent. Pupils handle equipment with care and share resources well. Pupils respond well to praise and show a readiness to take on board ideas to help them improve. However, although there are some reasonable examples of marking, this is not consistent across the school. Marking is often limited and sometimes unsatisfactory. When this is the case a cursory tick is often put on a page and very little comment is made of how to improve the work.
91. Teaching is good and during the inspection some teaching was very good or excellent. Lessons have clear objectives that are shared with the pupils. This is good practice because it gets the pupils more actively involved in their own learning. Most teachers have good subject knowledge and use this well to ask incisive questions and to assess what pupils already know. This is particularly evident in an excellent lesson in Year 6 where questions are used very effectively to stimulate pupils thinking about what causes pieces of paper to fall faster or slower. However, the sample of pupils' work from the previous year showed that ineffective teaching especially in Year 2 slowed the rate of progress made by pupils. There is now a different teacher in Year 2.
92. Visitors are used well to supplement the subject knowledge of staff as seen when a visiting dentist helped pupils in Year 3 to make very good progress in understanding more about the care of teeth. Lessons have a good balance between whole class discussion, group work and a coming together at the end of the lesson to evaluate what has been learned. The management of pupils is good and ensures that

experiments with pupils, who are sometimes excited, are conducted in a safe and orderly manner. Most teachers review what pupils know through effective discussions, although on occasion missing opportunities to involve quieter pupils more in such activities. When practical tasks are planned, resources are prepared well in advance and this means that the lesson gets off to a brisk start.

93. The subject leader has only recently taken responsibility for the subject and has had very little opportunity to evaluate standards or the quality of teaching and learning across the school. Formal assessment procedures have recently been introduced across the school. However, over several years there have not been sufficiently rigorous procedures in place to analyse test and assessment data and then to set targets for improvement and this has allowed low standards of attainment and inconsistent progress to remain. Staff have identified this and the need for rigorous monitoring procedures as areas that are unsatisfactory. The school has also rightly identified that resources have been limited and have very recently begun to address such deficiencies. The school makes satisfactory use of computers to support learning in science, including word processing of findings and the presentation of data in graphical formats.

## **ART AND DESIGN**

94. Standards in art and design are not as high as reported at the time of the previous inspection and are below those expected by the end of Years 2 and 6. Progress overall is unsatisfactory although the pupils make good progress in observational drawing. Pupils with special educational needs and those with English as an additional language, make similar progress to that of their peers. The decline in standards since the previous inspection has been caused through insufficient opportunities for the pupils to develop their creative skills, the lack of consistent teaching of techniques, poor resources and lack of sufficient guidance to staff. Until recently, the subject has not received sufficient priority. However, the situation is improving with a new subject leader, the development of a scheme of work and the provision of more resources. However, much remains to be done to ensure consistency and raise standards. Teaching over time has been unsatisfactory. Teaching in the lessons seen was good overall but the lack of consistency over the years and insufficient opportunities for pupils to use a wide range of media and to work creatively have undermined progress and there are gaps in pupils' knowledge and skills.
95. Much of the work in art is confined to drawing and using art to illustrate work in other subjects. This is unsatisfactory as pupils have insufficient opportunities to explore a wide variety of media and to work creatively with fabrics, in three-dimensions and to learn about the work of famous artists. The school has poor resources to challenge and stimulate artwork in spite of recent good purchases. A strength in the teaching of art has been observational drawing. Pupils throughout the school observe keenly and draw accurately. They make good use of pencils to shade, add texture and tone and enhance their work with fine detail. Year 2 pupils draw plants and include effective detail of shade and light. Year 6 pupils are very good at representing a variety of objects, such as shoes, and understand proportion when sketching landscapes. However, the pupils do not have sketchbooks and this weakness means that teachers and pupils have difficulty in tracking progress.
96. Year 6 pupils have recently started to work with clay and the teacher has used her extensive knowledge of local pottery to inspire some good work in making pot pourri holders. The pupils worked hard on this task but were hampered by lack of equipment. Nevertheless, they persevered and applied much physical and creative effort, adding

fine detail to their creations. The pupils had not experienced clay work for at least four years and this showed in their lack of confidence in handling the clay.

