

INSPECTION REPORT

HOYLAND COMMON PRIMARY SCHOOL

Hoyland Common, Barnsley

LEA area: Barnsley

Unique reference number: 106624

Headteacher: Mr Paul Sylvester

Lead inspector: Ian Nelson

Dates of inspection: 26th to 29th April 2004

Inspection number: 256517

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	363
School address:	Sheffield Road Hoyland Common Barnsley South Yorkshire
Postcode:	S74 0DJ
Telephone number:	01226 743114
Fax number:	01226 351064
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Linda Uttley
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Number on roll	363 (Above average)
Pupils entitled to free school meals	12.1% (Broadly average)
Pupils whose mother tongue is not English	0.6% (Low)
Pupils on the register of special educational needs	6% (Below average)
Awards include:	
• Artsmark 2003	
• Investor in People 2002	
• School Achievement Award 2002	
• Quality Mark 2003	

This is a large primary school with a nursery class in a well established and very stable community near to Barnsley. It serves an area of mainly private housing, much of it terraced, but with some suburban areas including new housing. Nearly all the pupils are of white British heritage, although there are two whose home language is not English. In the last school year only two pupils joined and one left other than at the start of the year. Pupils with special educational needs have mainly moderate learning and social and emotional difficulties. The school is heavily involved in training new teachers who work alongside experienced staff. Attainment on entry is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2220	Ian Nelson	Lead inspector	Science Art and design Design and technology (DT) Religious education (RE)
13462	Bobbi Mothersdale	Lay inspector	
19765	Pauleen Shannon	Team inspector	The Foundation Stage Mathematics Geography History
28320	Bob Willey	Team inspector	Special educational needs English Information and communication technology (ICT) Music Physical education (PE)

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** quality of education. It has some distinct strengths in all aspects but also has areas that need developing. The achievement of less able pupils is good but that of more able pupils is not good enough. There are systems in place to check how well the school is doing, and to plan further improvements, but they are not rigorous enough. The overall picture is of broadly average standards and achievement because of satisfactory teaching, learning, leadership and management. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Lower attaining pupils and those with special educational needs achieve well because of the good support they get.
- Achievement and standards in English by Year 2 are not high enough.
- Too many higher attaining pupils do not achieve as much as they should.
- Children in the Foundation Stage achieve well because the teaching is consistently good.
- Pupils' behaviour in school and attitudes to learning are good because the school provides good opportunities for their moral and social development.
- Parents and pupils have positive views of the school.
- The targets in the school and subject development plans are too vague and general.

The school has gone some way to addressing the key issues since the last inspection. It now has copious systems for checking how well pupils are doing in their learning. However, these systems have not enabled the school to raise overall standards above the average level, which is where they were at the time of the last inspection. It has introduced systems for checking the quality of teaching across the school. However, the comments on lessons observed describe what happens rather than evaluating how well this helps pupils learn, so they are not as effective as they might be. The school now has a detailed development plan. However, the targets in it are too vague, lacking precision and measurability. The school has made great progress in improving accommodation. Overall improvement since the previous inspection has been broadly satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	C	C
mathematics	C	D	C	C
science	C	C	B	A

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

Achievement by Year 6 is broadly **satisfactory**. Standards attained in the national tests for eleven-year-olds in 2003 were average in English and mathematics and above average in science compared with all schools. Compared with similar schools standards were average in English and mathematics and well above average in science. The school missed its target at both level 4 and level 5 in English. It met its target at level 4 in mathematics but missed it at level 5. Less able pupils, including those with special educational needs, achieved well in the tests but more able pupils did not achieve as well as they could have done, except in science. In the national tests for seven-year-olds in 2003, standards were below average in reading and writing and average in mathematics compared with all schools. Compared with similar schools, standards were well below average in reading, below average in writing and average in mathematics. Given that pupils enter the school with broadly average standards this points to them not achieving as well as they should in English by

Year 2. Children in the Foundation Stage (nursery and reception) achieve well and generally reach the standards expected for their age by the time they enter Year 1. Standards of work seen during the inspection were average by Year 6 in English, mathematics, science, and information and communication technology (ICT).

Pupils' personal development is **good** overall. Attendance and punctuality are satisfactory. Pupils' behaviour and attitudes are good and there have been no exclusions in the previous and current school years. Pupils' spiritual, social, moral and cultural development is **good**, and they respond very well to the responsibilities they are given.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall. Nursery and reception children are consistently well taught, as are pupils with special educational needs and pupils in Years 5 and 6. Assessment arrangements are satisfactory overall but the information from them is not used effectively enough. Curriculum provision is good for pupils in the Foundation Stage and satisfactory for the rest of the school. School procedures to ensure the care, welfare, health and safety of pupils are satisfactory. The school's provision to provide support, advice and guidance for pupils is good. The school makes good efforts to seek the views of pupils. The school has good links with parents and the local community. Links to other schools and colleges in the area are generally good, though very good links exist to support training initiatives, such as the graduate teacher programme, and work experience placements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. There is a clear commitment to provide the best for the pupils and to help them to achieve well. There is a very wide range of systems to check how well the school is doing. However, the systems are not rigorous enough to give a true reflection of the school's performance, so self-evaluation is not accurate. The work of the governors is good and they ensure that the school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They have no significant criticisms of the school and feel it is doing a good job for their children. Pupils have very positive views of the school and no significant concerns or criticisms.

IMPROVEMENTS NEEDED

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

- Raise standards and improve achievement in English by Year 2;
- Make more effective use of assessment information to identify more able pupils who are not progressing fast enough and put in place robust programmes to improve their achievement;
- Improve school and subject development planning by including clear and measurable targets for raising standards and improving achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory overall. Standards are broadly average in English by Year 6, although at Year 2 they are below average. Standards in mathematics, science, and information and communication technology (ICT) are broadly average at Year 2 and Year 6. Pupils with special educational needs achieve well. Achievement is good in the Foundation Stage.

Main strengths and weaknesses

- Children achieve well in the nursery and reception classes.
- Less able pupils, including those with special educational needs, achieve well.
- Achievement in English is unsatisfactory by Year 2.
- More able pupils do not achieve as well as they could.

Commentary

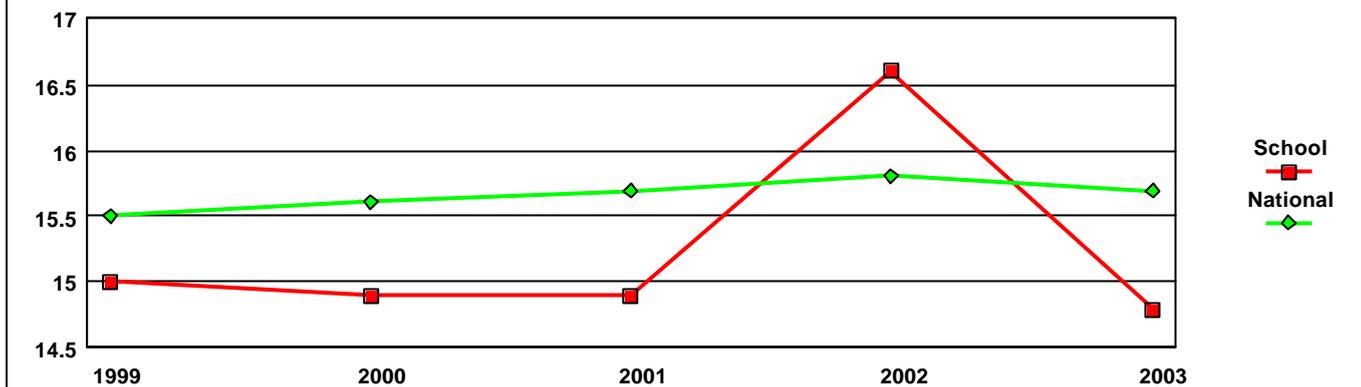
Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.8 (16.6)	15.7 (15.8)
writing	14.0 (15.2)	14.6 (14.4)
mathematics	16.5 (17.9)	16.3 (16.5)

There were 53 pupils in the year group. Figures in brackets are for the previous year

