

INSPECTION REPORT

BIRDWELL PRIMARY SCHOOL

Barnsley, South Yorkshire

LEA area: Barnsley

Unique reference number: 106595

Headteacher: Ms J Gilmour

Reporting inspector: E Jackson
3108

Dates of inspection: 11 – 14 March 2002

Inspection number: 191859
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Sheffield Road Barnsley South Yorkshire
Postcode:	S70 5XB
Telephone number:	01226 742957
Fax number:	as above – ring first
Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr A Schofield
Date of previous inspection:	10.02.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3108	E Jackson	Registered inspector	Equality of opportunity; Mathematics; History; Music; Physical education English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19741	T Smith	Lay inspector		Pupil' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22644	B Hill	Team inspector	Foundation Stage; Special educational needs; Science; Art and design Design technology.	Assessment of pupils' academic performance.
28320	R Willey	Team inspector	English; Information and communication technology.; Geography; Religious Education.	How good are the curricular and other opportunities offered to pupils? Efficiency.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school mainly serves the village of Birdwell and has 177 pupils on roll, 94 boys and 73 girls. There is a significant gender imbalance in Year 3, with 22 boys and 11 girls. The number of pupils who leave or join the school outside the normal times of entry or leaving is low. There are 27 pupils on the register of special educational needs, the majority having moderate learning difficulties and a significant number having emotional and behavioural difficulties. This is below the national average. Four pupils have a statement of special educational needs, which is above the national average. None of the pupils learns English as an additional language, and the number of pupils from minority ethnic groups is well below average nationally. A below average number of pupils are eligible for free school meals. Attainment at entry to the reception class is below average, particularly in early mathematical skills. There has been a high number of staff changes recently, some due to long-term absences, others to staff leaving the school. The school has had significant difficulty in recruiting temporary staff.

HOW GOOD THE SCHOOL IS

This is a good school. It is soundly led by the headteacher, staff and governors, and has a number of strengths. Despite recent staffing difficulties due to long-term absences, the quality of teaching and learning has been maintained at good levels since the last inspection. This leads to good standards being achieved in national tests at seven and 11. The very good learning relationships encourage pupils to have positive attitudes to their work and to behave well. In general, the staff provide a good range of learning opportunities for all the pupils, including those with special educational needs. However, there are resource shortages in a number of important areas. In view of the good quality of education provided, set against the well below average funding received, the school continues to give very good value for money.

What the school does well

- Standards in English, mathematics and science by seven, and in English and science by 11.
- Teaching and learning across the school, including for those pupils with special educational needs.
- The quality of education in the Reception class.
- Pupils have positive attitudes, behave well, and develop good social skills.
- Teachers use the findings from assessment to plan new learning tasks for the pupils.

What could be improved

- The delegation of management tasks.
- Further development of multicultural education, including about Britain as a multicultural society.
- Learning resources in a number of subjects.
- The use of the accommodation, particularly the library, the playgrounds, and the dining hall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvements have been made since the last inspection in February 1997. All the key issues from that inspection have been tackled, and at least satisfactory progress has been made. Teachers' marking of pupils' recorded work has been improved so that pupils know when they have achieved the set tasks, and the information is shared with parents. Staff also discuss ongoing work with pupils regularly, and this helps them in their learning as the teachers set more focused targets for pupils' progress. A new library has been created: despite limited funding it has been stocked with a range of texts, although it still lacks good quality books in a number of subjects. This space is also multi-purpose, which restricts opportunities for pupils to use it for research, as it also stores musical

instruments, and equipment and resources for small group teaching. Some progress has been made in widening pupils' awareness of the richness and diversity of world cultures. This includes staff training, and the inclusion of topics on India and Africa across the curriculum. However, there is insufficient focus on developing the pupils' knowledge and understanding of Britain as a multicultural society. In addition, the head teacher and governors have made a number of effective changes to the monitoring and evaluation of the school's work, tied to the school's performance management cycle. Other improvements include an emphasis on the teaching and learning of specific subject skills, such as in design technology and information and communication technology, and improvements to the grounds. However, the low funding per pupil makes it difficult for the governors to plan for significant changes, such as to the accommodation, and staffing difficulties have hindered the head teacher's options in delegating management tasks to other staff.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A	A
mathematics	C	C	E	E
science	A	A	B	B

Key

well above average A

above average B

average C

below average D

well below average E

The trend in the school's results in national tests at 11 has improved in line with the national rise over the four years since the last inspection. Last year's results rose strongly in English from average in 2000 to be well above average compared to both the national average and that in schools in similar circumstances, based on the incidence of free school meals. However, they fell in mathematics from average to well below average, and from well above average in science to above average. The number of pupils attaining at higher than expected levels (Level 5) by the end of Year 6 in 2001 was well above average in English, average in mathematics, and above average in science. The changes from the 2000 results were partly because there was a greater number of pupils with special educational needs in the year group, and because a temporary teacher had specialist skills mainly in teaching English. By seven, pupils achieved above average levels in reading, writing and science, and average levels in mathematics. The number of pupils attaining higher than expected levels (Level 3) was well above average in reading and mathematics by the end of Year 2, and above average in science. Results by seven appear to have fallen since 1998, but this is explained by changes to the school's assessment procedures to make them more accurate. Pupils achieve above expected levels in design technology and history by seven and 11, in physical education and religious education by seven, and in music by eleven. They achieve as expected in the other subjects, except in art and design, where insufficient time spent at Key Stage 2 leads to standards being below expectations. The school has set higher targets in English, mathematics and science for its 11-year-old pupils this year, which it is on track to achieve. There is no significant difference between the attainment of boys and girls. Almost all pupils, including those with special educational needs, make good progress from entry to leaving the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	As at the last inspection, pupils are happy in school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour remains substantially good both in and out of class, although it deteriorates in some classes, and assemblies, when not managed effectively.
Personal development and relationships	Pupils' personal development remains good. Relationships are strong, and make a significant contribution to the quality of education provided. Pupils are polite and friendly, and generally work well together in lessons, when asked to do so.
Attendance	Good: effective measures are in place to promote good attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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 quality of teaching and learning is good, and it is very good in the Reception class. This is founded on the good relationships fostered by the staff with the pupils so that, in the main, pupils respond well, apply themselves to their work, and behave well. The staff deserve great credit for this, as there have been many long-term absences requiring temporary staff, and change of classes mid-year for some teachers. Teachers' planning for lessons is solidly based on a good understanding of the primary curriculum, and of how young children learn. All the staff use the information they gain from assessing pupils' progress to plan appropriate tasks for their future learning. This is particularly effective for pupils with special educational needs in most classes. Teachers use the format of the literacy hour well to teach the basic skills of reading, writing, spelling and handwriting. Support staff help small groups or individual pupils who need further guidance effectively. The pupils' learning of literacy skills is reinforced successfully in other subjects such as geography and religious education. Numeracy skills are generally taught well because the teachers have good subject knowledge, and the pupils learn to compute satisfactorily. However, the small amount of unsatisfactory teaching seen was in numeracy sessions. Here, the pupils did not make sufficient progress in their learning because the teachers did not manage the organisation of the lesson or the pupil's behaviour effectively. Extra adult help enables the pupils to make good progress in design technology. They also do well in history and music because the quality of teaching is high.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: incorporates all statutory requirements. A strength of the curricular provision is the increasing skill with which staff link subjects together to make best use of time and to strengthen pupils' learning.

Provision for pupils with special educational needs	Good: class teachers and classroom support assistants know the pupils well and make sure that they take part in all lessons and activities, preparing special materials for them if necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development remains good overall, although the spiritual and cultural elements are not as strong as was reported at the time of the last inspection.
How well the school cares for its pupils	The school continues to have proper concern for the care and welfare of its pupils and overall its arrangements for looking after them are satisfactory.

The contribution made by parents to their children's learning is good, and this has a positive impact on the standards achieved. However, a number have been rightly concerned that the frequency of staff changes has had a detrimental effect on their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound: the school runs efficiently on a day-to-day basis, and all staff fulfil their designated roles effectively. As there has been no senior management team recently, the headteacher has been unable to delegate sufficient tasks to other staff.
How well the governors fulfil their responsibilities	Governors work closely with the headteacher and other staff in overseeing the work of the school. They fulfil their statutory duties well, and use the limited funds available to them carefully.
The school's evaluation of its performance	This is an improving aspect of the management of the school. The data gathered from monitoring test results and other performance measures is used appropriately to plan further developments, in line with best value principles.
The strategic use of resources	In general, the school makes good use of its resources. Creative use has been made of the teaching staff to deal with the effects of long-term absence. However, the library, dining room and playgrounds could be used more effectively.

In the recent past, there have been difficulties in ensuring that all the teaching staff were deployed in the right areas of the school. The school has struggled to cover absence or vacancies with enough suitably qualified staff, although some temporary staff teach and promote pupils' learning well. The accommodation is adequate, but there are shortages of learning resources in a number of subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> That their children like coming to school. That the school expects their children to work hard and do their best. Most would feel comfortable in approaching the school. 	<ul style="list-style-type: none"> The management of staff absence. The closeness of working relationships with them. The range of activities provided outside lessons.

Parents recognise that the last year has been difficult for the school because of unforeseen staff absences. Nonetheless, they feel that more could have been done to minimise the disruption to their children's education.