97. Painting around the school is mainly illustration of topic work. Most of this work is of a satisfactory standard but basic techniques of building pictures onto the background are not taught and the pupils tend to paint around objects they have painted rather building up depth of colour and shape effectively. The quality of paper, paint and brushes has been poor for several years and this has hampered creative development. The new subject leader has a clear understanding of the task ahead to raise standards, and resources are improving. There is insufficient guidance for teachers on how to develop skills, knowledge and understanding consistently and this is a weakness. Assessment and monitoring of teaching and learning have not been done and this has meant that skills are not developed consistently. Information and communication technology is not used sufficiently to support the pupils' artistic development. Although in several classes pupils have experimented with simple paint programs, not enough use is made of the Internet to broaden pupils' awareness of art in other cultures. The subject contributes little to the pupils' cultural development.

## **DESIGN AND TECHNOLOGY**

98. Pupils' attainment at the end of Years 2 and 6 is below national expectations. The school has given neither sufficient priority, nor allocated an appropriate amount of curriculum time to the development of design and technology over recent years. Furthermore, a plan for the replacement of tools and materials has not been provided so that stocks have become depleted and are insufficient. As a result, a significant gap has occurred in this aspect of pupils' learning so that they have not appropriately developed some of the basic skills, and standards are not good enough. The school recognises this and has started to seek ways of addressing the deficiencies. Measures taken include the recent appointment of a subject leader, the implementation of national guidelines to inform curriculum planning and the allocation of regular curriculum time to ensure appropriate access and opportunity for the consistent development of pupils' learning. As no clear judgements about attainment and progress were made at the last inspection, it is not possible to compare standards at that time with those currently existing.
99. Pupils' in Year 2 have a confident attitude to making and modelling. Large three-dimensional models of animals and buildings are boldly created out boxes and card, illustrating pupils' effective cutting and sticking skills, but the range of materials is limited and colouring is restricted to fibre pens and crayons. Pupils in Year 2 draw simple designs for dog-masks and Venetian carnival masks. Simple notes are written indicating some of the features they should include but there is no evidence that pupils evaluate this work. There is very little current or previous evidence of wider ranging activities and, despite pupils' enthusiasm, they have poorly developed constructional skills because of the lack of suitable resources.
100. In Years 3 to 6, pupils' experiences and use of materials are only just beginning to widen. For example, recently they have had opportunities to experiment with clay, paper, card, wood and fabrics when making models. Pupils in Year 6 use clay effectively for making flower holders. Year 5 make musical instruments and Year 3 pupils develop their understanding of food technology and hygiene as they make the 'Perfect Sandwich'. Pupils are beginning to understand the benefit of plan making and the evaluation of design as they experiment and refine their tasks. Nevertheless, shortage of suitable materials and the previously poor curriculum provision are still hindering their progress and standards are still below average. For example, pupils

making musical instruments in Year 5 had been required to bring a variety of materials from home. Some of the difficulties they subsequently experienced in manipulating them were compounded by their previous lack of knowledge, understanding and making opportunities.