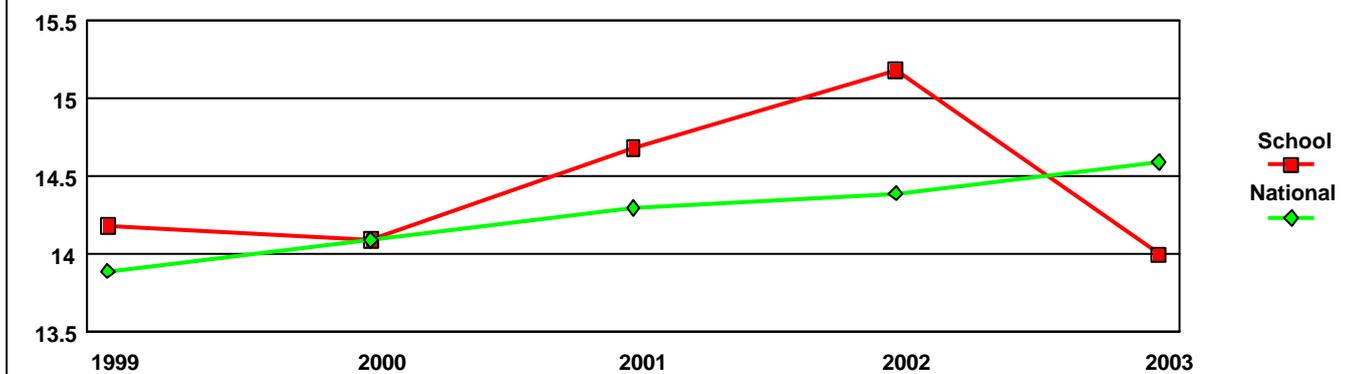
1. Overall achievement is satisfactory. Pupils enter school with broadly average attainment and leave at Year 6 with broadly average standards. Pupils in the Foundation Stage (nursery and reception classes) achieve well. They enter with standards in line with those expected of their age. Good teaching helps them to progress well but, because of the admissions policy, some children are not in the Foundation Stage long enough for the good achievement to result in above average standards overall. The strong focus on helping children to settle quickly into the routines of nursery ensures very good achievement in personal, social and emotional development. There is also a strong emphasis on language development so that achievement in this is generally good too. Learning in number work is very practical and this promotes good achievement.
2. Achievement by Year 2 is generally satisfactory in mathematics and science but unsatisfactory in English. Standards in the national tests at seven have fluctuated over recent years in reading and writing from below average to above average. In mathematics they have ranged from well above to below average. In 2003, the results of the national tests showed pupils attaining standards below the national average in reading and writing and average in mathematics. Given that pupils enter school with average standards in all three areas this shows pupils under-achieved in English in the 2003 national tests for seven-year-olds. This is borne out by the comparison with similar schools that shows standards to be well below average in reading, below average in writing and average in mathematics. Pupils seem to have achieved well in 2002 in all subjects. Apart from that year, however, standards in reading have shown a slight decline each year since 1999, while national standards have improved slightly. This is shown in the graph below.

Reading standards at Year 2



- The school's own records of pupils' attainment between 1995 and 2003 show a rise in the proportion gaining the expected level 2 or above in English up to 1998 when 86% attained this level. Since then, however, apart from 2002, the proportion has dropped slightly from the peak of 86% to 81.7% in 2003. The proportions gaining the higher level 3 show a similar pattern. They rose from 1995 to 1998 where they peaked at 13% before declining to 7.5% in 2003, nearly 2% lower than the figure in 1995, and well below the national average and that of similar schools. In 2002 91% of pupils attained a level 2 or above, with 22% gaining a level 3, an achievement that the school attributes to lower numbers of pupils with special educational needs in that year group.
- In writing, standards rose between 2000 and 2002 before dropping again in 2003 to below the level they were at four years ago. Only 6% of pupils gained the higher level 3, well below the national average and that of similar schools.

Writing standards at Year 2



- In mathematics, standards have fluctuated over the years from below to well above average. In three of the last four years standards in mathematics have exceeded those in reading and writing. These figures point to a pattern of underachievement by Year 2 in English over recent years and some variation in achievement in mathematics in the same period. The school has placed a great emphasis on helping pupils to achieve the expected level 2 in the national tests and on supporting lower attaining pupils. This has resulted in better achievement for lower attaining pupils than for higher attaining ones. The lack of effective monitoring and interpreting of test results, pupils' work and the quality of teaching has prevented the school from identifying and addressing this underachievement earlier. Standards in the teacher assessments in science in 2003 were well above average. The work seen during the inspection shows standards in English to be below average and those in mathematics and science to be broadly average by Year 2.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.6 (27.1)	26.8 (27.0)
mathematics	27.3 (26.4)	26.8 (26.7)
science	29.9 (28.2)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

6. By Year 6 attainment is broadly average and achievement satisfactory. In the national tests for eleven-year-olds in 2003 pupils attained average standards in English and mathematics and above average standards in science. When the results are compared with those of similar schools the pupils attained average standards in English and mathematics and standards in science were well above average. Standards in the tests over recent years have been mainly average, although in 2002 mathematics was below average. Given that pupils enter the Foundation Stage with average attainment and attain average standards at Year 6 this points to achievement being broadly satisfactory over recent years.
7. However, this broad picture disguises the good achievement of some less able pupils and the unsatisfactory achievement of some more able pupils over recent years. An analysis of the school's assessment information shows that a good proportion of pupils who attained the lower than expected levels in the national tests when they were seven achieved well during Years 3 to 6 to attain the expected level 4 by the time they were eleven in 2003. This is one of the school's strengths and it has been successful at increasing the proportions of pupils reaching the expected level 4 in the national tests at eleven over the years. The school has identified a group of pupils who favour a very practical approach to learning and grouped them in a "Smart Ed" class to meet their needs and help them to achieve well.
8. The school has been less successful at helping the more able pupils to achieve well. A significant proportion of those who gained the higher than expected levels in the national tests at seven did not make the expected rate of progress over Years 3 to 6. The proportions of pupils attaining the higher than expected level 5 were well below average in English, below average in mathematics and above average in science in the 2003 national tests. The comparison with similar schools over the last four years shows English below average in two years and average in the other two. Mathematics has been below average in three of the last four years compared with similar schools and science has fluctuated between well below average and well above average in the last four years. This points to some underachievement in some years in all three subjects, though the school points out that some pupils narrowly missed their predicted level in 2003. The school's emphasis on helping pupils to achieve the expected level 4 in their tests has detracted from the support it has given to those capable of attaining the higher level 5. The monitoring of standards, achievement, teaching and learning has not been rigorous enough to identify and address these issues earlier.
9. The school has identified the need to raise the numbers gaining the higher levels in national tests at seven and eleven and included this in the school development plan. However, there is little evidence in the plan of measurable targets for improving this situation. The pupils' work seen during the inspection points to standards being broadly average in English, mathematics and science. The school's assessment information also predicts broadly average standards in the national tests for the current Year 6. Standards in ICT are average at both Year 2 and Year 6.
10. Although the majority of pupils with special educational needs attain below average standards they generally achieve well against their targets and in national tests at Year 6. A recent survey of Year 6 2003 test results for pupils with special educational needs indicates that two thirds of them made good or very good progress compared with their attainment when they were seven in 1999. This reflects the very good support that they receive from class teachers and

classroom assistants. The small number of pupils whose home language is not English achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Overall pupils' spiritual, social, moral and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils respond very well to sharing and taking responsibility to benefit the school and each other.
- Pupils' behaviour is good and they understand the school rules because they helped to write them.
- Pupils' personal development is good. Relationships between pupils and staff are good and pupils are kind to each other.
- Pupils like their school and are prepared to work hard