Inspection findings recognise parents' views, but also recognise the difficulties faced by the school in coping with so many maternity and sickness absences. The school tries hard to work closely with parents, and a significant number of parents and grandparents work in the school regularly. However, the parents' concerns about the range of activities outside lessons are justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school helps its pupils to make good progress in their learning from entry to the reception class to leaving at 11. On average, attainment is below average at entry, although it covers a wide range indicated on entry-level tests. By the time they are 11, pupils read well because they have been taught well, they write competently, and have good numeracy skills, although their attainment in mathematics is average overall.
2. This is a great credit to the head teacher, staff, pupils, parents and governors, as there have been a number of staffing changes since the last inspection, and above average staff absence in the past two years. This has led to the education of some pupils being disrupted, particularly pupils in Year 1 and Year 6 this year. Despite these problems, the pupils continue to make good progress, because they respond well to the staff's high expectations.
3. Pupils with special educational needs show a willingness to learn and they make good progress. In the main, they contribute well to the school community. For many, their targets for improvement relate to aspects of personal development, including behaviour, as well as to academic learning. They increase their confidence and self-esteem with very effective support from teachers and classroom assistants.
4. The head teacher has been criticised by some parents for not managing well the replacement of staff who have left, or the filling of posts temporarily whilst staff are on maternity leave or long-term sick leave. Last year's results in national tests illustrate the complications the school has experienced in relation to staffing here. An experienced secondary trained English teacher taught the Year 6 class temporarily to cover a teacher's absence. The pupils' results in English improved dramatically. However, the results in mathematics were the worst the school has had for a long time.
5. Due to injury, he has been absent since October, and after a succession of short-term supply teachers, the head teacher moved the Year 1 teacher into Year 6 just before Christmas. She has settled the class well, and is pushing them on successfully so that the school confidently expects them to exceed its targets in the national tests later this year. Inspection evidence supports this view. However, a replacement Year 1 teacher left in February, so that the Year 1 class has had a number of temporary teachers prior the recent appointment of a temporary deputy head teacher to take the class until July. The consequent effect of the changes of teacher on the Year 1 pupils has been detrimental up to the time of the most recent appointment of a replacement teacher, whilst it has been good for the Year 6 pupils.
6. Children in the reception class make good progress because the experienced teacher and teaching assistant have high standards, and teach them well. The children work in a rich classroom environment, where their literacy and numeracy skills develop strongly. For example, during a lesson with a scientific basis, the children separated a variety of materials according to their properties. The teacher insisted that they observe carefully, and explain their findings to develop their skills of scientific enquiry. She also ensured that their speaking and listening were enriched in using technical vocabulary to describe differences and similarities, and that their mathematical skills

were reinforced when they sorted the objects by their properties into different sets. However, there is no designated area for the children to paint, draw, or use a variety of art and design materials, which slows their creative development.

7. By seven, the pupils are on track to exceed the national average for their age in reading, writing and number. They respond enthusiastically to their spirited teacher, whose thorough lesson planning provides the pupils with interesting and often exciting activities. For example, during a literacy session, the teacher used high quality visual aids to help the pupils learn how to interpret a cyclical diagram. This was linked very well to their topic work on recycling, so that they reinforced both their literacy skills, and their environmental awareness. It is because the teacher links the pupils' learning across different subjects so effectively that they are on track to achieve above average levels in this year's national tests.
8. In some other subjects, there are examples of high standards being achieved. In music, for example, Year 3 and 4 pupils learned how to read and notate different rhythmic phrases in 4/4 time, using the vocabulary and notation for crotchets, quavers and rests. They made very good progress because the teacher had very good subject knowledge, but also expected them to work hard and achieve their learning targets. By Year 6, pupils who began keyboard tuition a year ago, and who have no tuition at home, now confidently read from a standard musical score, but play left hand chords to accompany right hand melody. Similarly, Year 5 pupils demonstrated improvised rhythms in rondo form, with good understanding of the need to co-operate and to keep strict tempo, which they did well.
9. In another example in design technology, which is improved since the last inspection, parents and grandparents provided skilled help and advice to older pupils in various aspects of their work. They demonstrated different craft techniques, and helped the pupils to understand how to adapt their designs as they worked. Year 6 boys and girls made good progress in creating a fairground ride using a wide variety of materials, tools and techniques. This was remarkable because the classroom has little storage space, there is little room to work in groups on fairly large-scale projects, and the school's range of equipment and tools for the subject is unsatisfactory.
10. However, pupils do not achieve as expected in art and design by 11. This is partly because the resources available are inadequate, but also because the subject does not have a sufficiently high focus in teachers' planning. For example, few pupils are taught how to use a sketchbook to develop their visual ideas.

Pupils' attitudes, values and personal development

11. Pupils are happy in school and have positive attitudes to learning. This picture is similar to that reported at the last inspection. They usually apply themselves well, pursuing each new task with purpose and determination. Overall, they listen carefully when their teacher or other pupils are speaking, answer questions sensibly and contribute well during discussions.
12. Behaviour remains substantially good both in and out of class, although it deteriorates in some classes, and assemblies, when not managed effectively. On these occasions pupils become restless, talk amongst themselves, and generally show little interest in what is happening in the lesson. This affects their learning. Bullying is not a problem and is usually dealt with in a satisfactory way when it occurs. There have been no exclusions in recent years. Pupils care for their school and show due respect for its fabric, fittings and resources.

13. Pupils' personal development remains good. Relationships between pupils and between pupils and staff are strong. They make a significant contribution to the quality of education. Pupils are polite and friendly, and generally work well together in lessons, when asked to do so. They understand the impact of their actions on others and show respect for each other's feelings, values and beliefs, as exemplified through their poems and work on the history topic of 'Invaders and Settlers'. The youngest children in the reception class are settled well into school life and starting to develop good work habits. They share and take turns without fuss, and pursue activities without constant direction from their teacher. Pupils work well independently and use opportunities to plan their own work productively. They willingly accept responsibilities offered to them and perform their duties well. The pupil-elected school council works well, providing good opportunities for pupils to show initiative.
14. Attendance remains slightly above the national norm. Unauthorised absence remains relatively low. Punctuality is good. Almost all pupils arrive on time and the school day starts promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is good, and it is very good in the Reception class. There are examples of very good teaching in all phases of the school. This high quality is founded on the good relationships fostered by the staff with the pupils so that in the main they respond well to the school's expectations. In almost all cases, they also respond well to the staff's high expectations of their good behaviour. The staff deserve great credit for this, as there have been many long-term absences requiring the deployment of temporary staff, and change of classes mid-year for some teachers. Occasionally, a small minority of pupils lose concentration or fidget and talk together when they should be listening to the teacher. This is usually when the teacher does not insist that the pupils follow basic routines, or the activity does not keep the pupils' interest, for example in some assemblies.
16. Teachers' planning for lessons is solidly based in a good understanding of the primary curriculum, and of how young children learn. A good feature of this is the way that teachers link different subjects in topic work, whilst still retaining the specific subject learning. For example, Year 3 pupils developed their letter-writing skills in a geography lesson, when they wrote to the wizard who had stolen fossil fuels, asking for their return. The reception class teacher skilfully uses a variety of activities to reinforce and develop children's speaking and listening and social skills throughout the day. Here, support assistants and helping parents know exactly what tasks they have to do, and which children to support as the room and activities are organised so well.
17. All the staff use the information they gain from assessing pupils' progress to plan appropriate tasks for their future learning. This is particularly effective for pupils with special educational needs in most classes. The staff have also developed a system of target setting which is shared with the pupils. This enables them to focus directly on what they need to do to improve their work. For example, Year 5 and Year 6 pupils are very clear about their current levels of achievement in English and mathematics. They are also clear from individual and group discussions with the teacher what specific aspects of their work need to be improved for them to be sure of attaining particular levels in the forthcoming national tests.
18. Teachers use the format of the literacy hour well to teach the basic skills of reading, writing, spelling and handwriting. Support staff help small groups or individual pupils

who need further guidance effectively. Effective 'booster' classes help older pupils prepare for the national tests, and younger pupils enjoy working with a support assistant, who uses a puppet to help them make progress in reading and writing. The pupils' learning of literacy skills is reinforced successfully in other subjects such as geography and religious education.

19. Numeracy skills are generally taught well because the teachers have good subject knowledge, and the pupils learn to compute satisfactorily. In a very good lesson for Year 3 and 4 pupils, for example, the teacher had prepared 'morning work' that the pupils completed whilst she took the register. A group of girls sat together on the floor, eagerly discussing the problems set, and how to solve them. After a set time, the teacher worked with the whole class, building well on the strategies they had used to find their answers. She praised the pupils skilfully, leading them by focused questions to expand their thinking, and gave due regard to cooperative work that had led to joint understanding of problem-solving techniques, such as the group of girls. However, the small amount of unsatisfactory teaching seen was in numeracy sessions. Here, the pupils did not make sufficient progress in their learning because the teachers did not manage the organisation of the lesson or the pupils' behaviour effectively.
20. Extra adult help enables the pupils to make good progress in design technology. Two retired men, one a grandparent, bring a good variety of skills which they share with the pupils effectively. The staff deploy extra adult help successfully in the main, and individuals or small groups of pupils receive direct teaching of such skills as using a bench hook and saw, or a glue gun. Occasionally, adult helpers take over the more difficult tasks, which has the merit of aiding task completion, but does not always help the pupils to develop their own skills.
21. Pupils perform well in history and music because the quality of teaching is high. In a whole key stage study of invaders and settlers, the level of expectation is markedly and appropriately different for pupils of different ages. For example, Year 3 and 4 pupils visited Jorvik Viking Centre in York Year 3 pupils answered simple questions about where Vikings lived, and how they travelled. Year 4 and 5 pupils wrote skilled accounts from their research of a day in the life of a Viking woman or man. They also wrote poems using the imagery of the Norse sagas: one pupil wrote, 'The rough waves lashed against the long sleek ship.' By Year 6, the pupils try to explain the reasons for migration, and write very mature pieces citing the influences of family, fleeing war or natural disaster, and economics. Pupils learning to play keyboard with visiting music teachers make very good progress. Two girls transferred their skills to the piano when no keyboard was available, and demonstrated good skills for their age.
22. Pupils with special educational needs are included in all the work of the school. The quality of teaching and learning are good due to the sound knowledge and understanding of the teachers and effective support for the pupils from support staff. The staff plan very good learning activities that generally meet the pupils' needs. Learning targets are set, reviewed and reported effectively in the pupils' individual education plans. Support is appropriately arranged within the classroom in general. There is a limited withdrawal for small groups, which is effective in helping them to develop auditory skills and for structured behaviour training. Occasionally, one-to-one support is provided to help individual pupils learn basic literacy and numeracy skills effectively.
23. The staff make good use of the resources available, and prepare many support materials themselves. However, the school's lack of funding restricts pupils' learning

opportunities in a number of subjects, particularly art and design and information and communication technology. A useful addition is provided by a visiting secondary school teacher, who brings a set of lap-top computers to work with Year 6 pupils. This is very effective in boosting their skills, and in supplementing the school's resources.