101. In the lessons seen, the teaching was at least good but overall teaching has been unsatisfactory throughout the school because of lack of direction, non-compliance with the National Curriculum and insufficient allocation of time to design and technology. Teaching is now improving and there are now satisfactory guidelines for the subject. In the lessons seen during the inspection, teachers were enthusiastic and challenged the pupils well, motivating them to work extremely hard and produce results to the best of their ability. Pupils reciprocated their teachers' enthusiasm with very hard work and concentration and appreciated the help they were given. In Year 3, pupils developed very good designs, which they used to make very interesting sandwiches. They were able to do this because the teacher's expectations were high, her instructions were very clear, and the wide choice of materials offered to pupils enabled them to make independent decisions and carry out their tasks very effectively. Because of this they made very good progress in the lesson. Pupils with special educational needs and those with English as an additional language made similar progress, and were well supported by effective class assistants.
102. The management of design and technology is unsatisfactory. The very recently appointed subject leader is eager to raise the subject's profile, but has not yet been provided with the time or opportunity to develop design and technology. He is conscious of the work to be done and has started to outline a plan of action. He is particularly aware of the poor level of resources currently available and is seeking to widen the range of tools, materials and construction equipment as soon as possible. Assessment is weak and there has been no monitoring of teaching and learning.

## **GEOGRAPHY**

103. By the end of Years 2 and 6, pupils' work in geography is at a level that is in line with that expected for their age. Standards are higher than those reported at the time of the previous inspection. All pupils in Years 1 and 2, including those with special needs and those with English as an additional language, make good progress and achieve well because there are good cross-curricular links to literacy and teaching is now good. The quality of pupils' learning in Years 3 to 6 is satisfactory. This is an improvement since the previous inspection. The variation in the progress between the infants and juniors is due to the lack of a sufficiently rigorous scheme of work and the limited use of assessment to build on what has already been taught. As a result, work between year groups has been repeated and insufficient progress has been made. Pupils have positive attitudes to their learning, with many younger pupils in particular being very keen to share their ideas and knowledge of both the local area and of island living.
104. In Years 1 and 2 the pupils make good progress in their understanding of local geography through activities, such as surveys, visits and studying maps. On a large-scale map of the local area they plot their route from home to school correctly. The teachers make good links with geography and literacy and this has helped to improve the pupils' writing. Pupils study life on the imaginary island of Struay with interest and they confidently recall some of the specific geographical features of the island. The pupils indicate their likes and dislikes about the place with good levels of knowledge and understanding of the distinctive features of the local area, including the weather, transport and shops. They know that the climate is cold, and that they would need to take wet weather clothing if visiting the island. However, whilst observations of lessons

show that pupils currently make good progress, the sample of pupils' work from last year shows that teaching and progress have been inconsistent and unsatisfactory as the teaching was weak, pupils' work was rarely marked and the tasks set were insufficiently demanding.

105. The quality of pupils' learning in Years 3 to 6 is satisfactory. Pupils acquire appropriate knowledge and skills in geography by the end of Year 6. However, pupils' skills in reading maps and using a variety of scales are below average. The school has begun to tackle the inconsistencies in the teaching of geography and pupils are now given suitable opportunities to study a variety of geographical themes. This increased rigour is contributing to satisfactory progress. Some work is of good quality, as in Year 5 where pupils showed particular interest in their work about a proposed by-pass around Wath and they were able to express their views clearly. This work was brought to life by imaginative teaching, using a wide range of resources, including old Ordnance Survey maps.
106. Older pupils learn much on their residential visit to Giggleswick and through their town study appreciate how geographical and historical features change according to the population's needs and requirements. Year 6 pupils have a secure knowledge of rivers and linked work to pollution through a survey of rubbish found in the area enabled them to develop a good appreciation of care for the environment. However, there has not been sufficient emphasis on the teaching of geography in the juniors until very recently and this has made progress unsatisfactory.
107. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teaching in Years 1 and 2 has recently been considerably boosted by the imaginative style and organisation of lessons. In one lesson, the pupils 'transported' themselves to the imaginary Isle of Struay when sitting on the carpet and singing 'The Boat Song'. The very effective use of artefacts and pictorial resources capture the interest of the pupils and this leads to the development of very positive attitudes to learning. However, there is insufficient use of marking to guide pupils on how they might improve and this is unsatisfactory. Whilst several pupils show care and thought in the development and presentation of their work, the standard of presentation varies from unsatisfactory to very good which indicates inconsistency in teaching across the school.
108. The teachers' planning of lessons is effective and seeks to build on pupils' previous learning, but assessment of pupils' work is not used effectively to identify learning targets. The inconsistencies in assessment hamper progress as teachers are unsure of what the pupils have already learned. Pupils have appropriate opportunities to use computers to support learning where this is appropriate, as seen when compiling surveys of traffic or pupils' views on a bypass. However, insufficient use is made of numeracy skills in lessons in geography. Literacy skills are increasingly being fostered and pupils are encouraged to write descriptions using geographical terms and to research information. Research skills are hampered by lack of books in the library. The subject leader is new to the role and monitoring the quality of planning, teaching and learning is currently unsatisfactory. The resources are limited and barely adequate and do little to support pupils' learning, although staff compensate for this by purchasing their own resources.

