

INSPECTION REPORT

GAWBER PRIMARY SCHOOL

Barnsley

LEA area: Barnsley

Unique reference number: 106603

Headteacher: Mr S Garbett

Lead inspector: Mr A Fullwood

Dates of inspection: 15 – 18 March 2004

Inspection number: 260730

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	153
School address:	Church Street Gawber Barnsley South Yorkshire
Postcode:	S75 2RP
Telephone number:	01226 289728
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Appropriate authority:	Governing body
Name of chair of governors:	Mr K Borett
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated on the north-western edge of Barnsley. It has 153 pupils taught in six classes and is a smaller than average sized primary school. There are currently 11 children being taught in the reception class. Most of the pupils come from Barnsley and the surrounding rural area. Many pupils are of White-British origin and three pupils have English as an additional language. None are at an early stage in the acquisition of English. The percentage of pupils with special educational needs, 15 per cent, is broadly in line with the national average. The percentage of pupils eligible for free school meals is below the national average. Children's attainment on entry to the school varies from year to year because of the small size of groups of pupils. This year it is above average. Currently the reception class teacher is on long-term sick leave. The school received an Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	Lead inspector	English Science Design and technology Information and communication technology Music Physical education
19740	Mr A Smith	Lay inspector	
20815	Mrs P English	Team inspector	Foundation Stage Mathematics Religious education Art and design Geography History Personal and Social education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Gawber Primary is a **satisfactorily effective** school with a strong and powerful family ethos that provides a sound education for its pupils. Teaching and learning are satisfactory and pupils achieve as well as they should. Leadership and management are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in art and design are good.
- The leadership and management of the Foundation Stage are unsatisfactory.
- Pupils' attitudes and behaviour are very good and the school promotes their personal development very well.
- The use made of assessment information to more consistently challenge all pupils is inconsistent and unsatisfactory overall.
- The planning of the curriculum does not always give enough time to some subjects to ensure that they are covered in sufficient depth.
- Systems and procedures for monitoring teaching and learning are insufficiently rigorous.
- The provision made for pupils with special educational needs is good.
- The school has a positive partnership with parents and this impacts well on pupils' learning.

Improvement since the last inspection is satisfactory. Standards at the end of Year 6 in national tests in English, mathematics and science have improved better than the national trend but will dip sharply this year. The school has made satisfactory progress in addressing the key issues from the last report but there is still work to be done in using assessment information to consistently challenge all pupils and in establishing agreed assessment systems for subjects other than English, mathematics, science and information and communication technology (ICT). Procedures for monitoring the quality of teaching and learning are in place but lack sufficient rigour to be effective. The nationally recommended curriculum for Foundation Stage children is not established. The school needs to be more rigorous in evaluating its performance to secure further improvement.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory overall. Inspection evidence indicates that standards in the current Year 2 and Year 6 are average in mathematics, science and ICT. Standards in English are average in Year 2 but below average in Year 6. Standards in other subjects where there is sufficient evidence to make a judgement are average except for art and design where standards are good. All pupils, including those with special educational needs, achieve satisfactorily in relation to their prior attainment on entry to the school or at the end of Year 2. However, work to challenge all ability groups within classes is not always set.

Overall, children's attainment in the Foundation Stage is on track to exceed the goals children are expected to reach by the end of the reception year. Children are making satisfactory progress and achieving appropriately in their personal, social, emotional, mathematical development and in their literacy, language and communication skills.

Overall, pupils' attitudes and behaviour are very good. Pupils' attendance is very good. **The promotion of pupils' personal development is very good, as is the promotion of pupils' social and moral development. The promotion of pupils' spiritual and cultural development are good.**

QUALITY OF EDUCATION

The school provides a satisfactory education. The quality of teaching and learning is satisfactory. Teaching and learning in Years 1 and 6 are good and satisfactory elsewhere, including the Foundation Stage. Teaching is never less than satisfactory but is better where pace and challenge are good. Assessment procedures in English, mathematics, science and ICT and the marking of pupils' work are satisfactory. However, the use made of assessment information to plan work to meet the needs of all children is inconsistent and unsatisfactory overall. There are no established assessment procedures for foundation subjects and this is a weakness.