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

24. The last inspection found that the school's curriculum was broad and balanced and met the requirements of the National Curriculum and the local Agreed Syllabus for Religious Education. This provision has been fully maintained since the previous inspection and the school's curriculum is planned in line with the latest national guidance. All pupils have full access to the school's curriculum and this reflects one of the school's main documented aims. The school has effectively implemented the National Literacy and Numeracy Strategies. Booster classes operate from October until May for Year 6 pupils in order to raise attainment for targeted groups of pupils in English and mathematics. The time allocated to English and mathematics is almost half the school's day but is less than that allocated in most schools. This enables more time than is common in schools nationally for other subjects and results in a well-balanced curriculum. The curriculum is organised to meet the needs of mixed-age classes by the teaching of subjects such as science, history and geography as topics on a two year cycle for pupils to the age of seven, and on a four year cycle for older pupils. A strength of the curriculum provision is the increasing skill with which staff link subjects together to make best use of time and to strengthen pupils' learning. Literacy across the curriculum is a strong feature throughout the school. Provision for the Foundation Stage is good for the reception age children and the school fully meets the requirements of the latest national guidance for children under six years of age.
25. The provision for pupils with special educational needs is good. The school fully meets the requirements of the new national Code of Practice, introduced this year. Pupils who are having learning difficulties are offered an individual learning programme agreed by the special needs co-ordinator, the class teacher and the parents of the pupil. Teachers then set individual targets for these pupils which are concise and relevant to their needs. Class teachers and classroom support assistants know the pupils well and make sure that they take part in all lessons and activities, preparing special materials for them if necessary.
26. Provision for health education and drugs awareness is incorporated in the science curriculum and within a developing personal, health and social education programme. The school is involved in the "Healthy Schools" project and the work is well supported by the school nurse for the sex education programme, and local police for drugs awareness. Pupils are taught in three mixed-gender groups for Year 6 elements of the programme. The head teacher ensures that the governing body is aware of the latest national guidance for these subjects when reviewing school provision for sex education and drugs awareness. This is a good feature.
27. Provision for pupils' spiritual, moral, social and cultural development remains good overall, although the spiritual and cultural elements are not as strong as was reported at the time of the last inspection.
28. Pupils' spiritual development is satisfactory, and fostered mainly through brief moments of reflection in assemblies and religious education. Arrangements for collective worship meet statutory requirements. There are also opportunities in

history, music, art, and the study of literature for pupils to develop their personal awareness of how values and beliefs are discussed and passed on between generations. However, opportunities to respond individually to the work of great artists are limited.

29. Provision for pupils' moral and social development remains good. They are taught from the outset what constitutes acceptable and unacceptable behaviour and quickly learn to distinguish right from wrong. Most teachers are good role models and work hard to foster caring attitudes that enable pupils to respect each other and their school environment. Strong relationships exist throughout the school and make a positive contribution to the quality of education provided. Pupils feel that staff genuinely care for them and are confident to approach them with any worries or concerns. Pupils are polite, and work and play well together. The weekly shared reading session between pupils in Years 2 and 6 fosters good links between the different age groups. The school encourages pupils to take on responsibility, both in class and around school, and provides good opportunities for them to show initiative. The school council, for example, works well and enables all pupils from Year 2 upwards to put forward ideas and suggestions about improving school facilities. Pupils' awareness and respect for the wider world is also promoted well through their current studies about energy and the way its use affects the environment.
30. Pupils' cultural development is satisfactory overall. Their understanding of local heritage and Christianity are promoted well, and a rich variety of visits and visitors extends their opportunities to experience a wide range of cultural influences. A residential visit to Boggle Hole, Robin Hood's Bay for pupils in Year 6 provides a very good focus for learning about the environment in a contrasting area and in other subjects and makes a very good contribution to pupils' personal development. Consideration is being given to extending the residential experience to Year 5 pupils. The school has good links with the community. There are particularly good links with local industry involving support for reading, sport and mentoring. The school also engages in harvest and Christmas festivals supported by local clergy. The school has close links with local churches. There are many visitors and visiting groups during the year contributing to all aspects of the curriculum. A group of Zimbabwean dancers have worked with older pupils, a puppet theatre has run workshops and theatre groups have visited the school during the current year. The school has established good links with other institutions including Trident students from local high schools, students from Barnsley College for sport and the Skills Centre for computer work with Year 6 pupils. However, the study of other faiths and cultures, including Britain as a multi-cultural society has not yet been adequately addressed, despite being raised as a key issue during the last inspection.
31. The curriculum is enriched by many visits to places of interest. This is a good feature of the curriculum as it affords enriching, first-hand experiences for pupils on a regular basis. Pupils pay visits to places such as Wetlands for science; the Jorvik centre and the Arc in York for history; the Doncaster Dome for physical education and Caphouse Colliery and a glass-recycling factory for science and geography. However, there are currently no extra-curricular activities for the pupils, and this is a weakness.
32. A good primary-secondary transfer/induction programme is in operation for pupils in Year 6. There are visits by staff from the secondary school as well as a parents' evening prior to transfer. There are induction days and curriculum days for pupils in Year 6.
33. Overall the school provides a good range of learning opportunities for its pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school continues to have proper concern for the care and welfare of its pupils and overall its arrangements for looking after them are satisfactory, although they are not quite as good as those reported during the last inspection.
35. Suitable health and safety procedures are in place and risk assessments are carried out on a regular basis. Nevertheless, several concerns were identified by inspectors during the inspection and brought to the school's attention. Some were rectified promptly. Measures for ensuring child protection continue to operate properly with the head teacher having designated responsibility for liaising with outside agencies.
36. Procedures for monitoring and supporting pupils' personal development remain good. Teachers know the pupils well, have good relationships with them, and respond well to their needs. Arrangements for promoting high standards of behaviour and discipline are good and successfully implemented by most teachers. In some classes, however, and in some assemblies, they are not always applied well and, as a consequence, pupils' behaviour and attitudes to learning deteriorate and are not as good as they could be.
37. All pupils are equally valued and those with special educational needs are fully integrated into all aspects of school life. They are regularly assessed and detailed records of individual targets are kept. These are reviewed and assessed, with clear progress noted and clear new targets set. Useful files containing the pupils' individual education plans are kept by teachers and monitored regularly by the co-ordinator.
38. Effective procedures for assessing and recording pupils' attainment and progress are in place. Good use of this assessment information is made to guide curriculum planning. Pupils' progress is carefully monitored to enable effective grouping of the pupils in lessons at all levels.
39. A strength of the school's assessment procedures is its analysis of test results and teachers' assessments. Areas are highlighted for development and programmes put in place to improve pupils' attainment. Pupils' individual education plans appropriately include performance targets. Systems for monitoring, evaluating and reviewing provide very detailed information, which is passed from teacher to teacher. Teachers make good use of this information to set new learning targets.
40. The staff use assessment in literacy and numeracy well to measure progress and identify individual targets for all the pupils. The co-ordinator is developing an assessment portfolio to provide information on other subjects. Skills of observation in assessing are developing effectively.
41. Teachers and support staff keep useful records to track pupils' academic or personal development. Thorough procedures for assessment are in place in the Reception classes relating to knowledge of letter sounds, words and mathematics. Every half-term the steps reached in the recommended Early Learning Goals, the national targets for pupils at the end of the Reception year, are highlighted. As a consequence, support is directed effectively to the children who need it most. For example, a learning support assistant worked with reception children who needed help in developing speaking and listening skills by taking part herself in the role-play. Pupils with special educational needs are helped appropriately by extra help or withdrawal from lessons on a limited basis, with a clear focus on inclusion. Areas for

development in the school improvement plan include introducing a computerised assessment data collection system.

42. Attendance is monitored thoroughly. Registers are marked properly at the start of sessions and suitable arrangements are in place to follow up and investigate any unexplained absences. Pupils are encouraged to come to school regularly, with certificates awarded to those with full attendance for the academic year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents care very much about their children's education, and have expressed significant levels of concern through the questionnaire and at the parents' meeting about most areas of the school's work and its relationships with them. This is in complete contrast to the very positive views reported during the last inspection. The situation is understandable in the light of recent staffing problems, and matters are being resolved with teaching becoming more settled. However, although the school maintains satisfactory links with parents, it now realises that the parents of pupils directly affected by these upheavals should have been kept better informed about various developments.
44. The contribution made by parents to their children's learning is good, and this has a positive impact on the standards achieved. Several of them, together with grandparents, regularly help in class where they provide valuable assistance to teachers. Many others support activities such as school plays or events organised by the Parents' Support Group. Parents actively support the children's reading, and homework is used well throughout the school, particularly at Key Stage 2.
45. The parents of those pupils with special educational needs are included in their child's learning review and are kept well informed. Parental involvement in reviews is high. The school encourages a partnership between home and school. Parents are advised on how they can support their child's learning at home. Individual education plans are shared with parents at consultation evenings.
46. The quality of information provided about pupils' progress remains satisfactory. Annual reports are generally informative and there are good opportunities at parents' evenings to discuss targets for improvement. On-going correspondence and newsletters keep parents sufficiently well informed about life in school, and details about the curriculum are also provided in various ways, most typically by displays on classroom windows. However, some parents expressed concern that they were not regularly and fully informed about the reasons for temporary staff teaching their children's class. The prospectus is satisfactory, but the governors' annual report still does not meet statutory requirements. It now lacks sufficient information about staff development, the election of parent governors and the progress made by the school in addressing the main issues raised at the last OFSTED inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. At the last inspection, the leadership provided by the head teacher and deputy was described as strong and effective. Since then, both the head teacher and deputy have left the school. The current head teacher has had to deal with a very difficult series of staff absences that have disrupted the school's work considerably. It is to the credit of the permanent staff, and many of the temporary staff, that the school has continued to operate efficiently. However, perhaps inevitably, this has led to a mixed picture in maintaining and attempting to raise standards. Many parents have complained that

the management of staff absence has been ineffective, causing disruption to their children's education. However, the school reports difficulty, typical of the current national picture, in regularly obtaining temporary and relief staff of the calibre required to cover maternity leave and other absence. The situation has been compounded by two long-term absences where the date of return of the teachers was uncertain, so that planning effective replacements was problematic. One of these was the deputy head teacher, so that the head teacher was not only working with three temporary staff, but was also working without the support of another senior manager.