## **HISTORY**

109. Standards at the end of Years 2 and 6 are in line with national expectations. The quality of pupils' learning and the progress made are satisfactory in Years 1 and 2 and good in Years 3 to 6. Progress for pupils with special educational needs, English as an

additional language and the more able matches that of their peers in each year group. This shows an improvement since the previous inspection of the school. The progress that older pupils of all abilities make is good because they acquire historical knowledge at a good rate as a result of stimulating lessons. Imaginative planning and teaching of the older pupils and good opportunities for pupils to write their findings in their own words boost the progress they make. There is appropriate emphasis given to developing pupils as historical enquirers through encouraging them to find things out for themselves.

110. By the end of Year 2, the pupils have a satisfactory knowledge and understanding of everyday life in the past, brought to life well through interesting visits. Following a visit to Clifton House, the pupils made good progress in their understanding of similarities and differences between life then and now. Pupils recognise changes in clothing, houses, transport and everyday objects. Pupils show good understanding of what is entailed when writing 'a letter to madam' applying for a job as a chambermaid. Pupils have a satisfactory grasp of the concept of chronology and appreciate the difference between the recent and long ago past. However, the sample of pupils' work last year showed that progress was unsatisfactory and that pupils were insufficiently challenged.
111. By the end of Year 6, pupils have an appropriate understanding of change over time and use of historical evidence. They know about life in different ages and compare satisfactorily different periods of history. Pupils in Year 6 make good progress when studying changes in the local area by making effective use of census material of Wath from the past. By the end of Year 6, the pupils have a secure knowledge of the periods of history they have studied. The pupils recognise how technological advances have improved areas of their everyday life compared to times in the past.
112. Teachers make good links with other subjects, such as art and design, and the making of clay pots, for example, contributed to pupils' understanding of life in Egyptian households. In Year 5, the pupils achieve well because the teaching is very good. The teachers in the juniors make good use of visits and artefacts to bring history to life. In Year 4, pupils' studies of life in World War 2 were enhanced by a visit to Eden Camp, looking at displays of original uniforms, collections of documents and items of the period from local families.
113. Pupils are well behaved in lessons and concentrate well. The juniors have very positive attitudes. Many pupils are inquisitive and want to find things out for themselves. Good use is made of computers to support the development of recording or research skills, as seen when pupils in Year 4 find a copy of a letter from an evacuee child on the Internet. These and other activities have a very positive impact upon the spiritual, moral, social and cultural development of pupils, by extending their opportunities for reflection on their experiences and those of other children. Pupils respond with high levels of interest.
114. The quality of teaching is satisfactory overall. During the inspection, teaching was satisfactory in Years 1 and 2 and good in Years 3 to 6. However, the sample of pupils work in the infants shows that there is little evidence of pupils recording the work they have undertaken in the past year and that the range and depth of teaching has been unsatisfactory. This is epitomised in the marking of pupils' work, which has been minimal and has done little to indicate what pupils need to do to improve. This situation has now improved with a change of teacher. The quality of teaching in Years 3 to 6 is good and on occasions very good. Teachers have good subject knowledge of different historical periods and carefully plan activities to interest and motivate the pupils. The effective use of resources and the good use of questions to stimulate pupils' thinking support learning well. Imaginative approaches, such as the use of visits and visitors,

enthuse the pupils and help them to learn effectively. Teachers expect much of the pupils and encourage sensitive and thoughtful writing, as in year 6 when pupils make good use of vocabulary and imagination. The teachers successfully encourage the pupils to use their literacy skills of research, reading and writing well and this enhances progress in history.