The curriculum is satisfactory but insufficient time is given to some subjects to ensure they are covered in sufficient depth. There is no established curriculum for children in the Foundation Stage and learning resources for promoting children's physical development and knowledge and understanding of the world are inadequate. There are good opportunities for curriculum enrichment outside of the school day. The school has good links with parents, the community and other schools. The school provides good care, guidance and support for all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The governance of the school is satisfactory and improving. The headteacher and his deputy provide satisfactory leadership and give a clear educational direction to the work of the school. The role of subject leaders in monitoring their areas of responsibility is satisfactory overall. Systems for monitoring teaching and learning and spreading good practice are not evaluative enough to identify what works and what does not.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very good. Parents are very supportive of the headteacher and the staff and are made to feel welcome in the school and encouraged to take a full part in the life of the school. Pupils' views of the school are good and they enjoy coming to school. They feel supported well when they need help and enjoy the practical activities provided for them.

IMPROVEMENTS NEEDED

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

- Improve the leadership and management of the Foundation Stage by establishing an appropriate curriculum, based on national guidelines, for children in the reception year and ensuring that there are adequate resources to support staff in teaching it.
- Make better use of the school's assessment information to challenge all pupils more consistently and establish manageable assessment procedures for all subjects.
- Improve the procedures for monitoring teaching and learning in order to identify and spread good practice and better inform school development planning.
- Review the planning of the curriculum to ensure that all subjects are given enough time to be covered in sufficient depth.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory in the Foundation Stage and in Years 1 to 6. Standards in Years 2 and 6, in mathematics, science, and ICT are average and above average in art and design. Standards in English are average at the end of Year 2 and below average in Year 6.

Main strengths and weaknesses

- Standards in art and design are good.
- Standards in ICT at the end of Year 6 have improved since the last inspection.
- Standards in the current Year 6 are below average in English.

Commentary

1. Children's attainment on entry to the school varies from year to year because of the small size of groups of pupils. This year it is above average. Children make satisfactory progress and achieve as well as they should in the development of their communication, language and literacy skills and in their mathematical, personal, social and emotional development. Many children are on track to exceed the goals they are expected to reach by the end of the reception year. The two temporary teachers and teaching assistant work well as a team and provide a range of stimulating experiences which successfully promote children's learning and builds on what they already know, understand and can do. There was insufficient evidence to make a secure judgement about children's creative and physical development and their knowledge and understanding of the world. However, the unsatisfactory resources to support children's learning in their physical development and knowledge and understanding of the world limit the progress they make.

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

Standards in:	School results	National results
reading	15.4 (16.4)	15.7 (15.8)
writing	14.4 (15.5)	14.6 (14.4)
mathematics	17.0 (17.5)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

2. The results of 2003 national tests at the end of Year 2 were in line with the national average in writing and below average in reading in comparison with all schools. Results in comparison with similar schools were well below average. Standards have fluctuated from year to year but showed an upward trend in writing between 2000 and 2002. They declined in both aspects in 2003. In reading, girls perform better than boys but not significantly so. However, girls perform significantly better than boys in writing. Inspection evidence indicates that currently standards are average and that pupils are achieving satisfactorily in relation to their attainment on entry to the school. Pupils talk confidently when discussing their work and respond well to adults' questions. They present their work neatly and demonstrate satisfactory grammar and spelling skills. Pupils read expressively but quickly seek help when reading an unfamiliar word. Standards are lower this year than at the time of the last inspection.
3. The results of 2003 national tests in mathematics at the end of Year 2 were above average in comparison with all schools and average in comparison with similar schools. Standards have

fluctuated from year to year, rising in 2002 but falling slightly in 2003. Generally, girls and boys perform similarly. Inspection evidence indicates that standards of attainment in the current group of Year 2 pupils are average and that pupils are achieving satisfactorily in relation to their attainment on entry to the school. Standards are not as high as at the time of the last inspection.