48. The situation has been resolved in the short term with the appointment of a temporary deputy, and the return of another teacher. Plans are in place to make further permanent appointments, including a permanent deputy head teacher, and temporary appointments to cover the absence of another taking maternity leave later this year. It is difficult to judge whether the replacement of the absent staff could have been handled better. It is clear, however, that without the support of a deputy and wider senior management team, the head teacher has been drawn too far into the day-to-day detail of such things as managing the pupils' behaviour. This has not worked well, and has diminished her authority in the school. For example, the head teacher often leads a whole school assembly without other staff being present. This too often becomes more an exercise in managing behaviour than in leading a shared social and spiritual gathering.
49. In general, however, the head teacher and staff manage the school soundly, and ensure that it runs smoothly on a day-to-day basis. There are clear procedures for its work that are followed by all staff and pupils. General organisation is effective in ensuring that lessons start and end on time, and that information is shared with those who need to know. The headteacher is closely involved in all its work, and follows a detailed schedule for monitoring and evaluating the work of the staff. This is effective in highlighting strengths and weaknesses in teaching and learning, and in keeping the governors informed of what is happening, and of what needs to be done to improve aspects of its work. She ensures that the agreed aims for the pupils' education are well represented in their work, activities and performance. The head teacher receives very good administrative support from the school secretary who is well-known and respected by the parents and the pupils. She works closely with the head teacher and governors, and ensures that the school's administrative systems continue to operate effectively on the frequent occasions when the head teacher is required to take classes to cover staff absence.
50. The governors ensure that statutory requirements are fulfilled, and maintain a balanced budget, with a small surplus carried forward to the next year. They support the head teacher and staff well, but feel frustrated that they are unable to implement further desired changes to the accommodation, to provide further support staff, or buy required resources to support pupils' learning more effectively. They are careful in setting the school's budget, insisting on good value for money, and trying to ensure that their school compares favourably with others in similar circumstances. The school actually receives well below average funding per pupil, and the governors rightly feel that this is inadequate for them to deliver the quality of education they would wish. One governor complained that he spent most of his time in meetings deciding what was not possible because of lack of funds, rather than how to make improvements for the pupils. However, they have agreed with the staff a full and detailed action plan covering three years, with very detailed plans for the current year. The priorities they have agreed are appropriate to the pupils' needs, and manageable within their limited budget. Many governors are in and about the school regularly,

some working in classes. This gives them a very good overview of how the school is progressing, and the quality of the pupils' experiences.

51. The head teacher as special needs co-ordinator manages the provision for special educational needs very well. Good organisation and planning ensure that good support is given to the pupils. This thorough approach and leadership enables that provision to be a strength of the school. The governor designated to oversee this area works closely with the head teacher, visiting the school regularly, checking the register and reporting appropriately on progress to the Governing Body. Other staff with responsibility for different aspects of the school's work generally manage them well, mainly as subject leaders. They oversee other teachers' planning, and offer useful guidance, keeping themselves and their colleagues up-to-date by attending and sometimes leading staff training. For example, the English co-ordinator has monitored teaching, and implements the action plan for the subject as part of the school development plan with the rest of the staff. She provides very good leadership, with good vision for future development. The commitment of the whole staff team to the improvement of the quality of education offered to the pupils is strong. This contrasts with the very few opportunities they offer for pupils to extend their experience through extra-curricular activities.
52. Mention has been made of the difficulties in finding replacement staff to cover staff absence. There are sufficient suitably qualified teaching staff for the number of pupils, including a part-time teacher who is not a class teacher. There are fewer support staff than is generally the case in a school of this size and type. The support staff includes well-qualified special needs support assistants, who work with statemented pupils in the main.
53. Generally, learning resources are used effectively to support pupils' learning. However, there are insufficient resources to support pupils' learning in science, information and communication technology, art and design, physical education and religious education. There are also insufficient library books.
54. There is sufficient accommodation to deliver the planned curriculum for the number of pupils on roll. It is clean and generally maintained well. Classrooms are suitably furnished and, together with public areas, contain good quality displays of pupils' work. The school continues to benefit from a large separate dining room, but the space is not managed particularly well because the current arrangement of tables makes it difficult to walk between them, especially when the chairs are not stored tidily. However, effective 'booster' coaching sessions are held here for pupils preparing for the Year 6 national tests. The library, which has now been relocated to a more accessible position, is also still not used effectively. The school does not have an information and communications technology suite, and is under-resourced in this aspect.
55. The school continues to make good use of its large grassed playing field and has recently improved this facility by installing a range of adventure activities thanks to the generous efforts of the parents' support group who raised funds to purchase them. The hard-surfaced playgrounds, however, are not used well as the larger of the two yards is currently a car park and is not available to pupils, as it was designed to be.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to raise standards of attainment and improve the quality of education offered, the headteacher, governors and staff should:
1. create a structure that enables the delegation of further aspects of school management to other staff, in order that the head teacher can maintain a more effective overview of the whole school; (Paragraphs 47, 48, 51)
 2. place further emphasis on teaching the pupils about Britain as a multicultural society in the school's continued development of multicultural education; (30, 104, 108, 120, 144)
 3. improve teaching resources in the library, including multicultural resources across the curriculum, and resources to support teaching and learning in science, art and design, information and communication technology, physical education, and religious education, as funds allow; (6, 9, 23, 53, 89, 91, 96, 102, 108, 120, 121, 128, 139, 144)
 4. make more effective use of the library, the dining hall, and the playgrounds. (54, 55, 83, 89)

There are two minor issues that governors may wish to include in further development plans:

To improve arrangements for school assembly so that pupils' behaviour is better managed, and their spiritual development is stronger; (12, 15, 131)

Raise the status of art and design in the teaching and learning programme. (10, 28, 103, 108)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	19	14	2	0	0
Percentage	0	26	40	30	4	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 one two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	172
Number of full-time pupils known to be eligible for free school meals	21
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%	Unauthorised absence	%
School data	5.2	School data	0.3
National comparative data	5.6	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	22	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	17
	Girls	9	11	9
	Total	28	29	26
Percentage of pupils at NC level 2 or above	School	85 (90)	88 (97)	79 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	9	11	10
	Total	29	33	31
Percentage of pupils at NC level 2 or above	School	88 (87)	100 (97)	94 (100)
	National	85 (84)	89 (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	17	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	7	13
	Girls	8	5	9
	Total	20	12	22
Percentage of pupils at NC level 4 or above	School	77 (84)	46 (87)	85 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	14
	Girls	5	4	7
	Total	13	12	21
Percentage of pupils at NC level 4 or above	School	50 (84)	46 (87)	81 (97)
	National	72 (70)	74 (72)	82 (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	0
White	154
Any other minority ethnic group	0

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)	7.6
Number of pupils per qualified teacher	23.3
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	2000/01
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	£
Total income	317,958
Total expenditure	298,284
Expenditure per pupil	1,538
Balance brought forward from previous year	6,648

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	38	7	5	0
My child is making good progress in school.	37	41	16	5	0
Behaviour in the school is good.	22	52	20	5	1
My child gets the right amount of work to do at home.	20	4	26	8	1
The teaching is good.	32	32	23	8	4
I am kept well informed about how my child is getting on.	19	44	22	13	1
I would feel comfortable about approaching the school with questions or a problem.	35	47	13	3	1
The school expects my child to work hard and achieve his or her best.	40	47	7	2	3
The school works closely with parents.	16	39	32	10	2
The school is well led and managed.	21	32	27	17	2
The school is helping my child become mature and responsible.	24	51	13	10	2
The school provides an interesting range of activities outside lessons.	13	24	29	27	6

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

57. The school has three intakes of children into the Reception class. The children start school full-time in the term in which they become five and attend part-time from September. At the time of the inspection there were ten part-time and thirteen full-time children in Reception.
58. Good provision is made for the children by making opportunities for them and their parents to visit the Reception class before they start school. Parents choose one morning's visit per week over a seven-week period. The teacher and classroom assistants work closely with parents who are welcomed into school. Parents help with trips, visits and with baking and washing play clothes. A number of the parents help every Thursday morning in the Reading Workshop.
59. Assessment on entry shows that most pupils' attainment is below average, although this covers a wide range. Children in the Reception class are tested in language and mathematics. Through very good teaching, planning and organisation, the children improve so that by the end of the year they are above average in both these areas of learning.
60. The teacher and the classroom assistant know and understand the expected learning targets for children in the Foundation Stage, and plan the curriculum so that most of the children reach them. Records of progress are kept in the six areas of learning, highlighting the steps the children have passed. Good progress is made, and the children are on course to reach the nationally recommended early learning goals in all areas. They have exceeded them in communication, language and literacy and in mathematics. They are following the early stages of the National Curriculum by the time they move into Year 1.
61. The staff use the resources available well in the main. However, the hall outside the classroom is not used effectively as it is set out as a dining area most of the time.

Personal, social and emotional development.

62. Many children enter school with immature skills in personal and social development. Skilful teaching encourages the children to feel confident about what they can achieve. They are able to try things, initiate ideas and speak with increasing confidence in a group. Everyday routines, such as 'snack times' and 'carpet times' encourage a sense of belonging. They learn to say 'thank you' for the things they are given. The children are aware of their own needs and are sensitive to the needs of others. Very good relationships with the teacher and classroom assistants enable the children to talk about feelings. For example, in a lesson on the boyhood of Jesus they reflected on the stories of his home-life and the helping of others.
63. Lively teaching interests, excites and motivates the children to learn. They learn to work hard, concentrate well and develop good attitudes to working. In circle times they are gently reminded, with a smile, not to interrupt. The children can work as part of a group, take turns and share fairly. The teacher promotes personal development effectively, by ensuring that the equipment and resources are easily accessible. This enables the children to reach the expected levels for their age when they move to Year 1.