115. The subject leader has only recently taken over responsibility for the subject and has had very little opportunity to monitor the quality of planning, teaching and learning across the school, either by lesson observation, scrutiny of pupils' work or of teachers' planning. This has been recognised as a weakness by the associate headteacher and plans are already in hand to address the issue. The subject leader also recognises the need to improve the unsatisfactory assessment procedures to help get a better grasp on how well pupils are achieving and the progress that they are making. The quality and range of historical resources is insufficient to adequately support learning, although teachers make good use of visitors and resources provided by the pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. Standards in information and communication technology have improved significantly since the previous inspection and are now average by the end of Years 2 and 6. Progress for all pupils, including those with English as an additional language and special educational needs, is good and the level of pupils' skills and understanding are improving at a good rate. This transformation has been achieved in the last few months with much improved resources, staff training, increased opportunities for the pupils to use computers in other subjects and effective teaching. The teaching is good and the subject leader has contributed much to encouraging staff to include the use of computers in lessons and to make use of technology in their teaching. The governors have played a pivotal role in allocating funds and in using their expertise to raise standards. Information and communication technology is used well to support work in other subjects, although there is insufficient use in art and design and mathematics. In some classes, the teacher and pupils use information and communication technology very effectively to present their work. In Year 6, the pupils competently use PowerPoint to analyse texts and draft play scripts. This work was of good quality. In a geography lesson in Year 3, the pupils accessed the Internet to research local names and successfully used the scroll bar and page down keys to locate information quickly. In science, the pupils use computers well to record their findings about forces and friction. They provide good explanations of how to input data and to use it to create graphs and charts.
117. By the end of Year 2, the pupils' attainment is in line with that expected for their age. This is the result of recent good teaching and a successful emphasis on developing the pupils' skills and knowledge in the subject by using computers effectively in other subjects. The pupils have a secure knowledge of basic word processing and are beginning to use the computers' tools effectively to present their work. In their work in design and technology, the pupils recorded recipes and added suitable decoration to enhance their written work. Pupils change fonts, size and colour and are able to centre text. Many have computers at home and they understand that information and communication technology is an important part of life in society today. Pupils have made recent good progress in using programmable toys and are able to explain the process of controlling the robot's direction and turn.
118. Standards by the end of the juniors are average and are improving rapidly as the school purchases and uses new equipment. The pupils are keen computer users and recognise how computers can be used to good effect to save time in writing, analysing

data and controlling events. They have an appropriate understanding of spreadsheets and databases and are able to carry out a sequence of operations to create graphs and charts, which they label accordingly. Pupils competently load, save, retrieve and print their work. They make good use of some of the computers' tools, such as the spell checker, and this helps them to improve their presentation of work in English. Year 6 pupils write imaginative poems to express moods and feelings and use the computers' tools to add meaning and expression to their work by enlarging some words and altering the font.