4. Teachers' assessments for Year 2 pupils in science showed their attainment to be below average in 2003. Inspection evidence indicates that the current group of Year 2 pupils are attaining average standards. There is little evidence of more able pupils attaining Level 3 as work is rarely adapted to meet their needs. Standards are lower than at the time of the last inspection.
5. Standards in art and design are above average. Standards in ICT and design and technology are average. There was insufficient evidence to make a judgement of pupils' attainment in other subjects where lessons were only sampled.

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

Standards in:	School results	National results
English	27.5 (29.9)	26.8 (27.0)
mathematics	29.7 (29.0)	24.6 (22.3)
science	29.5 (29.6)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

6. The results of 2003 national tests in English at the end of Year 6 were above the national average for all schools but well below average in comparison with similar schools. The school's targets for the percentages of pupils who would achieve Level 4 or Level 5 in 2003 were reached. Overall, standards have fluctuated widely in alternate years but remained above the national average. Generally, girls perform significantly better than boys and better than girls nationally. Inspection evidence indicates that the current group of Year 6 is making good progress due to the good quality of teaching they receive. However, their achievement in relation to their attainment at the end of Year 2 is no better than satisfactory. Standards are lower than at the time of the last inspection but also lower than the standards the school often achieves.
7. The results of 2003 national tests in mathematics at the end of Year 6 were well above average in comparison with all and similar schools. The school's target for the percentages of pupils who would achieve Level 4 in 2003 was reached but the ambitious target for the percentage of pupils who would achieve at Level 5 was not achieved. Standards have shown a consistent upward trend since the last inspection. Generally, girls perform better than boys but not significantly so. They both perform better than boys and girls nationally. Inspection evidence indicates that standards in the current group of Year 6 are average but that pupils are achieving appropriately in relation to their capabilities. Standards up to the present year have been higher than at the time of the last inspection.
8. The results of 2003 national tests in science at the end of Year 6 were above average in comparison with all schools and below average in comparison with similar schools. The trend in results has shown a slight upward trend since 2000 but fell slightly in 2003. Generally, boys and girls perform similarly. Inspection evidence indicates that standards in Year 6 are average and that pupils make satisfactory progress and achieve as well as they should.
9. Standards of attainment at the end of Year 6 in ICT are average and have improved since the last inspection. Standards in design and technology are average. Pupils achieve appropriately in these subjects and achieve well in reaching above average standards in art

and design. There was insufficient evidence to make a judgement of pupils' attainment in other subjects where lessons were only sampled.

10. Achievement and progress of pupils with special educational needs are satisfactory. Good support is given to pupils by teaching assistants but the targets in pupils' individual education plans are not used consistently to adapt work to meet their individual needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **good**. Attendance is well above the national average. This generally reflects the views of parents and pupils. Overall these aspects have been maintained well for the last few years.

Main strengths and weaknesses

- Pupils are very eager to be included in all school activities.
- The quality of relationships is very good.
- A very high standard of behaviour is successfully promoted.
- Attendance is within the top ten per cent of schools nationally.

Commentary

11. Pupils' very good attitudes make a significant contribution to their attainment and levels of achievement. Throughout the school pupils settle quickly into classes and are very keen to be included in all learning activities. They confidently share ideas because their responses are valued as staff successfully promote pupils' self-esteem. This is equally so for all pupils. Pupils relish the challenging tasks put before them when for example, creating their own items for a playground in Year 1 or working collaboratively in interpreting graphical information in Year 6.
12. Throughout the school, pupils clearly know the difference between right and wrong and show a mature regard for the property of others and their environment, respecting school resources very well. Pupils react well to school rules and are well aware of the consequences of their behaviour. Their understanding of what constitutes appropriate behaviour makes a major contribution to this very orderly community and impacts positively on the quality of learning. There were no pupil exclusions in the last reporting year.
13. Relationships within the school are very good and enable all pupils to learn and achieve effectively. They are characterised by the mutual respect evident between pupils and the adults who work with them. Members of staff provide good role models in demonstrating how relationships are initiated and sustained. In response pupils work and play constructively and show sensitivity and concern for feelings and values of others. For example, the school's buddy system of older pupils pairing up with younger ones in shared reading sessions. Pupils relate very well to unfamiliar visitors too, offering natural courtesy and genuine politeness. Pupils of all ages enjoy responsibilities when asked to help with school routines such as older pupils sharing the duties of "family service" at lunch times.