Communication, language and literacy.

64. This area of learning is particularly well taught. By the end of the Reception year most children will have exceeded the early learning goals and will be following the National Literacy Strategy.
65. The children enjoy listening to stories and readily share books with each other and with adults. The teacher listens carefully to what the children have to say. This shows the children that their efforts at communicating are valued. Good opportunities for developing speech are provided through imaginative role-play. Children take turns at 'being Bob', in 'Bob the Builder's Workshop'. After reading the Big Book, 'Peach, Peach, Pear, Plum.' the children recalled the nursery rhyme characters and enjoyed saying the nursery rhymes together. The teacher makes the lesson fun by turning the book upside down and asking the children if they can read it, for example. Children are keen to learn due to the enthusiasm of the teacher.
66. The children are good at learning and using sounds. They can hear and say initial sounds at the beginning, end and middle of the words. Direct teaching of basic skills is good and the children learn to link sounds to letters and make words. Elements of the Literacy Framework are used well by the teacher so that a good knowledge of phonics is developed through effective word, sentence and text level work. Flash cards are used with a quick pace to build up a sight vocabulary. There is a large range of graded early readers which the children take home to read with their parents.
67. In the Reception class the teacher plans guided reading and writing with the children. This gives the children confidence to write stories in the writing area. They enjoy making marks and many can copy the stories they have written with the teacher. Early writing is seen in the posters the children have made, advertising 'Bob the Builder's Workshop.'

Mathematics.

68. Very good teaching with effective planning and organisation enables the children to make good progress. In this area of learning they are well on course to reach the recommended early learning goals and many have exceeded them. Lively teaching keeps a good pace so that the children are keen to join in the counting games. They recognise numerals up to 20 and know that 17 is 10 and 7 more. The teacher develops mathematical vocabulary so that children describe 'comes before' or 'greater than'. In practical activities the children use this vocabulary well when adding or subtracting.
69. The teacher helps the children to see mathematics all around them. They begin to recognise pattern in the collages they have made with shapes. Progression is seen in the work on three-dimensional shapes. The children name the shapes and comment on those that are the same shape and size. They use mathematical ideas and methods to solve problems. For example, a high attaining group of children investigated the attributes of shapes by sliding and rolling them. They recorded their findings by placing the shapes in hoops, marked 'slide', 'roll', or 'both'. Good cross-curricular work with design and technology was seen in the models of houses the children had made. In physical development they use everyday words accurately to describe position.

Knowledge and Understanding of the world

70. Many children enter the school with below average general knowledge. They build on this by observing and finding out about the place in which they live. For example, the children had a 'thinking minute' to recall their walk around Birdwell. Effective questioning by the teacher on the different types of buildings enabled the children to describe the houses and the shops. The children were confident and eager to join in the discussions. They recognised buildings that were old or new. Moving on, the children discussed places of work and the different jobs people have. They find out and identify features on the objects they observe. For example, in recording their work on the walk, one boy drew a church and said that he had not put a cross on his church because it was not Christmas.
71. The children look closely at similarities, differences, patterns and change. In science, when working with materials, children sort them into groups: metal, plastic, or wood effectively. Through the good subject knowledge of the teacher, they are set a range of tasks which stimulate their interest. The children test the materials for magnetic attraction, bend or stretch. A collage of frogs and tadpoles shows that children have been finding out about the natural world.
72. Good organisation of resources encourages the children to construct, using the small world equipment and lego. The children use technology with confidence when supported by an adult. They enjoy listening to stories in the listening centre and using the computer.
73. In this area of learning the children make good progress and are well on course to reach the expected levels by the end of the Reception year.

Physical Development.

74. The school has plans to further develop out door play facilities. The parents have contributed to the project by buying fixed climbing apparatus, which has been erected in the fenced school field. Opportunities to use the equipment is limited as the Reception class has no nursery nurse to share the teaching of physical education. A small outdoor hard area is used during lesson times and at dinner times when the children use large toys and bicycles. Appropriate development in gross motor skills is gained.
75. Children work well in the hall. They move with confidence, imagination and in safety, showing awareness of space, of themselves and of others. Good teaching ensures that the children change their clothes with increasing skill for physical education. The children begin to recognise the effect of physical activity on their bodies, at the teacher's prompting. Using a range of small and large equipment, the children can move about through activities which include climbing, balancing, landing and rolling.
76. By the time the children enter Year1 they will be on course to reach the early learning goals. Progress is satisfactory.

Creative development.

77. In this area of work the children make sound progress in exploring colour, texture and space. The teacher encourages them to experiment in making colour ranges by mixing the powder paints. A wide range of materials is available for collage work. Paper, cardboard, materials, foil and glitter are used creatively in the display of ' a

hungry caterpillar'. Children enjoy sketching with pencils, making patterns and printing. They work with clay, making 2D and 3D models of houses.

78. The children know many songs, which they sing tunefully, with good rhythm and dynamics. They learn the names of the percussion instruments and enjoy accompanying the music, exploring how sounds can be made louder or quieter and faster or slower. The children are confident when performing before an audience.
79. The teacher encourages the children to use their imagination in dance, drama and in play. The children respond to things they see, hear, touch and smell in a variety of ways, and make satisfactory progress in controlling their movements in the desired way.
80. By the end of Reception, most children have reached the levels expected, known as early learning goals.

ENGLISH

81. At the last inspection standards attained by pupils at seven and eleven were reported to be at the level of pupils' performance nationally. This has been well maintained between inspections and is supported by results in national tests and by the quality of pupils' work seen during this inspection. Test results reflect a pattern of good progress when compared to the levels of attainment on entry to the school. The good progress made by younger pupils is maintained between seven and eleven. Pupils of eleven leave the school with good skills in literacy.
82. Standards of listening are above those expected of seven year olds. Pupils follow the teacher's explanations closely and listen carefully to each other's contributions in lessons. Pupils speak audibly and express their ideas clearly and confidently, reaching the expected level in this area too. By the time they are 11, pupils have developed good speaking and listening skills, which are above the level expected of 11 year olds. They sustain active listening for long periods and respond with good detail to the teacher's searching questions, demonstrating how closely they have followed the story and have been alert to the writer's techniques. Their response to questions and their ability to generate and develop discussion about what they have read shows confidence, is well expressed and makes good use of their strong subject vocabulary. For example, pupils in a class of Year 4 and 5 pupils talked confidently about "past tense", "evidence" and "chronological order" when discussing an article about a Victorian murder.
83. Standards in reading for pupils of seven are above the national average. Results from last year's national tests show an improvement in the proportion of pupils achieving the higher level, and this reflects inspection findings. Pupils have numerous opportunities to read during the school day and these are not confined to literacy lessons. In a religious education lesson with Year 2 pupils, a story text about the resurrection was used as a shared reading experience. Good use of such opportunities promotes reading across the curriculum and this is a good feature. Reading strategies are developed well with younger pupils and by seven they make good use of letter sounds, syllable recognition and context clues. As a result these pupils read with good understanding, confidence and have good recall of what they have read. Reading levels in Year 6 are above the national expectation for 11 year olds. Pupils show an enjoyment of reading, producing lively well-written reviews of the books they read. They do not, however, have a good knowledge of different authors and this is surprising in the light of the range of published texts used in

literacy lessons. It is perhaps a better reflection of the limited and outdated book stock available in school. This is also a restricting factor when pupils use the library in search of reference material. For example, there were few books available for Year 4 and 5 pupils researching the disciples of Jesus in a religious education lesson. The clutter of furniture and equipment that pupils had to negotiate to reach shelves also hampered their access to books.

84. Standards in writing are above the expected standard for seven year olds. The majority write in sentences, and consistently mark these with capital letters and full stops. Handwriting is at the expected level for seven year olds, with a majority of pupils writing in a neat joined script. Spelling is good and pupils are confident enough to make very good attempts at spelling words that are unfamiliar to them. Pupils retell familiar stories using appropriate sequencing and higher attainers write alliterative poems showing a good choice of vocabulary. The reasons for these standards in writing are: good cross-curricular opportunities to write for a wide range of purposes regularly, the teacher's high expectations and good strategies for teaching writing. By the time pupils are 11, their writing exceeds the expectation for their age. Pupils write with good control. There was evidence of creative and imaginative work and of writing for different purposes and audiences. Their writing is structured well because they are given many opportunities to learn from the writing of published writers and are encouraged to model their own writing on this. The vocabulary choices of most pupils are good and they use words precisely, imaginatively and to good effect. For instance, Year 3 pupils writing in relation to the current topic on energy create powerful images with statements such as "Heat is boiling waves from the sun" and "Light is lightning crashing through the air". Year 6 pupils writing about snowflakes use elements of personification in statements such as "fingers touching everything as it passes through the trees". Very good use is made of computers in the classroom for pupils to draft and edit their writing.
85. The quality of teaching for younger pupils is consistently good. Lessons are well planned, delivered at a good pace with good, well-focused questioning. In a Year 2 guided reading session the teacher constantly sought the pupil's strategies for answers. "How did you work that word out?" and "what in the story makes you think that?" As a result, the majority of pupils made good progress. They follow the clear instructions of the teacher and respond well to the challenges set. Tasks are well suited to the different levels of ability but retaining a sense of challenge for each pupil. The high expectations promote good quality work and very good behaviour. Teachers make lessons fun. In a Year 1 lesson, the teacher used a puppet called Walt to generate enthusiasm and the pupils picked out sounds effectively.
86. In lessons with older pupils between seven and eleven, the quality of teaching is usually very good. Teachers have good subject knowledge and use this well to plan lessons that are interesting and challenging for pupils. The Newgate Gazette article about Doctor Crippen enthralled pupils in a Year 4 and 5 class. The teacher asked challenging questions about vocabulary and tenses used, in addition to those asked to determine pupils' understanding. The pupils could hardly wait to continue with their 'wanted' posters. Pupils in Year 6 were similarly challenged by an abridged text from Dickens. The teacher focused on vocabulary well, asking such questions as, "What does obsolete mean?" and "Where's your evidence for thinking that?" Pupils made excellent choices of adjectives to describe Squeers that they drafted on white boards. Then they used work to construct compound and complex sentences and in addition higher achieving pupils used subordinate clauses. Pupils had a clear understanding of what the terms meant. Because English lessons are lively and demanding pupils enjoy them and take great pride in the work they do. The good rate of progress with

younger pupils is maintained well for older pupils and results in good levels of attainment by the end of Year 6.