Commentary

11. Pupils enjoy the opportunities that the school gives them to take on a range of responsibilities and display their maturity. At the start of the day many pupils are in the school helping in classrooms. At break and lunchtimes, older pupils take charge of door duties and are prepared to support the lunchtime supervisors by "buddying" younger pupils in the playground. A group of Year 5 pupils, who report for and compile the school newspaper, make the majority of editorial decisions for themselves. They decide who they should interview, make sure they have all the information and contributions they need to put the newspaper together, and then decide on the format, pictures and layout with minimal teacher supervision. Lunchtime is a civilised and orderly social occasion where good table manners are encouraged and pupils are expected to help with clearing away.
12. Pupils generally behave well in school and few pupils spoken to consider that there was any bullying taking place. If there was, or had been, they were firm that incidents were dealt with quickly and fairly. These views are shared by most parents. Pupils are very aware of the school rules and are keen not to behave in any way that may affect their Golden Time activities, a session of personal choice for the last session of Friday afternoon. The length of the session is dictated by each pupil's good behaviour over the week and offers a powerful incentive to pupils to behave well. Pupils respect the values and beliefs of others as a result of the school's successful promotion of good relationships, including racial harmony, and the high expectation the school sets for pupils to follow the Hoyland Common Golden Rules. There have been no exclusions in the past year.
13. Relationships and friendships are strong in the school. It is noticeable how kind pupils are to each other, and especially to those pupils who have special educational needs. In a singing assembly, all pupils happily accepted that a pupil wished to conduct the singing alongside the headteacher, and again that a younger pupil, being "buddied" by two Year 6 pupils, wished to come to the front to watch her shadow dance on the screen of the overhead projector. In discussion with Year 6 pupils they stressed, "it's important to be kind and help" and that they had a responsibility to "set a good example". In a "Smart Ed" lesson where a group of Year 4 and 5 pupils demonstrated their preferred ways of adding a series of numbers, pupils spontaneously applauded each successful attempt by their classmates at representing an addition. The school successfully promotes a good understanding of the diversity of cultures in today's society through religious education lessons and assemblies, but there have been few opportunities to visit places of worship of other cultures. Opportunities for spiritual development in the school are generally satisfactory. Pupils' social and moral development benefits from the good personal, social and health education programme, for example, through a drugs

awareness dramatic performance for Year 5 and 6 pupils. Children in the Foundation Stage meet the expectations of the early learning goal in personal, social and emotional development.

14. Pupils are positive in their views of the school. They consider that they work hard and have no difficulty in talking about subjects they enjoy studying. Pupils like the range of visitors that come to the school, especially those connected with the performing arts, and the sports clubs that are run after school. Pupils also enjoy the opportunities for residential trips that the school has offered for a large number of them. A significant number of pupils in Year 6 are prepared to stay after school for booster classes in numeracy. Many pupils from Years 4, 5 and 6 also attend the “study centre” after lessons to do their homework with friends and use the computer equipment for research purposes. Pupils feel valued as individuals, and are proud of the large number of displays, and the video sites, which highlight their work and achievements around the school.
15. Attendance, at 94.5 per cent, is broadly in line with the national average. Many families take their children away for holidays during school time. Unauthorised absence, at 0.7 per cent, is above the national average. Inconsistent procedures for marking registers, and monitoring the reasons why pupils are not at school, have contributed towards the rise in the recorded numbers of pupils with unauthorised absences. Punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.7
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall, as are assessment arrangements. Curriculum provision for pupils in the Foundation Stage is good. The school’s provision of support, advice and guidance for pupils is good. The school makes good efforts to seek the views of pupils. Links with parents and the local community are good. Links to other schools and colleges in the area are good.

Teaching and learning

Teaching and learning are satisfactory overall. Nursery and reception children are consistently well taught, as are pupils with special needs and pupils in Years 5 and 6. As a result most of these pupils achieve well. Assessment arrangements are satisfactory overall.

Main strengths and weaknesses

- The teaching of nursery and reception children is good and consequently they achieve well and make good progress.
- The teaching of pupils in Years 5 and 6 is consistently good in English and mathematics.
- Less able pupils, including those with special educational needs, are taught well and achieve well.
- There is not enough challenge for more able pupils so they do not achieve as much as they should.
- There are some inconsistencies in the quality of marking.
- The school has good systems for involving parents in their children’s learning at home.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (17%)	19 (48%)	14 (35%)	0	0	0

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

16. Teaching is good for nursery and reception age children, who consequently achieve well. It is imaginative, fun and practical. Resources and visitors are used well. The support staff are a real asset and their expertise is used very well. Regular assessments are detailed and children with different abilities and needs are well catered for. Children's social development is promoted very well. As a result children learn to make choices and to work in groups and on their own. They learn to sustain concentration on independent activities, share equipment with others and take turns sensibly. They learn basic literacy and numeracy skills and enjoy stories and counting activities. Staff encourage children to recognise letters and words and to form letters correctly in their early writing activities.
17. Teaching is satisfactory overall in Years 1 and 2. The majority of pupils make satisfactory progress and the less able pupils achieve well because of the effective use of support staff. However, expectations of the more able pupils in reading and writing are not high enough. Marking, while positive, does not systematically point out weaknesses such as incorrect number and letter formation. Consequently, the presentation of pupils' written work is inconsistent. Pupils learn to work out what unknown words say by using phonics but there is too little emphasis on other strategies. They are given a wide range of writing activities but too often low expectations of the more able pupils leads to them not achieving as much as they could. Pupils learn to calculate mentally in mathematics but some still need practical equipment to help them to work out answers.
18. Teaching is satisfactory overall in Year 3 and 4 and consistently good in Years 5 and 6. There are some common strengths in teaching that support pupils' learning. For example, there are good relationships between staff and pupils. Pupils say that adults help them with their learning when they are stuck and parents are happy with the way their children are taught. Pupils are taught in ability sets for English and mathematics from Year 3 to Year 6. These sets are flexible, with pupils moving between them. Care is taken to include all pupils when asking questions. As a result boys and girls are equally responsive in lessons. However, teachers do not always systematically plan for the range of abilities within particular sets or classes so that too often pupils are all expected to complete the same tasks at the same level. This leads to some underachievement of the more able pupils. The very few pupils whose home language is not English make good progress. The school has done some work on identifying pupils' particular learning styles and introducing strategies designed to improve their learning. Good use is made of techniques such as *brain gym* to invigorate pupils during lessons. There are some good examples of pupils using computers to support learning but too many opportunities are missed to develop in other lessons the skills acquired in the computer suite.
19. In the most effective lessons, teachers have high expectations, adapt their teaching to match the learning needs of the pupils and really challenge all pupils. Consequently, they achieve well. For example, in a highly effective mathematics lesson with a set of lower attaining pupils in Years 4 and 5, the teacher encouraged pupils to use practical equipment and strategies that worked for them. The teacher's enthusiasm was infectious and pupils spontaneously applauded when questions were answered correctly. Where lessons were identified as satisfactory the pace was slower and work planned did not always take into account sufficiently pupils' different needs.
20. The teaching of pupils with special educational needs is generally good. Support assistants work very closely with class teachers. They are well briefed about their roles within lessons and report on outcomes and pupils' achievement daily, usually by discussing them with class

teachers. The role they are to fulfil is often detailed in lesson plans. Assessment arrangements for identifying pupils with special needs are good and help teachers to provide work to help them to meet the targets in their individual education plans.

21. Assessment systems are good for nursery and reception children. Ongoing assessments are used well to plan the next steps of children's learning. For Years 1 to 6 the school has good procedures to check how well pupils are learning in English and mathematics. The information is regularly shared with parents. The school also provides useful booklets identifying how parents can help their children with homework and with their targets. Pupils in Years 3 to 6 are clear about their individual targets and what they need to do to improve. Feedback in lessons is generally good, so pupils have a clear understanding of what they have learnt. Marking is positive but inconsistent across the school. For example, in English younger pupils' written work is often praised but errors are not consistently noted or corrected. Marking in science does not always tell pupils how they can improve their work.
22. Although the school has a wealth of information on how well pupils are doing, particularly in English and mathematics, it is not rigorous enough in interpreting this information to identify trends and highlight strengths and weaknesses in pupils' achievement. Nor is it rigorous enough in tracking trends in achievement, or under-achievement, to aspects of provision that might be responsible. The school has recently identified the need to increase the proportions gaining the higher levels in national tests and has begun to address this issue through booster sessions for higher attaining pupils in English and mathematics. The school has recently introduced systems for checking pupils' progress in other subjects.

The curriculum

Curriculum provision is satisfactory overall. The Foundation Stage curriculum is good. An extensive range of visits and visitors enrich the curriculum. Accommodation is very good and resources are good in the Foundation Stage. They are satisfactory, but improving, throughout the rest of the school.

Main strengths and weaknesses

- A good Foundation Stage curriculum supports pupils' learning.
- The provision of enrichment activities both within and outside the school day is good.
- Provision for pupils with special educational needs is very good and pupils achieve well as a result.
- All pupils are fully included in school life and have equal access to the curriculum.
- Sound systems for monitoring the curriculum are established but the findings are not sufficiently well used to improve teaching and planning in order to raise standards.
- Individual teachers are developing links between subjects but this is not being done in a planned and coherent way in order to maximise curriculum time and raise standards further.