Attendance

14. Attendance rates have been maintained significantly in recent years and are in the top ten per cent nationally. The school monitors attendance and punctuality and informs parents of the importance of full attendance and punctuality, particularly during preparation for and during examination times. The very strong family ethos of the school supports children well resulting in their enjoying coming to school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

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

15. Pupils throughout the school show a considerable pride in being members of the school community and clearly enjoy being in school. They are very interested and fully involved in the wide range of activities that the school provides, both in lessons and out of school activities. Parents are very supportive of the school, and equally happy with the values the school promotes. No racist or bullying incidents were seen during the inspection.
16. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness are good. The weekly assemblies, celebrating pupils' successes, are very beneficial in raising their self-esteem. The provision for moral and social development is very good. Moral issues are shared openly in lessons and in class discussions during 'Circle Time'. The school makes good efforts to ensure that pupils are aware that they are living in a multi-cultural society despite there being no local groups of other ethnicity.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are satisfactory overall. The curriculum and levels of staffing, the accommodation and learning resources are satisfactory overall. However, resources to support children in the Foundation Stage are unsatisfactory. Links with parents, the community and other schools are good. Pupils' care, guidance and support are good.

Teaching and learning

Teaching and learning are **satisfactory**. The quality of assessment of pupils' work is **satisfactory** in English, mathematics, science and ICT but the use made of this information in planning work for pupils is unsatisfactory.

Main strengths and weaknesses

- The encouragement and engagement of pupils are good.
- The use made of assessment information to plan suitable work to support pupils of differing abilities is unsatisfactory.
- The teaching of pupils in Years 1 and 6 is good.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	11 (31%)	22 (63%)	0 (0%)	0 (0%)	0 (0%)

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

17. Strengths in teaching are the good relationships teachers enjoy with pupils, an insistence on high standards of behaviour and the good use made of praise and encouragement in boosting

pupils' confidence and self-esteem. These successfully provide an orderly and suitable learning environment where pupils apply themselves to their work and concentrate well.

18. Pupils' work and discussions with them show that teachers' planning does not always identify challenging activities for pupils of different abilities within each class. As a consequence, pupils make satisfactory rather than good progress. Too great a reliance is placed on open-ended tasks to which pupils respond as well as they are able. However, such tasks do not always have the structure needed to guide the development of pupils of differing abilities and ages. Assessment information is not consistently used to identify where pupils need to develop better understanding and this limits their opportunities to achieve as well as they could.
19. Teaching in the Foundation Stage is satisfactory and a number of good lessons were observed. In a relatively short time the two temporary teachers and teaching assistant, working without the support of a structured curriculum plan, have developed an effective team approach. The teachers now plan work to cover all areas of learning. They are committed to providing a practical approach to learning and activities provide a good balance of teacher-directed and self-chosen, purposeful activities. However, they are hampered in this task by the unsatisfactory resources available to them in some areas of learning.
20. Teaching and learning in Years 1 and 6 are good. The teachers are lively and enthusiastic in their approach and make good use of ongoing assessments to effectively challenge pupils of differing abilities within their classes. Good use is made of questioning to check pupils' understanding of their work and activities successfully engage pupils in their learning and they work hard as a result. Pupils are consistently informed about what it is they are expected to have learned by the end of lessons are given the opportunity to evaluate how successful they have been in achieving these objectives.
21. Good teaching was also observed in other classes but teaching and learning overall are satisfactory. Lessons are well planned but the pace and challenge of work, although generally satisfactory, needs to be improved if pupils are to make good progress. In a few lessons pupils listen to teachers' explanations for too long and become restless and the pace of their learning slows as a result.
22. Teaching and learning in English, mathematics and science are satisfactory. Teachers make effective use of the National Literacy and Numeracy Strategies to plan their lessons but assessment information is not used consistently to plan work to meet pupils' individual needs and this limits their achievement. Teachers make satisfactory use of targets in reading and mathematics but there is little evidence of targets being set to improve pupils' reading skills. Homework is used appropriately to consolidate what pupils have learned in school. The marking of pupils' work is supportive but needs to more consistently inform pupils of how they can improve.
23. There is insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects where lessons were only sampled.
24. The quality of teaching and learning of pupils with special educational needs is satisfactory overall. Good support is given to pupils in lessons and when withdrawn in small groups by teaching assistants.