87. Pupils with special educational needs make good progress overall because of the quality of teaching and the quality of planning which takes place between the teacher and the learning support assistant.
88. The co-ordinator monitors teachers' planning and standards of pupils' work. She has a very clear picture of the strengths and weaknesses in the subject as a result of good analysis of pupil data. This has informed the subject action plan effectively. She has monitored some teaching during the year but this has been recently interrupted by staff changes. There is every prospect that this will be re-established shortly as it afforded the co-ordinator a very good subject overview. The co-ordinator has been in post for almost two years and has worked very successfully to maintain standards since the last inspection. Assessment procedures are very good and pupil tracking is effective. A very good feature is the target-setting arrangements for all pupils. This culminates in a system of teacher-pupil negotiated targets in Year 6. School targets for English last year were high and exceeded. They are similarly challenging for the current year.
89. The school has a main library and several small bookstores around the school. The multi-purpose room in which the main library is lodged progressively acquired chairs, keyboards and a screen during the inspection week. The library was highlighted as an area of concern at the last inspection. Although it has been relocated it still remains unsatisfactory. Little money has been available to the school in order to make any significant improvement as a result of the introduction of the National Literacy Strategy. The school has introduced this well and much money has been spent on big books to support shared text work and sets of books for shared, group reading. This has resulted in too little money remaining to address the library's problems. Class libraries similarly have an adequate number of books but the majority of them are old and worn. This is a weakness.

MATHEMATICS

90. Standards attained in national tests at the end of Year 6 fell dramatically last year, and were also lower at the end of Year 2. They are lower than those reported at the last inspection. This is in part because a temporary teacher in Year 6 had strong skills in teaching English, where results rose significantly, but reportedly did not have the same effect in teaching mathematics. The Year 2 class last year was of generally lower attainment than previous groups: indeed there are 11 pupils out of 29 in the class on the special needs register. The trend in results for Year 6 pupils was rising in line with the national rise until last year. The current Year 6 pupils are on track to achieve the school's targets, which should bring the results back in line with the national average, and with results in similar schools. Results for Year 2 pupils appear to have fallen considerably since 1999, but the head teacher attributes this to more accurate test results, rather than any change in relative performance. Current Year 2 pupils are on track to attain above average levels in this year's tests. High attaining pupils generally achieve the levels expected of them, and there is no significant difference between boys' and girls' attainment.
91. Most pupils with special educational needs make sound progress towards the targets set in their learning plans because teachers and support staff work with them closely to help them understand new ideas, and to consolidate their knowledge of basic techniques and skills. However, some lessons do not take sufficient account of the

need for pupils with learning difficulties to be supported in practical ways, using mathematical equipment and resources.

92. The school has adopted the National Numeracy strategy effectively, and the staff generally follow the guidance for lessons successfully. Pupils develop good oral strategies to solve number problems, and confidently use the mathematical language associated with the aspect they are studying. For example, Year 6 pupils combined pairs of two digit numbers, such as $32 + 68$, to make 100, and explained their thinking well. They quickly changed gear mentally to compute the addition of 'lottery winnings' such as $9,876 + 2,534 + 6,457$ accurately on whiteboards. They use these aids well, and there is the added bonus that the teacher is able to scan the individual pupils' responses quickly to check their accuracy. Again, the teacher prompts them to explain their strategies, and look for different ways of reaching the answer. Almost all the pupils worked at the level expected for their age, and a few worked at higher levels. Year 5 pupils in this class are being stretched to attain at higher levels than expected for their age. Year 2 pupils were beginning to develop their understanding of the process of division, and how to record their working out and answers to set questions. This was challenging work for them, and they had appropriate support materials to help them. A student teacher used the computer effectively with higher attaining pupils to test their understanding of simple division sums set out formally.
93. The pupils' attitudes and behaviour were very good in this lesson, but they varied from being outstanding in a Year 3/4 lesson to being unsatisfactory in Year 1, where the recently appointed teacher was beginning to introduce new routines, and poor in Year 3. In general, pupils' attitudes to their work and their behaviour in lessons are good. They respond enthusiastically to the teachers' questions, and work together well in pairs and groups independently of the teacher. However, where class routines are not well established, or the work is not practical enough for the pupils, they become restless, lose concentration, and in one case misbehaved badly.
94. The quality of teaching is satisfactory overall, and the staff have reasonable working knowledge of the subject. The teachers' planning for lessons is generally thorough, and includes learning targets that are shared with the pupils. Occasionally, because the Numeracy Strategy implies fast progress, teachers need to rethink the planned activities mid-lesson if the pupils do not grasp the ideas as expected. For example, in a Year 4/5 lesson to collect data and represent the results graphically, the pupils were confused when the teacher's example gave unfamiliar values for the axes of the graph. This could have been difficult for them if the teacher had not changed her plan to give the pupils more practice in reading the axes using familiar values. As it was, the lesson's planned learning targets were not achieved, but the pupils made satisfactory progress in their development of data-handling skills because of the teacher's quick thinking based on her ongoing assessment of the pupils' understanding.
95. However, in a Year 3 lesson on fractions, the teacher had overestimated the pupils' prior knowledge and the time they would need to cut out and rearrange fractions of whole shapes. This became rushed, and many pupils made little progress in their learning. The timing problem was compounded by the teacher's lack of established routines for the class, and by her misjudging of the type of activity that a large group of lower attaining pupils needed to help them learn about fractions. For example, most of the work was too abstract for many of the pupils, who would have been better employed in using real materials to begin to extend their understanding of how parts of a whole can be labelled as fractions.

96. The co-ordinator has recently left the school after long-term absence. The head teacher is overseeing the subject until a member of staff is appointed to take over. The subject action plan for this year correctly identifies key areas for development, including further use of information and communication technology, and the provision of additional support materials for lower attaining pupils.

SCIENCE

97. At the last inspection standards in science for seven-year-olds and eleven-year-olds were above average. These standards have been maintained because of good teaching and effective planning. Progress is good across the school.
98. Pupils' attitudes to science are very good. Teachers place an increasing emphasis on pupils undertaking their own experiments and investigating for themselves as they move through the school. Pupils' enquiry skills have improved since the last inspection. They enjoy investigative work. Pupils with special educational needs are fully included, with good quality support from classroom assistants and other pupils in the class, and their progress is good.
99. In Year 1 pupils can identify light sources, including the sun. They understand that darkness is the result of absence of light. Good work on sound is seen in the pupils' observational drawings. Using musical instruments, they learn that sound travels from a source. The pupils are able to make simple generalisations: that sound is heard on entering the ear and then diminishes. Pupils in Year 2 can recognise and name a range of appliances that use electricity. They can record these findings by using simple tables. Moving on, they understand a simple series of wires-batteries-bulbs. Higher attainers know the means by which a switch is used to break a circuit.
100. The work in the older pupils' books includes investigating friction. They considered variables such as 'does the weight affect the friction?' They decided on a suitable method, such as a fair test and recorded their findings in a table, showing first the prediction, then the method, then the diagram, fair test and conclusion. Very good independent learning is seen in the project on a power station. The pupils conducted a questionnaire on the effects on the environment. Excellent follow-up activities are seen in the posters: 'Keep the power station away from our city.' Pupils can present their data using scientific language, charts, tables, graphs and the computer. After investigating springs they made a line graph showing the affects of force on a spring
101. The quality of teaching is good overall, with half being very good. Teachers choose topics that appeal to pupils so that they become keen to learn. Teachers promote and encourage investigation through their very good subject knowledge, effective planning and organisation. For example, in Year 6, pupils were discussing and selecting a variable to investigate the effect of air resistance on parachutes. They knew that for a fair test only one variable would be changed. Very good planning of the groups ensured that the pupils could work well together. Each of the groups chose one variable: material, shape, size of canopy, length of the strings and the weight to be carried. At the end of the investigations, the teacher's probing questions enabled the pupils to explain their methods and come to a conclusion. The teachers stress that careful observation is an important aspect of a scientific approach. Pupils use scientific tools accurately. When testing different surfaces for friction they can read the calibrated scale on the Newton Meter. Teachers have high expectations so that pupils review their own work and that of others and make practical suggestions on how to improve their work.

102. The management of the subject is sound. Planning of the programmes of study is good. The work is planned at the beginning and tested at the end of each topic. Resources are limited and are in need of renewal and updating. Good use is made of the environment; for example, visiting Worsborough Reservoir. First hand experience is gained through taking part in local projects such as 'Build it at Barnsley College' and 'Science in Sport' at the Barnsley Metrodrome.