Commentary

23. The curriculum meets all statutory requirements including provision for RE and collective worship. The national strategies for literacy and numeracy have been implemented throughout the school. There are clear subject policies and guidance for teachers is based on the latest national guidance.
24. The Foundation Stage provides a good range of appropriate learning activities for children in nursery and reception. There is a good balance between teacher directed and child chosen activities with a good emphasis on developing social skills so that children settle quickly into school routines. The strong focus on basic literacy and numeracy skills ensures that children make good progress and achieve well in these areas.
25. The school provides a wide range of experiences through visits and visitors and these encourage pupils' enthusiasm for learning. For example, Year 1 and 2 went to a sculpture park

and the local church and Years 3 to 6 worked with a youth theatre. Older pupils visit the National Mining Museum for history, take part in a 'Crucial Crew' emergency services day and enjoy three residential visits to an outdoor centre. Visitors include a number of drama and theatre groups, a poet and an author as well as officers from the police and health services who regularly contribute to the pupils' learning. Members of the local community, including an optician and hairdresser, also talk to pupils about their work. There is a satisfactory number of clubs for pupils of all ages with the majority currently providing opportunities for physical activities and sport. Clubs such as choir and percussion that, together with plays and performances, had contributed to the school gaining an Arts Mark Silver Award, were not running during the inspection due to long-term teacher absence.

26. Provision for pupils with special educational needs is now very good. They are given individual and group support in lessons both inside and outside the classroom. Classroom assistants help pupils to achieve the targets set in their very good individual educational programmes and, as a result, pupils with special educational needs make good progress across the school. There is no formal register of able and talented pupils although an informal list has been compiled and no formal programmes exist to extend and develop their skills.
27. There is a strong commitment to including all pupils across the school in all activities and this was a feature of a number of lessons. No pupils are excluded from out-of-school activities because of gender, ability or disability. In swimming lessons, pupils with physical disabilities take a full part as their learning assistant goes into the pool with them.
28. Improved opportunities to monitor the curriculum have been put in place since the time of the last inspection. Although co-ordinators have more opportunities to see lessons, examine teachers' planning and see pupils' work, there has not been a significant impact on improving overall standards. In some subjects pupils of different ages and abilities complete the same work. The head and deputy headteacher have overall responsibility for overseeing the whole curriculum and the Foundation Stage co-ordinator is soon to be included in this team. This is intended to give a more comprehensive picture of total provision and the standards that pupils achieve.
29. Individual teachers address links between subjects when planning their own lessons but there is no overarching structure to develop this approach across the school. As a result, the awareness and effectiveness of subject links vary from class to class. Literacy has a high focus in school and subjects such as history reflect this in their subject action plans. However, literacy does not feature in all subject action plans so curriculum improvement is less effective than it might be.
30. There are sufficient qualified teachers on the school staff. The school is also involved in the graduate teacher programme, supporting those training to become qualified teachers by working closely alongside experienced teachers. There is a large number of classroom assistants who support teaching in general and pupils with special educational needs in particular. The ongoing programme of building work, due for completion in 2006, is significantly improving accommodation. This will remove the temporary shared area for the library and computer suite that is cramped and detracting from the effectiveness of both facilities to support learning.

Care, guidance and support

The provision for pupils' care, health and safety is satisfactory. Pupils have good access to well-informed support, advice and guidance. Good systems are in place to involve pupils and consult on their views.

Main strengths and weaknesses

- Induction procedures are good and have a significant impact on pupils feeling secure when they start school.
- Whole school health and safety procedures are in place, but risk assessments are incomplete.

Commentary

31. Induction arrangements for new pupils are good overall. For children starting nursery they are very good and include home visits. There are good links between the nursery and reception class for the transfer into the main school. Parents are positive about these arrangements.
32. Pupils' personal development is closely observed and monitored in a variety of ways. Support, advice and guidance for pupils are good because they are well known to staff through the different activities and clubs that take place, residential trips, performances, events, playground duties and class structures that group pupils of different ages and for different styles of learning. Lunchtime supervisors play a key role in monitoring social and emotional issues that may arise for pupils over lunch or in the playground. Pupils share their literacy and numeracy targets with teachers on a regular basis, and those pupils with special educational needs have their individual education plans reviewed three times a year.
33. The school encourages pupils to make their views known through direct approach, suggestion boxes, pupils' questionnaires and by soliciting their views for the school newspaper, 'The Globetrotter'. Additionally, the school council provides a valuable way of involving pupils in the development of the school and seeking their views. All pupils in Years 3 to 6 have an opportunity to be elected as council members. Suggestion boxes are placed in every classroom, enabling pupils to request items for discussion by the council, and this is one of the ways in which the school council checks the views of younger pupils. Another is through the Buddy system where older pupils take care of younger ones at break time and lunchtime. The school council has been granted a budget of £200 to be spent on playground equipment and was also influential in the decision to promote healthy eating in school.
34. Satisfactory procedures are in place to ensure the health and safety of pupils and staff, and regular safety audits of the school's environment have supported the school through a major building project. Specific risk assessments for curriculum areas remain to be completed and the school's health and safety policy is not yet site-specific. The school supports an approved childcare facility for pupils before and after school in term time, and during the school holidays. Procedures for child protection in the school follow the recommendations of the local area child protection committee, and the designated person has received formal training in child protection procedures and awareness but the school has no trained substitute for that person yet. Pupils say they feel safe in school and name specific members of staff they would feel comfortable talking to if they were worried over any issue.

Partnership with parents, other schools and the community

The school has good links with parents and the community. Links to other schools and colleges are good.

Main strengths and weaknesses

- There are very good links to other schools and colleges for training purposes, and good links to the local secondary school.
- Parents and families support the school and there is regular day-to-day contact and consultation with parents. They receive good information.
- The school makes good use of opportunities and skills that exist in the community to enrich pupils' learning and well-being.

Commentary

35. Very good links are in place with other schools and colleges to support training initiatives, such as the graduate teacher programme, and work experience placements. Pupils transferring to the main secondary school in the area are supported by well-organised procedures that have been consolidated and refined over a number of years. The school organises sporting fixtures with other schools to give pupils the opportunity to meet and get to know their peers before moving to secondary school. Many secondary pupils frequently come back to the study centre to do their homework, and say they feel relaxed about revisiting and working in their former primary school.
36. The school values the day-to-day contact it has with parents and reviews its parent partnership initiatives on a regular basis. Many parents come into school to talk to staff at the beginning and end of the school day. Parents are welcomed as helpers in the school and valued for the skills they offer. As a result, most parents are positive about the school and pleased that their children like school. A small number of parents are not happy about how their concerns over specific incidents have been dealt with. Regular newsletters, compiled by pupils, go out from the school to let parents and extended families know what is happening in school. A large amount of information, for example, on homework and the curriculum, is available to parents in the school entrance, and annual written reports to parents are personal and informative. The significant numbers of parents who support their children's learning at home regularly write comments in pupils' reading and homework diaries. Meetings held by the school on homework, literacy and numeracy are well attended by parents and there is also a good attendance at consultation evenings and annual reviews for pupils with special educational needs. The majority of parents are comfortable about speaking to the school staff if they have any concerns and they agree with their children that the school expects its pupils to work hard and do their best.
37. The school is outward looking in its links with the community. There are a good number of visitors and members of the community who come into school for the benefit and enrichment of the pupils. For example, the nursery has had a midwife, an optician, the fire service, the community policeman, the school crossing patrol and the school's own caretaker visit the children, to give examples of people who work in the community. The school supports the needs of others in the community, for example, by hosting Sure Start activities for parents with young children, the Fun Club and providing a venue for the local Neighbourhood Watch committee. The school has encouraged young people in the area to use the study facility in the school for after-school work and nurtured the concept of responsibility for the school as a community resource that has led in return to a reduction in damage to the fabric of the school building by vandals.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership and management of the headteacher and other key staff are satisfactory. The work of the governing body is good.

Main strengths and weaknesses

- There is a commitment by the school's leadership to improving standards, providing high quality accommodation for all pupils and including all pupils in all aspects of school life.
- The governors have good systems in place to ensure that they work efficiently and effectively.
- Systems for checking how well the school is doing are not applied rigorously enough.
- School and subject development planning does not include measurable targets for improving achievement and raising standards.