119. Learning is good. The pupils are avid learners of information and communication technology and enjoy the good opportunities provided in lessons to use computers. They work hard and maintain concentration well. They persevere with work and when they meet problems show a willingness to experiment and explore different methods. This increased confidence since the previous inspection has been brought about by more effective teaching. Pupils take turns using the computers and the more able often help the less confident. Teachers have begun to keep records of the pupils' progress but these are insufficiently detailed to ensure that skills are built upon consistently between year groups. The school has identified this as the next step in improving the provision in the subject and plans are well advanced. There is an appropriate portfolio of pupils' work. The subject leader is a temporary member of staff but he has brought vision and clarity to the development of information and communication technology in the school in the last three months and, as a result, standards are now sufficiently high and rising. Teachers' subject knowledge has also been enhanced through further training and support from the subject leader.
120. Teaching is good. The teachers encourage the pupils to use information and communication technology wherever appropriate and their own use of information and communication technology in lessons has improved since the previous inspection. The teachers' planning is good as most lessons include opportunities for the pupils to use information and communication technology in activities which are linked to the main subject being taught. Teachers' subject knowledge and competence is improving rapidly. They make good use of national guidelines to prepare lessons. During lessons, the teachers intervene well to move learning on at a good pace and to add challenge to the tasks. Teachers also enthuse the pupils by providing a range of interesting opportunities, such as using the digital camera to record visits and activities in the school. The photographs are then used well to stimulate writing. During lessons, the teachers maintain good discipline and reward hard work with praise. These techniques help to keep the pupils on track. Other strengths in the teaching include using the expertise of the subject leader to teach specific skills. This worked very well in Year 6, with the classteacher and the pupils gaining much from the experience. The school has recently used specific funds well to provide a suitable and adequate number of computers and software.

## **MUSIC**

121. Pupils' overall attainment is below national expectations at the end of Years 2 and 6, although the progress pupils make in singing is satisfactory. In recent years, the school has placed particular curriculum emphasis on English, mathematics and science. Music has been given a low priority. Insufficient curriculum time has been allocated to it on the timetable, so that some aspects of the curriculum have not been covered or appropriately developed. Until recently, there has been no effective scheme of work to guide teachers, particularly the non-specialists, and there has been a lack of in-service training and guidance to give them expertise and confidence. There are not sufficient tuned or other instruments for the pupils to perform together in lessons and the overall

range and quality of resources are poor. The latest inspection report of 1999 did not make clear statements about the overall standards of music and it is therefore not possible to judge whether standards have fallen or improved in the meantime.

122. Very recently, the school has raised the profile of the subject. The subject leader has introduced a new scheme of work that is a useful guide for all teachers and helps them to prepare lessons more confidently. Provision for lessons is clearly identified on timetables. Some specialist teaching by the subject leader in the infants and by a temporary teacher in the juniors is having a good effect on further improving standards in singing. A range of tapes and music on compact discs is used and enables pupils to listen to, appreciate and evaluate music. Appropriate assessment procedures have just been introduced, but they have not been established long enough to provide useful information. Because of lack of opportunity in the past, pupils' skills in performing and composing are well below average, but planning shows that this area of the curriculum is to be addressed later in the year with the acquisition of new resources, especially tuned and untuned instruments.
123. By the end of Year 2, pupils are able to clap a beat when using simple rhythms identified in songs, such as 'Buster-Buster'. They appreciate music when the teacher plays her piano or piano accordion and they sing enthusiastically in time to her accompaniment. They enjoy performing in groups or individually, demonstrating their knowledge of the words. Most sing in tune, though not all, and they experiment with dynamics, singing loudly or quietly as the music demands. Until very recently, the pupils have had little and insufficient opportunity to develop their musical skills and knowledge.
124. At the end of Year 6, singing is once again the strongest part of pupils' musical development and they very much enjoy participating in this aspect of the curriculum. They sing tunefully in assembly, although their range of songs and hymns is limited. In class they can sing arpeggios from a given pitch, which reduces up or down in stages of a half semi-tone. In Year 6, some pupils can hold a note sufficiently well to harmonise with others as they make a chord, but most find this difficult and drift out of tune. However, as a larger group they work very well together as they sing songs in rounds. Pupils have some opportunities to appraise music of well-known composers and singers in assembly. They also listen to and compare the music of a variety of countries and cultures. Pupils are very unfamiliar with the theory of music and notation so that their ability to compose is poor. Also poor is their ability to perform music because of the very limited opportunities and access to instruments for most pupils as they pass through school.
125. The quality of teaching over time is unsatisfactory and has resulted in unsatisfactory progress. However, during the inspection, teaching varied from good to excellent. There are some gifted and talented teachers who have particular skills and subject knowledge. They sometimes teach in front of other teachers, who benefit from their expertise and translate the good practice observed into classrooms. For instance, during an excellent junior singing lesson, the teacher selected the theme of 'Music Hall'. During the lesson, he led the pupils on a musical journey from the Victorians through to World War II. Pupils and staff immersed themselves into the lesson with deep concentration, enthusiasm and full co-operation, so that singing was often good and pupils made outstanding progress. However, there is still need for further guidance, support and in-service training for those teachers who are not musicians, especially to increase their confidence for when they introduce those elements of the curriculum leading to pupils' composition and performance when using instruments.