ART AND DESIGN

103. Since the last inspection, when standards for both seven and eleven year olds were above the level of national expectations in painting, pastel, collage and observational drawings, attainment has dropped to average for pupils aged seven and to below average for pupils aged eleven.
104. Evidence gathered during the inspection, by observing three lessons in Years 1, 2, and 3 and by looking at work in the classrooms and around the school, show that learning is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. The school is aware that art and design needs development.
105. The art displays around the school do not show the range of work that is detailed in the long-term planning. Much of the work of the older pupils is topic art: 'flower-power' colourings linked to personal and social development, a plan of a power station, using paper, cardboard and crayons linked to science and pastel sketches of the Earth linked to geography. When pupils draw illustrations in their books or are working at observational drawings, the results are disappointing. Drawing skills are not taught in a systematic way so that pupils are not able to adapt and improve their work. Opportunities to explore different shapes, textures and forms are not evident. The pupils do not collect visual and other forms of information to help them with work and there is very little use of sketchbooks.
106. Attitudes to learning in Key Stage 1 are good. When teachers are explaining tasks to the whole group, the pupils listen carefully and contribute well in discussions. The pupils can explore different patterns of weaving. Good planning and organisation of a wide range of materials enable the pupils to settle down to work quickly and quietly. Clear guidelines on what is expected and of the time allowed is given to the pupils. They have confidence in their own ability and are proud to show their work to visitors.
107. The quality of teaching in the lessons seen is good because the knowledge and understanding of the subject by the teachers is secure. The teachers build on the good skills and techniques acquired by the younger children in the Foundation Stage. In learning to use a simple loom the teacher developed technical language by pointing out the warp and the weft in a weave done by a former pupil. The pupils can use a variety of materials and processes. They can think about the appearance and the feel. The teachers give on-going support and correct any mistakes the pupils make. Opportunities are given at the end of lessons to comment on each other's work and to suggest improvements.
108. At the time of the inspection the art and design co-ordinator was absent. Resources are unsatisfactory; the art room is now a classroom and the kiln is out of use. The subject does not contribute sufficiently to pupils' cultural and spiritual development, including their understanding of art from a variety of cultures, including those represented in Britain.

DESIGN AND TECHNOLOGY

109. Evidence of work in the classrooms and on display, indicates that pupils' attainment is above average at the end of both key stages. This is an improvement since the last inspection when standards of attainment for seven-year-olds was average. Teaching is good overall, with a third being very good so that progress across the school is good.
110. Pupils enjoy the subject, work sensibly and safely together and support one another very successfully when they work as part of a team. This reflects the teaching well. Pupils can organise their own resources. They can assess, make judgements if things go wrong and are prepared to start again. Personal development is good. They have confidence to report back on their work and share ideas.
111. The standards at Key Stage 1 result from good teaching. The teaching promotes and encourages pupils to design. The pupils can develop ideas through shaping materials and assembling components. No time is lost in learning to work with tools and equipment as they have learnt to use tools effectively in the Foundation Stage. Lessons are planned to take account of pupils' knowledge and experience. They use models and pictures effectively to describe designs.
112. Evaluating products is a more prominent part of the pupils' work in Key Stage 2. They make very good use of design plans to develop ideas. When planning for a Grand Prix during the following week, the pupils were testing various forms of energy to move their vehicles. Exciting topics stimulate the pupils so that they are keen to learn. Progress was seen in the three drafts of design. Draft 1 was a basic sketch, with the materials labelled. There were detailed comments on performance in draft 3, so that the design of the vehicle could be improved. For example, notes read 'the tape was too heavy'; 'the cork on the wheel did not work so we used cotton reels'. The teachers' probing questions enabled the pupils to consider using an electrical mechanism to make a fairground ride. Resources were very well organised so that the pupils developed very good skills in cutting, using hack and tenon saws, in drilling and in handling the glue guns. Good use of the digi-camera is made in recording the work. Suggestion cards such as 'add the last finishing touches' help the pupils to improve their work.
113. The management of the subject is sound. The co-ordinator has established industrial links with the Construction Industry Training Board. Good planning includes cross-curricular work with art and design and science. Literacy development is evident in the draft plans. Resources are satisfactory but are in need of renewal and updating.

GEOGRAPHY and HISTORY

114. Standards that pupils attain are based on a scrutiny of pupils' work, discussions with pupils and teachers in addition to the three lessons observed in geography. No lessons were observed in history. Inspection evidence indicates that standards at the end of Year 2 and Year 6 in geography are similar to those found in most schools. In history they are above average at the end of Year 6; no judgement can be made for Year 2 pupils' attainment. Standards seen at the last inspection report are being broadly maintained in geography, and improved in history. Pupils with special educational needs are fully involved in all learning activities and make sound progress.
115. Pupils in Year 2 carefully observe their surroundings and make a simple map to record their walk in the locality. They are thoughtful in recording their likes and dislikes about what they see, for instance pupils comment on "graffiti" and "litter" and

suggest improvements such as “litter bins”, “fencing” and “in and out doors” for a local shop. They produce annotated plans and more detailed maps showing geographical features, such as the bus stop, the triangular garden and the traffic lights on their route to school. Pupils become increasingly aware of the world beyond Barnsley through recording where they go on holiday and through finding places visited by individual children on maps of the British Isles and further afield. By the end of Year 2, most pupils describe similarities and differences in contrasting environments and what they should wear if they were going there. Geography is organised on a two-year cycle for pupils in Year 1 and 2.

116. History and geography alternate as a major focus from term to term. By the end of Year 6, pupils have sufficient skills to carry out their own research using information and communication technology and books, globes and maps, for instance, to find out about important rivers of the world, and invaders and settlers. From the study of particular rivers around the world, they make generalisations about the stages from source to mouth. They are aware of the effect of rivers on the landscape and on the settlement of communities. During the inspection, pupils were involved in a topic on energy. This raised questions about the distribution of fossil fuels, their use and effect upon the environment, what will happen when they become exhausted and alternative sources of power. Pupils are aware that people can damage as well as improve the environment and relate this to local issues such as improving local amenities.
117. In discussions, pupils show good awareness of conservation issues and particularly re-cycling and express concerns about pollution caused by traffic, factories and litter. They are keen to learn and enjoy looking at maps and especially taking part in field studies. Pupils’ knowledge of a contrasting location is focused on locations in Africa and India. The recent history topic on Invaders and Settlers included elements of map work, the need to find places for better crop conditions and the development of transport and trade routes. Geography is well integrated into the four-year cycle of topics used to overcome problems of mixed age classes from Year 3 to 6. A very good feature of the geography curriculum is the Year 6 residential visit to Boggle Hole near Robin Hood’s Bay. This gives a well-chosen contrast by the sea and supports pupils’ social and cultural development well. History is also enriched by local visits and visits to places such as the Jorvik Viking Centre in York.
118. Three geography lessons were observed during the inspection. All were at least satisfactory and two were good. Clear planning, good lesson pace and focused questioning ensured good learning by the majority of pupils. Teachers’ planning follows national guidance to ensure appropriate coverage of the programmes of study and to build up skills progressively over time. Marking of work is generally encouraging but rarely tells pupils how they can improve.
119. In a whole key stage study of invaders and settlers, the level of expectation is markedly and appropriately different for pupils of different ages, judged from work saved. For example, all the pupils visited Jorvik Viking Centre in York. Year 3 pupils answered simple questions about where Vikings lived, and how they travelled. Year 4 and 5 pupils wrote skilled accounts from their research of a day in the life of a Viking woman or man. They also wrote poems using imagery as in the Norse sagas: one pupil wrote, ‘The rough waves lashed against the long sleek ship.’ By Year 6, the pupils try to explain the reasons for migration, and write very mature pieces citing the influences of family, fleeing war or natural disaster, and economics.
120. The curriculum co-ordinators are enthusiastic to develop the subjects further and are justifiably concerned about the low level of subject resources. There is no policy for

replacement or development of resourcing. Lack of resources is retarding subject development significantly, particularly in geography, and this is a great weakness. The role of the curriculum co-ordinator is in monitoring teachers' planning and reviewing pupils' work. The subject co-ordinator for geography is keen to move the subject forward and raise pupils' levels of geographical attainment but is aware of the need to have the resources necessary to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Attainment matches national expectations for pupils aged seven and 11. At the previous inspection attainment was stated to be above national expectations for seven year-olds and eleven year-olds. Improvement between inspections has been impaired by poor resource acquisition. The previous inspection did not comment on lack of resources, as there were adequate resources compared with schools nationally at that time. This is not the picture now. The old machines were finally phased out only two years ago. The consequence is that due to replacement of old machines the computer stock has improved little during the intervening five years. The school has now fallen well behind in terms of resources and this has, more than any other factor, effectively restricted pupil progress.
122. Currently all computers are class-based with one computer based in the library area. All classrooms have a web-linked computer and some classes have two. They are used well in class to support learning across the curriculum and particularly used well in word processing work. Many pupils have a computer at home and this enables some pupils to rehearse the new skills that result from teaching within school. Some pupils necessarily have to wait several days before their turn to practise the new skill, process or program and the impact of teaching is lost.
123. By the age of seven pupils are competent when using the mouse and are beginning to develop typing skills using the qwerty keyboard - identifying letters, capitalising, use of space bar, delete and insert. Pupils can log on, access programs, use a variety of fonts, use the computer to generate pictures for use in cards and calendars, produce and print out pictures and patterns such as the Rangoli patterns on display. Pupils are able to edit and highlight text. They control and plot directions of a *Roamer*. Groups of Year 2 pupils were using a *Roamer* under the supervision of a classroom assistant during the inspection. They use the mouse confidently, changed colours, font size and knew how to access the printer.
124. By the age of eleven pupils are able to access programs confidently, load files and disks, save their work and organise and refine information in different forms. They have worked with simulations such as "Crystal Rainforest" and have a sound understanding of spreadsheets. Pupils use terms such as "drag", "clipart", "rotate" and "icon" with confidence and understanding. Pupils in Year 6 had particularly enjoyed working on a PowerPoint presentation to produce animated graphics related to Christmas. However, pupils are often frustrated by the lack of keyboard skills and many pupils type with index figure only. An increasing number of pupils improve their keyboard skills as a result of having a computer at home. This is indicated by the increasing number of pupils who research other subject information on the Internet and return homework in the form of computer printouts.
125. Pupils' attitudes are never less than satisfactory and in most lessons across the curriculum the computer was used at some stage. They listen attentively to teacher instructions and act upon them enthusiastically. They greatly value the time they have on the classroom computer and work very hard either independently, in pairs or in

groups. Pupils throughout the school are very well behaved whilst on task and show great interest in their work and sustain concentration well. Pupils help each other very well and pupils with special educational needs benefit from the support of their peers as well as support from the teacher. Pupils treat equipment with respect. As a result of pupils' positive attitudes, they make good progress in spite of resource limitations.