Commentary

38. Governance is good. The school has the benefit of a full body of hard working and committed governors doing their best for the pupils. They have a clear committee structure to help them to work efficiently and effectively. Governors regularly attend training courses to keep themselves up to date with current issues. They have a good understanding of the information supplied to the school on how well it is doing in annual tests for seven and eleven-year-olds. They understand the need to improve the proportions of pupils attaining the higher than expected levels. They rely on the expertise of the staff of the school to interpret much of the detail of such information and need to ensure that they are challenging, as well as supportive, in holding the school to account for the results it achieves. Governors have a secure grasp of financial matters, understand and apply the principles of best value and know that good value for money comes from the impact of spending on the results pupils achieve. They are fully involved in school development planning but have not been challenging enough in seeking specific and measurable targets related to pupils' performance in all aspects of school. They ensure that all statutory policies and procedures are fully in place.
39. Leadership is satisfactory. The judgement of the last inspection was that "leadership and management are not yet satisfactory" so this represents an improvement. The head and deputy have a clear vision of making this school the best in Barnsley and share this vision with staff, governors, parents and pupils. The head and deputy appear to be well matched, with the head providing the overall strategic view and the deputy knowing more clearly about day-to-day issues. The governors, head and staff are fully committed to helping all pupils, whatever their ability, disability, gender or cultural background to participate in all aspects of school. This results in very good support for less able pupils and those with special educational needs so that they are fully involved in lessons and achieve well, with many making faster than average progress in Years 1 to 6. However, the school has been less effective with the more able pupils and too many of them have not made the expected rate of progress in Years 3 to 6 or in English by Year 2. The commitment to involving all pupils in all activities has resulted in a happy and harmonious school where pupils get on well with each other and with the adults who work with them.
40. The head has a clear vision of providing the best quality accommodation he can for his pupils. He and the governors have worked hard to secure funding for an extensive building programme to provide high quality classrooms and teaching spaces with attractive outside areas. They are now working hard to oversee the second phase of the building programme over the next couple of years.
41. However, leadership has not been evaluative or reflective enough to relate the performance of pupils to the quality of education provided. This has led to some significant inaccuracies in the school's self-evaluation, which is unsatisfactory.
42. A highly effective co-ordinator for special educational needs has established very good procedures and practice and has significantly improved provision for a diverse range of pupils' special needs. The quality of pupils' individual education plans is very good and available to all staff working with these pupils. Support assistants are well qualified, have regular training opportunities in order to update their knowledge and expertise and provide very good support. They are well deployed by the special needs co-ordinator, with whom they meet regularly, and

are fully involved in setting and reviewing targets for pupils. The previous report referred to satisfactory provision and progress for special educational needs pupils. Provision is now very good and pupils achieve well. There has been a significant improvement between inspections.

43. Management is broadly satisfactory overall. The school has a detailed development plan but it lacks specific and measurable targets related to improving pupil performance. The same criticism applies to subject development plans and this was highlighted in the previous report and has not been fully addressed yet. There are plenty of systems to check how well the school is doing and the head has delegated much of this monitoring to subject coordinators. These systems include looking at pupils' work, checking teachers' planning and observing lessons but they have not been applied rigorously enough to identify and address the underachievement in English by the end of Year 2, or that of the more able throughout the school in mathematics and English. Performance management is fully in place and linked to the staff's professional development. The deputy has taken a lead role in the school's successful involvement in the graduate teacher programme, helping new recruits to the profession to develop their growing teaching skills in a supportive setting. Much of the day-to-day management is the responsibility of the deputy and is good, with good support from the office and premises staff, who help the school to run smoothly.
44. The budget is managed effectively and efficiently with grants for specific purposes used appropriately and an appropriate amount carried forward to the following year, given the need to resource the building. The school spends below the average amount on each pupil and, given the balance between strengths and weaknesses and this level of funding, is judged to provide satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	862,224
Total expenditure	852,898
Expenditure per pupil	2,262

Balances (£)	
Balance from previous year	51,260
Balance carried forward to the next	60,586

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision in the Foundation stage is good. Children are taught well and as a result achieve well with their learning. They settle in very quickly and work from an interesting, topic led curriculum. This is an improvement from the previous inspection when provision was satisfactory. Admission arrangements are very effective and ensure the nursery children settle easily, as well as ensuring that children join their classes smoothly at different times of the year. Parents make a good contribution to children's learning by hearing them read, helping in classes and making book and number sacks. There is a very good relationship between parents and staff.
46. Teaching and learning are consistently good in the nursery and mostly good in the reception classes. The older reception children in the mixed age class benefit from learning with the Year 1 pupils. The activities planned cater well for the needs of the children both in nursery and in the reception classes, and assessment arrangements are very thorough. Children with special needs are identified early and receive very good support. More able children are well catered for in the mixed age class. A real strength is the teamwork between the teachers and support staff, which is very good.
47. The management of the Foundation Stage is good. While there is currently no named co-ordinator, this is under review. The accommodation is very good with a good range of resources to cover all aspects of the curriculum. The staff provide an interesting range of activities indoors and have made a good start at extending learning in the outside areas. Good use is made of equipment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on promoting children's confidence and independence.

Commentary

48. Teaching is very good and as a result children achieve very well in their social skills. Most children are on course to exceed their goals by the end of their time in reception.
49. Children enter nursery with a range of ability and experience. Organized visits for children with their parents are particularly effective in helping new children feel safe and confident. Nursery staff establish secure routines which are built on by the reception staff. An example of this is how well the many children who were in their first week in reception settled into their new class. All staff are very caring and use every opportunity to praise children's independence. As a result, children work successfully both alone and in small groups. Children who have particular special needs receive very good support and every effort is made to ensure they are fully included in all activities. Staff have high expectations of children's behaviour. Children understand the reward system. When children do not do as expected they are dealt with firmly and fairly. Most children respond very well to this and their behaviour and attitudes to school are very good. The organization of learning activities is particularly effective. It means that children in both reception classes can mix in the afternoon and further develop their confidence and social skills. Children in the nursery and reception classes enjoy school. They are eager to start the day and learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- Reception children need more opportunities to write and improve their handwriting skills.

Commentary

50. Teaching is good and as a result most children make good progress and achieve well. There is a sustained focus on developing children's language skills from nursery onwards. This affects their ability to express their ideas in other areas of learning. Most pupils are on course to attain their goals in reading, writing, speaking and listening, with a few exceeding them.
51. Children enter nursery with a wide range of ability in communication skills. A few have difficulty expressing their ideas and have immature speech. A few enter with good communication skills. In nursery, staff encourage children to listen and provide many informal opportunities to talk. For example, children know they have to take turns talking and listening during group time when a special soft toy is passed around. They particularly enjoy repeating favourite rhymes. Reception children are encouraged to listen and the activities are organized so that children have good opportunities to talk about what they are learning. The Imaginative play areas are used well to encourage talk that is meaningful and relevant. For example, children spent a great deal of time explaining to each other the cost of plants and flowers in the garden centre. All staff encourage less confident children to talk in sentences and more fluent communicators to extend their vocabulary. Children know that the adults are genuinely interested in what they are saying.
52. Teachers consistently establish good reading habits. Nursery children know how to handle books. Reception children recognise many simple words and most can use their knowledge of sounds to help them with their reading. Good use is made of rhymes to help children remember each letter and sound of the alphabet. Very able pupils are well catered for. Staff encourage an enjoyment of books through regularly using good quality story and information books such as *The Enormous Watermelon*. Stories are told in an interesting and appealing way by teaching and support staff. While children are enthusiastic during story times, some children do not actively choose to read or browse. Not all rooms have attractive seating areas for children to just sit and look through books.
53. Daily opportunities are provided for children to write for a range of purposes. Children are encouraged to record ideas from nursery onwards. They know that the staff value their efforts to write. While most reception children are learning to form their letters correctly and fluently a significant minority of children in both classes have difficulty recording their ideas on paper. They are developing poor letter formation. This is not consistently corrected or pointed out to children to help them improve their writing skills. More able children are well extended in the mixed age class when they learn with the older Year 1 pupils.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.

- There is a good balance between structured activities and learning through play and informal experiences.