126. Music is enhanced by the provision of a singing club which meets at lunchtime, and pupils perform in school and parish concerts. Additionally, about ten percent of pupils attend specialist violin, guitar, cello and clarinet lessons by visiting teachers and make good progress in extending their musical expertise.

## **PHYSICAL EDUCATION**

127. During the inspection, lessons were observed in developing ball skills and performing movements using mats. The standards attained in these aspects are broadly in line with those expected for the pupils' ages at the end of Years 2 and 6. Observations of extra-curricular team games show that standards are appropriate for the pupils' age. Standards in swimming are above average and all pupils can swim the required distance and have a good understanding of water safety. Discussions show that until recently pupils were not allowed to use much of the fixed equipment in the hall and, as a result, there are gaps in their skills in some areas. The planning for the subject shows that all areas of the curriculum are now being covered. Pupils achieve satisfactorily in the areas observed. All pupils, including those with special educational needs and those with English as an additional language, are fully included in all aspects of the lessons. There is no measurable difference in standards between boys and girls.
128. In Year 1 pupils roll and throw balls. They are developing their sense of direction. Skills are developed when teachers challenge the pupils, for example, by asking them to pass a ball using only their feet. Older pupils know what they are going to learn to do because the teachers explain the lesson objectives. They develop a good physical education vocabulary because teachers use words like 'refine' when talking about body shape. Speaking and listening skills are developed well when teachers ask pupils to comment on the performance of others. The use of critical appraisal of performance is not developed consistently in all lessons. There are times when it is used to good effect, for example, in a Year 4 lesson where a pupil with an injury was asked to comment on pupils' performance. In other lessons, teachers miss opportunities to allow pupils to discuss the performance of others. The pupils link movements together effectively to perform sequences. Pupils are given ideas on how to improve their performance because teachers highlight good practice.
129. The quality of teaching overall is satisfactory. During the inspection there was some good teaching. In a Year 6 lesson, the teacher very cleverly related movement to previous work in mathematics and science by talking about symmetry and balanced forces. In some lessons the pace varies and pupils become a little restless and time is lost when the teacher has to speak to them about their behaviour. Pupils' social skills are developed well when the teachers allow the pupils to work in pairs and threes. Teachers show good understanding of the aspect they are teaching and this has a positive effect on developing pupils' learning.
130. Pupils enjoy physical education. They warm up enthusiastically, explaining why it is important. Most listen very carefully for the whole lesson. Occasionally, a very small minority chatter in the main body of the lesson and progress slows a little. The pupils' good attitudes and behaviour have a positive effect on learning.
131. The role of the subject leader is unsatisfactory. Physical education has not been a priority in the school recently. There is a newly introduced assessment system but this has not had time to have an impact on consistency and progress. A good range of extra-curricular team games very effectively develops pupils' physical, social and moral skills. The recently purchased equipment for playtimes is having a positive effect on developing physical skills, such as skipping. Resources are satisfactory overall but

there is a lack of good quality mats and, as a result, larger numbers than is advisable work on individual mats. The school has made satisfactory progress in physical education since the previous inspection.