126. Only one specific lesson was seen and this was delivered by a visiting teacher. It was a good lesson on control technology using a turtle. The lesson was enhanced by all pupils having access to a computer throughout the lesson. The teacher had brought ten laptops so that pupils working in groups of two or three. Teachers know their pupils well and tasks are appropriately set in order to build on prior knowledge. Most teachers have good subject knowledge as a result of nationally funded training delivered by the subject co-ordinator. They, like the pupils, feel restricted by the lack of hardware.
127. The school has recently reviewed its policy document and adopted much from Qualifications and Curriculum Authority's guidance. Year groups have their own files on computer. This serves as an on-going record of pupil achievement in the absence of formal assessment procedures in the subject. Some teachers keep their own assessments and record pupil achievements. The enthusiastic and knowledgeable co-ordinator has recently devised record sheets based on units within the scheme of work that are currently being trailed. In classes of older pupils, they keep their own personal disk of work done during the year. A uniform record of pupils' skill development in the subject would support the new scheme of work well and promote higher standards of attainment. The school currently has no portfolio of pupils' work. This would have the dual purpose of a total school record of achievement in the subject and a resource bank for teachers. Planning is often good where the teachers have confidence in their subject knowledge, understanding and expertise.
128. The subject co-ordinator has been absent from school for some time but has worked very hard to review and improve subject provision. Currently, there are no opportunities for lesson observation. Links with other subjects are developing well. Pupils use computer-generated materials in subjects such as history, geography and science. Pupils in a Year 6 lesson were putting data from a science investigation onto a spreadsheet. There is little computer generated display around the school beyond word-processed texts. Equipment for control and modelling technology is limited but what is available is used well. A small range of software is available. The school has worked very hard to improve provision in information and communication technology without much success. Pupils' attainment, and teacher enthusiasm, has been greatly impaired by the lack of sufficient equipment.

MUSIC

129. Standards and teaching have improved since the last inspection. Parents report, for example, that the end-of-year concerts are of high standard. Year 6 pupils learn to play the keyboard skilfully, and other pupils have brass and guitar tuition. Twenty-six pupils have keyboard lessons, which is an unusually high number for a school of this size. When the co-ordinator plays the piano to accompany singing in assembly, the quality of the pupils' performance is good.
130. Pupils experience the full range of the subject, including listening to and appreciating music, and composing and playing their own work. Year 5 pupils successfully composed and played Rondos using instruments and body percussion. They recorded their compositions effectively, and could read the notation in order to

perform the piece. Year 3 and 4 pupils developed very good skills in writing and playing rhythmic pieces using standard notation, working well together as a group and keeping strict tempo. These pupils demonstrated well the importance of recognising when instruments should be silent. Year 1 pupils made satisfactory progress in following a beat using percussion instruments, after good practice in clapping the rhythm.

131. The pupils are generally very enthusiastic and behave well, even when there is real excitement in their creativity. They learn to listen carefully to recorded music, and to each other. They show good personal development in their appreciation of music and other pupils' performance. In dance, they use the rhythms and sounds of music to stimulate effective movements in response. However, whilst music is played as pupils enter and leave the hall for assembly, opportunities are missed to help the children explore their reaction when listening to it.
132. The quality of teaching is good, and very good when led by the specialist teacher. The school has adopted a scheme of work that is supportive of non-specialists, and has a satisfactory range of instruments. The co-ordinator is skilled and enthusiastic, and leads the subject well. She organises a number of musical activities during the year, including taking part in a local Mystery Play and singing at Christmas in a local retirement home. Members of the local authority music team perform for the whole school using their specialist skills, and pupils play instrumental pieces they have learned in assembly. There are few instruments representing the variety of cultural musical styles in Britain, although occasionally the school borrows from the local authority collection extra instruments typical of those used by different ethnic groups.

PHYSICAL EDUCATION

133. Standards of attainment are as expected by seven and 11, lower than during the last inspection. This may be because of staff changes, or to the concentration on other aspects of the curriculum, such as numeracy and literacy. Pupils experience the full range of the subject, including adventurous and outdoor activities during a residential visit for older pupils. Standards are highest in dance, because many of the staff have particular skills in teaching this aspect. Almost all the pupils attain the expected levels in swimming, taught at the local secondary school. The only extra-curricular activity is football, but this has been suspended as the co-ordinator who leads this with a parent is absent through injury.
134. The quality of teaching is good, and helps the pupils to make at least satisfactory and often good progress in their learning. The staff insist on good, safe routines in the main, and reinforce messages about healthy living through exercise, an initiative to be built on in the school. Their subject knowledge is good of the aspects they teach, and they involve all the pupils successfully in the lesson.
135. Year 5 and 6 pupils worked together very well in mixed teams to build on their work in playing games that have an innings, such as cricket. They devised a game with rules for play, and the equipment and field boundaries to play it. They showed good understanding of both the possibilities and limitations of the space and resources available to them. However, there was insufficient time for more than one group to actually practise and demonstrate their planned activity, which was a weakness in the planning of the lesson.
136. In response to very well organised teaching, Year 3 and 4 pupils continued to develop a sequence of gymnastic movements with good skill and poise. They handled the

apparatus very well because the teacher set high standards for their work to which they responded well. In transferring their floor-work to the apparatus, they showed ingenuity and imagination. Pupils were eager to demonstrate their moves to others because they were confident that it would be appropriately received. This is because the teacher sets the tone and atmosphere within which the pupils share ideas and evaluate each other's work as part of the general pattern of the lesson. The pupils made very good progress in response to the very good teaching.

137. Year 1 pupils danced and sang very effectively to warm up for their lesson. This was another example of the skilled linking of themes across the curriculum, as the teacher used the dance to build on the pupils' understanding of recycling bottles from a visit to a recycling factory as part of their work in geography. They enthusiastically combined movements to simulate the different actions of the machine, and worked well as a whole group. The teacher managed this part of the lesson well, although it lasted too long, so that a group of boys lost concentration, and began to be silly. Consequently, the girls achieved higher levels than the boys in this lesson.
138. Year 2 pupils also developed a mechanical dance in response to the teacher's very confident and encouraging manner, using the same stimulus. She encouraged them very effectively to work in pairs and groups, and use their imaginations well to develop mechanical actions. The pupils achieved above average levels.
139. The co-ordinator has been absent for some time owing to injury, but kindly came into school to discuss the subject. It has not been a focus for development for some time, but staff have kept up their skills through TOPS training schemes. The coordinator has clear and sensible ideas for the further development of the subject, including further links with local sports clubs such as Yorkshire Cricket and Springfield Football Club. Whilst resources for the subject are generally satisfactory, there is insufficient small apparatus for the younger pupils to use in gymnastics lessons.

RELIGIOUS EDUCATION

140. Pupils to the age of seven attain above the levels set out in the agreed syllabus, and by eleven at a level expected for their ages. These levels are similar to those at the last inspection, although slightly lower by 11. The pupils show that they are acquiring and developing a good knowledge and understanding of Christianity and a satisfactory awareness of other principal religions represented in Britain.
141. By the age of seven pupils acquire a reasonable knowledge of Christianity and an awareness of other religions. By the age of seven, pupils have visited a local church and know that it is a special place for Christians. As a result they demonstrate growing knowledge about the significance of dress and artefacts of worship. They are gaining in knowledge of stories from the Bible and the people that Jesus met and helped. They understand that clubs and organisations are often part of church life and discuss the meaning of promises and prayers. In their discussion of relationships, they successfully reflect in a simple way on their own and others feelings and show good understanding the meaning of friendship and helping one another. They know of the Hindu festival of Divali and the stories of Krishna, Sita and Rama.
142. By the age of 11, pupils learn more about ways in which a range of religions celebrate festivals and significant events. Most pupils know the key features of Christianity, Judaism and Hinduism. Pupils in Years 3 and 4 have a developing knowledge of Judaism. In their work they use appropriate terminology to explain matters of religious

belief and practice, an example of this being in their writing about the Kippah and Shema. They know something of the life and food eaten in Jewish homes. Year 4 pupils know of Shabbat and Hanukah and of worship in the synagogue and explain the Torah and the Menorah. Pupils in Years 5 and 6 know the story of the birth of Buddha and about the major tenets of faith. The main focus of work throughout the school is related to the Christian faith and Year 6 pupils can relate many events in the life and teaching of Christ. They have a good recall about the Christmas story and of Holy Week. Many pupils express their thoughts clearly and demonstrate satisfactory progress and a growing understanding of the meaning religion can have in their lives.

143. Only three lessons were observed and all were satisfactory or better. Two lessons were good. Lessons are generally well planned and create good opportunities for pupils to speak and to listen. Pupils contribute thoughtfully to discussion. In a Year 1 lesson exploring what it means to “belong”, pupils offered, “I belong to my family because my dad tells jokes and we all laugh” and “I belong to my family because we share love”. Most lessons are carefully planned using the guidance of the locally agreed syllabus. In all lessons teachers demonstrate at least satisfactory knowledgeable and impart information well. Skilful questioning is used to check the pupils’ understanding. Teachers are successful in enabling pupils to express their feelings openly and confidently. Pupils with special educational needs are well supported to enable them to be fully included in the discussion and activities. Religious education is taught to all pupils.
144. The subject co-ordinator has held the post for a number of years and has worked hard and thriftily to acquire as many resources as possible to support subject teaching. She has recently reviewed the policy and scheme of work in the light of the newly agreed syllabus of 2000. She monitors teachers’ planning and sees pupils’ work and monitors work on display. However, she has not been involved in the monitoring of the quality of teaching and learning within classrooms. Limited funding does not cater for the level of resources needed, however, especially to support teaching about other faiths. There are few videos, and CDs for the computer to enhance learning about other religions. The curriculum is enhanced by visits by clergy from the Christian faith to support teaching and learning and by visits to local churches of various denominations. There are, however, no visits to places of worship of other faiths to increase the pupils’ knowledge and understanding, so that they are fully prepared for life in a multi-faith and multi-cultural society.