Commentary

54. Teaching is good and as a result most children make good progress and achieve well. There is a sustained focus on developing children's mathematical skills from nursery onwards. A few children have difficulty explaining their mathematical ideas. Most children are on track to attain all their goals in mathematical development by the end of their reception year, with a minority of children likely to exceed them.
55. Children enter nursery with a range of ability and experience. Nursery staff take every opportunity to reinforce and extend children's mathematical skills. For example, children daily take an active role in counting numbers after they have self-registered. Number awareness is promoted through counting games and familiar number rhymes, which the children really enjoy. Children have daily opportunities to use sand and water. Reception staff build on children's learning. A strength is the focus on practical mathematical activities, as part of their topic work, to make their learning relevant and fun. For example, they make paintings of spiders and count the legs as part of their work on addition. Children squealed with delight as they handled big dice and jumped on a big mat ladder when learning to count forward and backwards. As a result many children show real interest and pleasure and work for long periods. While reception staff provide many opportunities to use mathematical language a few younger reception children find it difficult to explain what they are doing. There is a good balance between structured learning, informal exploration and recording of work. A few children from both classes have difficulty recording their work and reverse some of their numbers. This is not systematically corrected. The more able children in the mixed-age class are well catered for when they learn with the older Year 1 pupils.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. No judgements about teaching and learning, standards and achievement are made in this area of learning, due to lack of evidence. Nursery children develop their senses and understanding through activities such as planting seeds and growing plants. Good use is made of social times when they learn about healthy foods. Curriculum plans show that staff provide an interesting range of experiences and visits. A range of topics such as my school, toys, jobs and plants help children to build up their picture of the world. Visitors such as fire officers, police, and ambulance staff all add real interest and excitement. Within classes there are investigations tables with objects such as magnifying glasses for children to handle informally. Staff extend children's knowledge of different cultures through books and toys. Computer skills are well taught. Boys and girls have positive attitudes and display equally good skills.

PHYSICAL DEVELOPMENT

57. No judgements about teaching and learning, standards and achievement are made in this area of learning, due to lack of evidence. Planning shows that children have regular sessions in the hall to help them develop their physical skills and to learn to respond to music. The nursery and reception classes have good sized outside areas and children have access to climbing equipment, three-wheeled vehicles and a range of small games equipment. Nursery and reception children have satisfactory manipulative skills. They are provided with regular opportunities to handle dough, scissors and small construction equipment.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are good opportunities for children to develop their creativity.
- Teaching is good and as a result most children make good progress and achieve well.
- Most children are on course to exceed their goals by the end of their reception year.

Commentary

58. In both nursery and reception classes there are daily opportunities for children to develop their creativity and skills. There is access to a good range of materials, with many planned opportunities to paint, draw and make models. As a result, children handle scissors and paint brushes appropriately, enjoy being creative and produce pleasing results. The nursery and reception classes are filled with lovely examples of children's artistic work. Children have many opportunities to learn nursery rhymes, sing songs, listen to music tapes and act out simple stories. The nursery has an ongoing music area where children explore and handle musical instruments informally and with gusto. A strength in both nursery and reception classes is the extensive range of imaginative play experiences available, matched to every topic. Children show real pleasure and confidence as they use the various imaginative areas, which are changed frequently.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The achievement of some less able pupils has been good but some more able pupils have not achieved as well as they should.
- Standards by Year 2 are below average and achievement is unsatisfactory.
- Developing pupils' speaking and listening skills in all subjects has been effective in raising standards.
- Teaching in Years 5 and 6 is good.
- The school collects a lot of useful information on how well pupils are doing but does not use it effectively enough.

Commentary

59. At the time of the last inspection standards were said to be average at Year 2 and Year 6. Overall standards by Year 2 are currently below those found in most schools so this is a drop in standards since the last inspection. Achievement is unsatisfactory, particularly for the more able pupils. Less able pupils, including those with special educational needs, achieve well because of the level of support they receive in lessons. Standards by Year 6 are broadly average, so have been maintained since the previous inspection. However, the number of pupils attaining the higher levels in the tests in 2003 was well below average compared with all schools and with similar schools. Achievement by Year 6 is satisfactory overall. It is good for less able pupils and those with special educational needs, due to the quality of support they receive, but not for higher attaining pupils because of the lack of appropriate challenge.
60. Standards in speaking and listening are satisfactory across the school. Teachers encourage pupils to develop their speaking and listening skills in many subjects. During the inspection, they were seen explaining their strategies in numeracy, describing in history the differences between a Victorian washday and keeping clothes clean today, and discussing the habitats of mini-beasts in a combined science and ICT lesson. Video tapes of past productions and class assemblies show the significant role that drama plays in the development of pupils' confidence in speaking to an audience.
61. In the national tests in 2003, the standard of pupils' reading in Year 2 was below average and well below that found in similar schools. Pupils develop good phonic skills to attack unknown words when reading, but their awareness of other strategies is limited. Higher attaining pupils in Year 2 read very well in class but are in a small minority and not enough of them gain the higher than expected level 3 in the national tests. In 2003 the proportion gaining this level was well below average. Currently the standard of reading at Year 2 overall is below average. By Year 6, standards are average. Pupils in Year 6 are positive and enthusiastic about reading and all the readers heard during the inspection read fluently.
62. In the national tests in 2003, the standard of pupils' writing in Year 2 was below average compared with all schools and with similar schools. Pupils are given a good range of activities but low expectations are leading to most higher attaining pupils achieving only average standards. From Year 3, pupils are put into sets according to their ability but there is still a spread of ability within each set. Not all teachers take sufficient account of this range to plan for teaching the several ability groups contained in the one set. Pupils have targets set for them that are listed in the back of their exercise books and referred to by teachers when marking their work. There is a good focus on developing pupils' use of vocabulary and punctuation and

opportunity for them to write in a wide range of styles. Homework is set on a regular basis and by the end of Year 6 pupils attain broadly average standards.

63. Overall, the quality of teaching and learning is satisfactory. Teaching is satisfactory when pupils are taught in mixed ability groups and some good lessons were seen when pupils had been set according to ability. The pace of lessons in Years 1 and 2 is steady, rather than brisk, and planning for lessons is brief and does not contain clear learning objectives for each ability group within the class. In a Year 2 lesson, different activities were set but the one designed for higher attaining pupils lacked sufficient challenge to move them forward, whilst in a Year 1/2 lesson the only difference was an easier reading level in the text of the books used by the lower attaining pupils. Consequently, higher attaining pupils are not making sufficient progress to gain the higher grades in tests at the end of Year 2. Lessons for pupils in Years 3 to 6 generally proceed at a good pace that maintains pupils' interest. Expectations are higher so pupils try hard even when they do not find the work easy, as in a very good Year 3/4 lesson with lower attaining pupils about the use of speech marks. Teachers' knowledge is often good and enables them to question pupils effectively, maintaining pupils' interest and ensuring the inclusion of all. They use a good range of strategies and resources, including interactive whiteboards, individual whiteboards, practical activities, discussions and videos. Marking is inconsistent and some basic mistakes go uncorrected in the work of pupils in Years 1 and 2.
64. Teachers know their pupils well and form good relationships with them. Pupils know what is expected of them and respond by taking a pride in their work. Individual targets have been set for pupils but not all seem aware of these so most pupils are not taking any responsibility for their own learning. However, the overall quality of learning is satisfactory.
65. The leadership and management provided by the subject leaders are satisfactory. They monitor and assess pupils' work well but do not make sufficient use of what they find to promote improvement and raise standards. The school has copious systems for checking how well pupils are doing. These ensure that pupils with special educational needs are identified and supported well. However, it has not used the information from assessments effectively enough to tackle the underachievement at Year 2 or among the more able by Year 6.

Language and literacy across the curriculum

66. Although improving pupils' literacy skills has been identified as a target for the whole curriculum, it is not included in the improvement programmes of other subjects. Consequently, the focus is not as sharp as it might be and pupils' progress is not as great as it could be. Opportunities to develop pupils' speaking and listening skills are more clearly identified and improving these through other subjects has been generally successful.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- A good proportion of pupils attain the national average by the end of Year 6.
- Teaching is consistently good in Years 5 and 6.
- Pupils with special needs are taught well and as a result achieve well.
- Not enough pupils attain the higher levels by the end of Year 2 and Year 6.
- A few higher attaining pupils underachieve.
- Individual targets are used well to help pupils with their learning.
- The school works hard to involve parents in pupils' learning.