Curriculum

The quality of the curriculum is **satisfactory** overall. The school meets statutory requirements including the effective provision for pupils' personal development.

Main strengths and weaknesses

- The curriculum is enriched by good extra-curricular activities.

- The development of the curriculum for the Foundation Stage is unsatisfactory.
- Planning to ensure the curriculum is effectively organised and balanced is unsatisfactory.

Commentary

25. Pupils enjoy a suitably broad curriculum that supports their academic, creative, physical and personal development. It is significantly enriched by the good range of extra-curricular activities. These include sporting activities such as Tag Rugby and Kwik Cricket in season. Language and creativity are enriched by visiting theatre groups and a drama club. The effectively displayed work demonstrates the quality of work achieved as the result of a visiting artist, developing watercolour techniques with Years 5 and 6. The opportunity for pupils from Years 4, 5 and 6 to have residential experience at Castleton and Whitby makes a major contribution not only to geography and history but to the development of responsibility and initiative. The local peripatetic music service provides a significant contribution to the progress made by those pupils who are involved.
26. The management of the long-term planning to achieve a well-balanced curriculum is unsatisfactory. Currently there is no structured curriculum planning for the Foundation Stage which, over time, has a significantly limiting effect on the systematic promotion of the standards of achievement of these children. across all agreed areas of learning for children of this age. The school has identified this as a priority and action to meet this need is in place. A revised curriculum framework for linking history and geography with science, through a topic approach at Key Stage 2, has been drafted and is being trialled prior to discussion. This has wisely been undertaken in order to best ensure that some pupils in mixed-age classes avoid repeating rather than progressive experiences as they move through the school. With these activities and revision of the long-term planning for Years 1 and 2, currently at the planning stage, the school is well placed to improve.
27. In response to the previous report the school has reviewed the 'taught curriculum time'. However, there are some discrepancies in the organisation and use of the time. For example, where subjects such as history and geography are paired and taught in alternate terms and where they are covered through the 'Term Topic' approach, it is not always clear that, over time, they each enjoy the agreed time allocation and are taught in appropriate depth. The allocation of time devoted to literacy and numeracy demonstrates the importance the school places on these areas but, where these time allocations are exceeded, the time for foundation subjects is subsequently reduced. Teachers prepare their own time tables each term but often the length of the lesson is governed by the fixed interval marked on the timetable and not the time pupils are most likely to be able to sustain active involvement in learning. For example, this often has a limiting effect on achieving good pace in the lesson.
28. Currently there is no agreed strategy for monitoring the curriculum and effective use of curriculum time in order that improvement can be planned. Overall resources are satisfactory and subject co-ordinators identify needs effectively in action plans. However resources and storage for the reception class are limited. This is particularly in the case of outdoor facilities and equipment for vigorous and creative activity and for developing knowledge and understanding of the world.

Care, guidance and support

The care, guidance and support for pupils are **good**. The involvement of pupils in the school's work and development is **good**. Health and safety procedures are good. This has been maintained well in most areas since the last inspection.

Main strengths and weaknesses

- There are very good relationships between pupils and staff.
- The involvement of pupils in the school is of a high order.

- Child protection procedures are strong.
- The school is safe and secure for all pupils.