Commentary

67. At the time of the last inspection standards were judged to be in line with expectations and progress satisfactory. The standards of work seen in the current Year 6 and Year 2 were average so overall standards have been maintained. There has been an improvement in the number of pupils who attain the expected level 4 by Year 6, but not enough pupils attain the higher level 5. The majority of pupils progress and achieve satisfactorily over time. Pupils with special educational needs and lower attaining pupils achieve well. However, a small percentage of more able pupils do not achieve as well as predicted. The very few pupils with English as an additional language make good progress with their work and achieve well.
68. Teaching and learning in Years 1 and 2 are satisfactory overall. Infants are taught appropriately with satisfactory learning patterns established early. There is a clear focus on basic skills. Pupils with special needs and lower attaining pupils achieve well because teachers use adult support effectively to help them practise their skills with opportunities to talk about their learning. For example, in a well taught lesson pupils in the mixed reception and Year 1 class achieved well because of the focus on first hand practical experiences. They clearly enjoyed their work. A few Year 1 pupils have immature behaviour which affects the pace at which they work. Most Year 2 pupils work hard and persevere with more challenging work. They are learning to work independently and to calculate without the use of practical equipment. However, a few struggle because they still need physical resources. Some infants reverse their numbers. This habit is not systematically corrected. Records show that a minority of more able pupils do not make the progress they are capable of.
69. Teaching and learning are satisfactory overall in Years 3 and 4, ranging from satisfactory to very good. The school has put in place a number of successful strategies to raise standards. The use of specialist teaching and the setting of pupils by ability rather than by age is particularly effective. In the mixed Year 3 and 4 classes there is a clear focus on pupils learning and using mathematical vocabulary. Strategies to help pupils understand how to improve their own mental computation skills are having a positive impact on pupils' confidence and ability.
70. Teaching and learning are consistently good and at times very good in Years 5 and 6. Teachers have high expectations of pupils' work and behaviour. They have good subject knowledge and provide challenging work. Pupils respond well, work hard and are motivated. Most achieve well in lessons. Records show lower attaining pupils make particularly good progress. However, a few higher attaining pupils have not made the progress they are capable of throughout their time in Years 3 to 6.
71. Lower attaining pupils and pupils with special needs achieve well because of the quality of teaching and the additional support they receive from support assistants. They have plenty of opportunities to practise and consolidate their learning and to use any practical equipment they feel they need. For example, in a very well taught lesson with a Year 5 and 6 lower ability set, pupils achieved well because of the clarity of the guidance and the additional targeted support by the teaching assistant. In this imaginatively taught lesson pupils were totally motivated and confident. Because of the excellent relationship with the class teacher, they were not afraid of answering questions or of making mistakes.
72. Most pupils in Years 3 to 6 know their targets and have good opportunities to self evaluate. Teachers provide good feedback in lessons. Consequently, most pupils are clear about what they need to do next. Marking in books is generally positive, although there is little reference to pupils' targets. The school works well with parents. Pupils' individual targets and the results of assessments are regularly shared. Good use is made of homework to reinforce and extend pupils' skills. For example, the school provides a useful and attractive range of information booklets with guidance on how parents can help their children at home.
73. The two subject managers provide good leadership and satisfactory management. They undertake regular lesson observations and give feedback. The focus on problem solving opportunities and increasing pupils' mental computation skills is effective. However, monitoring does not focus sufficiently on the achievement of higher attaining pupils. The action plan

identifies the need to raise the number of pupils gaining the higher levels in the national tests. It does not include measurable targets for identifying the borderline pupils who are not progressing fast enough. Booster sessions have been introduced for pupils who are attaining just below average and just below the higher level 5.

Mathematics across the curriculum

74. Satisfactory use is made of mathematical skills in other subjects. There are regular opportunities to measure and calculate accurately in science, geography and history. For example, Year 2 make block graphs in geography, Years 3 and 4 develop time lines when learning about the Tudors and older pupils measure shadows in science.

SCIENCE

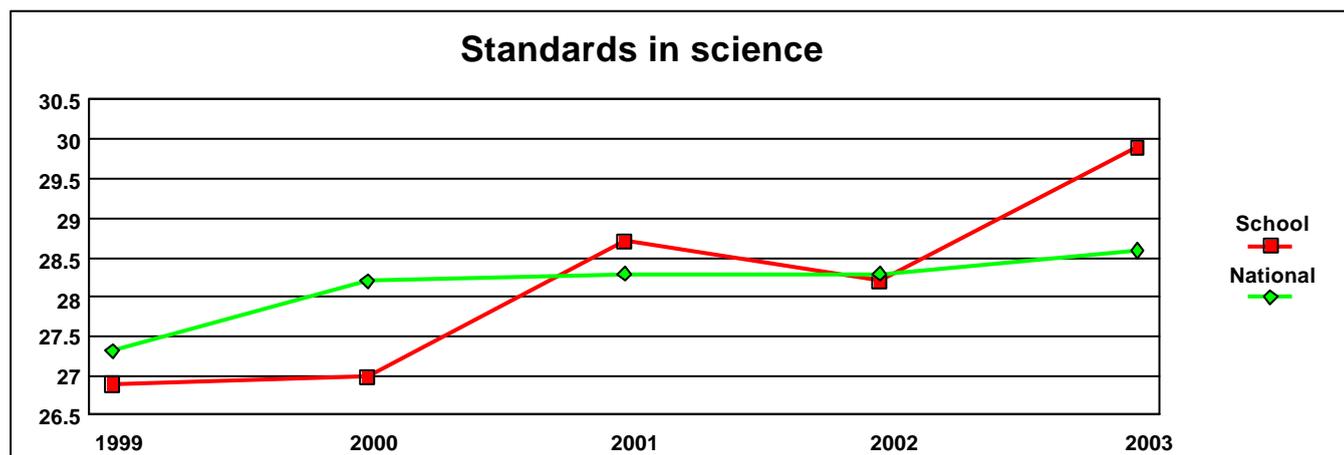
Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in the national tests for eleven-year-olds have risen over recent years, with above average numbers of pupils attaining higher than expected levels for their age in the national tests in 2003 compared with all schools.
- The proportion of seven-year-olds gaining the higher than expected level 3 in the 2003 national tests was well above average.
- Lessons place a strong emphasis on pupils learning scientific facts but show little evidence of work planned to suit different abilities.
- There are copious systems for checking how well the school is doing but these are not applied rigorously enough.

Commentary

75. Standards in the national tests for eleven-year-olds were above average in 2003 and have risen from average to above average compared with all schools over recent years. This is shown in the graph below. In the 2003 tests an above average number of pupils gained the higher than expected level 5.



76. The work in pupils' books, and evidence from the school's ongoing assessments of pupils' progress, suggests that standards in the 2004 national tests for eleven-year-olds are likely to be lower than in 2003 and nearer to the national average. In the teacher assessments at Year 2 in 2003 pupils attained well above average standards, with a good proportion gaining the higher than expected level 3. The work of the current Year 2 pupils suggests standards closer to the national average.

77. The teaching and learning seen during the inspection were broadly satisfactory. Teachers were suitably confident with the material they were presenting and worked hard to give pupils the correct scientific words they needed. There was an appropriate emphasis on practical work. Pupils with special educational needs received good levels of support from teachers and classroom assistants and this enabled them to take a full part in lessons. The work in pupils' books, at both seven and eleven, shows a good focus on learning scientific facts and thorough coverage of the National Curriculum requirements. However, their books also show pupils covering the same work in the same way, regardless of ability. In some cases the most able Year 6 and least able Year 5 have written word for word the same work in their books. In some topics pupils in Year 3 and in Years 5 and 6 have completed exactly the same work. Pupils in one Year 5/6 class appear to have done more work, and presented it more neatly, than those in a parallel class. The work has not been well targeted to pupils of different abilities. There is little evidence of the most able being given responsibility for devising and conducting their own investigations and evaluating the results. Marking of work is inconsistent. At best it tells pupils how they might improve their work but it differs between classes and marking of this quality is infrequent.
78. Leadership and management are broadly satisfactory. The school has copious systems for checking how well pupils are doing and for tracking their progress in science. There is less evidence that this information is used effectively to set work to the different abilities within a class. The school has clear systems for checking the quality of teaching and learning through looking at pupils' work, teachers' planning and observing lessons. However, these systems have not been applied rigorously enough to identify and address the teaching issues outlined above. Coordinators observe lessons but their reports describe the teaching, rather than evaluating its impact on learning. The reports contain little in the way of helpful guidance on how to improve teaching and learning and, in discussion, coordinators suggested that they found few areas for development in their observations. The most recent lesson observations by coordinators seem to have been around 18 months prior to the inspection. Improvement since the last inspection has been broadly satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The quality of equipment has improved.
- Insufficient use is made of classroom computers.

Commentary

79. Achievement is satisfactory and standards are average throughout the school. This is much the same picture as at the time of the last inspection. Pupils of lower ability and those with special learning needs are well supported during lessons in the ICT suite so they are able to make appropriate progress. The acquisition of the ICT suite two and a half years ago has made a very important contribution to the effectiveness of learning. This is because it allows the direct teaching of key skills using the data projector followed immediately by a good level of practical experience for all pupils. As less than half the pupils have computers at home, the popular after-school Study Support Centre that runs for two hours four nights each week has also done much to help pupils to achieve satisfactorily in the subject.
80. The range and quality of resources have improved through the provision of Internet links for all the computers in school, digital cameras and a camcorder, a programmable robot and interactive whiteboards in some classrooms. However, the software in use through the school has not been similarly upgraded and some programs are now very dated. Staff have all received training through New Opportunities Funding to increase their skills and give them more confidence in their teaching. The computer suite is well used by all classes.

81. Teaching and learning are satisfactory overall, as they were at the time of the last inspection. Only two lessons were seen because a storm caused the system to go down during the inspection. The teaching in these was good but the analysis of work showed that these were not representative of the school as a whole. In the lessons seen, teachers motivated pupils well and used their good subject knowledge to move the lessons forward at a brisk pace and question pupils effectively. Consequently, pupils' interest was maintained. Relevant new vocabulary was rehearsed well in a Year 3/4 lesson when the teacher asked the class to guide her through the process she had just demonstrated. To do this they had to use terms such as 'tool bar', 'icon' and 'create table'. Pupils listened keenly during the teacher's explanation of the task and settled quickly to work, confidently accessing the programs they needed. They worked co-operatively with their partners and maintained interest and enthusiasm throughout the lesson. An analysis of pupils' work showed, however, that not all teachers are covering work to the same depth. Pupils are not given enough opportunities to practise on classroom computers the skills they learn in lessons in the suite.
82. Leadership and management are satisfactory. The coordinator has led the successful development of ICT taught in the suite. He has not been as successful in getting teachers to use their class-based computers to maximum effect. He has identified this as his next task by sharing the best practice already in use in some classrooms.

Information and communication technology across the curriculum

83. The use of ICT to support learning in other subjects is inconsistent. It is used effectively to support other subjects in some classes. Pupils regularly word process their writing in English and those in Year 1 were observed practising their spellings using a commercial program. In a Year 2/3 lesson pupils learned how to classify information by creating tree diagrams. History was also linked well to ICT in a Year 3/4 lesson to present information in tabular form and to access information from the Internet. However, there are some classes where ICT is not effectively used to support learning in other subjects. Much currently depends on the individual expertise and inclination of teachers as the school lacks a collective approach to the use of computers in classrooms.

HUMANITIES

Religious education, history and geography were all sampled.

84. One **religious education** lesson was seen during the inspection and it was satisfactory. Work in pupils' books indicates a good knowledge of Christianity, Judaism and Islam. Discussion with Year 6 pupils during the inspection confirms that standards of knowledge are broadly average. Pupils learn about places of worship from each of the three religions studied. They learn about the major figures and about the values and beliefs associated with each one.
85. However, much of the work seen in pupils' books was the same regardless of age or ability. Pupils in Years 3 to 6 appeared to have all covered Islam, for example, in the same way at the same level. Marking of work rarely tells pupils how to make their work better. Some lessons make useful links between the parables Jesus told and the pupils' own lives. For example, after looking at the stories of the Good Samaritan and the Prodigal Son pupils thought about the messages these stories might have for people today. There are close links between RE and personal and social education and these help to promote pupils' social and moral development well. Pupils also study famous people who have been driven by their belief in a particular religion, and consider the impact of their faith on their lives and work.
86. No lessons were seen in **geography**. Pupils' work and discussion with pupils indicate that they make satisfactory progress. Most pupils achieve average standards, with a minority above average. Pupils in Year 1 and Year 2 develop their geographical understanding through studying the features of the local area and contrasting them with the area of Filey. They learn about the

wider world through the travels of Barnaby Bear. Trips to the local area give them opportunities to develop basic map skills. Older pupils develop a secure understanding of geographical features. Pupils in Years 3 and 4 learn about towns and villages through an in-depth study of Hoyland Common compared with an Indian village. Pupils in Years 5 and 6 explore environmental issues through a project related to a local sewage works. They develop an understanding of the impact of industry and tourism through a study of the Caribbean. Good use is made of newspaper clippings to add interest and build up a picture of world events. Residential experiences for pupils in Years 3 to 6 provide opportunities to further develop map and orienteering skills. More able pupils are not challenged sufficiently.

87. One **history** lesson was observed, where good use was made of a video and a range of Victorian resources to help Year 2 pupils compare life in the past and present. Analysis of books and discussion with pupils show that in Year 3 and 4 good use is made of pupils' drawing skills, for example when drawing Roman soldiers or Boudicca. Pupils develop an understanding of events in the past when studying the Tudors. During the inspection pupils used computers well to sort and present information related to Henry VIII. In Years 5 and 6 teachers make good use of pupils' writing skills to record learning. For example, pupils wrote moving accounts of the lives of children who worked in a local mine. Enrichment events such as regular trips out, events in school, such as playing with toys from the past, Roman and Egyptian days all bring the subject to life. However, there is not enough challenge for more able pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were all sampled and no lessons were observed.

88. A scrutiny of pupils' work in **art and design** throughout the school shows that standards are broadly average, which is much the same as at the time of the last inspection. Pupils work in a wide range of media and study the work of famous artists. They learn basic drawing skills, use paint and collage and work in clay.
89. Pupils' work seen in **design and technology** shows standards to be broadly average, as they were at the time of the last inspection. Models were finished with care and attention to detail, for example, the playgrounds in Year 2 and the monsters with moving mouths in Year 3 and 4. Pupils in Year 6 design and make models using cams and expect to make soft toys and slippers for their next project.
90. Since the time of the last inspection, the school has won an Arts Mark Silver Award. Good use is made of teachers with ability to teach the recorder and take **music** lessons for less musical colleagues. Many pupils enjoy the opportunity of learning guitar, violin or cello from visiting specialists. The school now has an orchestra. This also involves past pupils and creates a good link with the local high school. Singing in assemblies and on videos of recent productions is tuneful with good intonation. An assessment scheme was put in place in September 2003 and will be evaluated at the end of the year. Resources are now good and include the software to teach composition using ICT.
91. Videos, photographs and plans for **physical education** lessons were inspected and showed that the numerous criticisms made at the last inspection have been addressed. A new scheme for teaching the subject has been compiled. This follows the latest national guidance and ensures that all aspects of the subject, including swimming, are covered. Support is given to pupils with a disability to ensure their full involvement, including a support assistant going into the water with them in swimming lessons. There is now an adequate range of equipment for pupils of all ages and there are clubs both for sports and games and also for exercise for a healthy lifestyle. The leadership team of four staff is drawn from a variety of year groups, ensuring that all stages of school life are represented.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

92. The school has a warm and friendly ethos with attention being given to ensuring that each pupil is cared for well. Teachers develop good relationships with pupils and lessons are orderly, with pupils showing good attitudes to their learning. They develop a sense of responsibility in pupils, who carry out a wide range of duties very conscientiously. Throughout the school, pupils relate well to their peers and to teachers and develop a mature and sensible attitude to school life.
93. There is a well-devised programme for personal, social and health education. It is linked to aspects of the science curriculum and uses 'circle time' sessions to discuss aspects of drugs awareness. There are also dedicated lessons for personal, social and health education, and a definitive programme for sex education in Years 5 and 6 involves class teachers and the school nurse. Lessons are taught to both single gender and mixed groups and parents are well informed about provision in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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