Commentary

29. The school's positive outlook on the importance of care and guidance contributes very well to the welfare and security of all pupils and therefore plays a very strong part in developing their confidence and very good attitudes. The school has successfully developed the very strong family atmosphere that is beneficial to all pupils' feelings of self-worth. The school, as part of their approach to personal development, fosters the confidence and happiness of the pupils. All school staff care very much for their pupils. Staff provide well-informed support, advice and guidance because of: their good knowledge of pupils as individuals and their awareness of pupils' personal development. However, limited academic monitoring of pupils inhibits their comprehensive pupil knowledge.
30. These relationships generate a very secure place to learn that positively embraces all pupils. Arrangements for children to enter school life are suitably planned and carried out and this helps them to settle quickly. These arrangements are beneficial in developing the quality and depth of the trusting relationships between pupils and staff. These, in conjunction with other systems such as 'circle time' have encouraged in pupils an active participation in all aspects of the school.
31. The governing body has adopted the local education authority's policy on health and safety and developed their own application for the school involving risk assessment. They carry out effective risk assessments. Child protection is considered as a high priority and those responsible are suitably trained. There are effective systems in place aimed at improving pupils' attendance and punctuality. These include making parents aware of the impact of prolonged absence, especially at examination times and involving outside agencies when required.
32. Staff know pupils' individual qualities and backgrounds very well. Pupils rightly feel very well supported in these areas and can, therefore, confidently discuss any concerns they might have. The very good ethos that has been developed enables all pupils to be confidently involved in the many and varied aspects of school life.

Partnership with parents, other schools and the community

The school's partnership with its parents is **good**. Links with other schools, colleges and businesses are **good** overall. The links with the local community are **good**.

Main strengths and weaknesses

- Parents have very positive views about the school.
- There is an active parent teacher association that supports the school very well.
- Links with community and high school enrich learning experiences for pupils providing good opportunities for social development.
- The school's "Open Door" policy is very successful in involving parents in school life and pupils' learning.
- There is no termly topic information currently issued to parents at the start of school term to assist parental involvement at home with pupils' learning.

Commentary

33. Parents hold the school in high regard. Parents describe the school as a very happy place in which good friendships exist between pupils, teachers and parents. There is nothing that significantly displeases parents. However, they did express a little concern for more information than they currently are supplied with. They believe school is very fair to all and

their children are encouraged to be considerate and develop a mature viewpoint. Inspectors agree with these judgements.

34. The school has identified the need to improve the quality of the information it provides for parents. Currently there are not any regular and informative newsletters that would keep parents suitably aware of the day-to-day procedures, expectations and events of the school. Parents are given satisfactory information about the progress their children are making with pupils' annual reports to parents. Where there is a concern, the school is quick to consult parents. At the two parent consultative meetings, there are opportunities for parents to discuss individual plans for learning and progress towards achieving their child's targets.
35. Parents support the school very well. They know the school routines and expectations, including those for attendance, punctuality and behaviour. Significant numbers of parents attend the events the school provides to assist them in their knowledge of the school's teaching methods and education systems. The Parent Teacher Association raises funds that are suitably targeted and used beneficially to support pupils' learning. The introduction of the custom of encouraging parents' to escort pupils into class before the start of lessons and to sit with them working is another strong link that supports communications and innovation within the school and community.
36. There are good links with other schools in the area, specifically the local high school to which most pupils transfer. Links with the community and a wide range of visitors provide good enrichment for the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school has strong links with the church through events as wide as Harvest Festivals and clergy who visit regularly. There are equally good links with business and industry in the area. For example, much of the external landscaping is a direct result of these links.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher promotes effectively a caring, family ethos.
- Rigorous systems for monitoring the quality of teaching and learning and spreading good practice are not in place.
- The work of the governing body is good.
- The leadership and management of the Foundation Stage are unsatisfactory.

Commentary

37. The headteacher sustains a very good ethos where pupils feel valued and enjoy coming to school. He is keen to support staff in carrying out their duties and to show initiative and provides much support for them to carry out their responsibilities. Therefore, appropriate procedures are in place for monitoring teaching and learning, evaluating the work of the school and whole-school development planning. All staff and governors are fully involved in the decision making process, a fact appreciated by parents at the pre-inspection meeting. However, these procedures lack sufficient rigour. There is no clear, whole school view of what constitutes good teaching and learning. There is little evidence, apart from the headteacher, of the regular monitoring of lessons by subject co-ordinators to inform their view of standards and the quality of pupils' learning. Consequently, the quality of teaching is satisfactory rather than good. Good use is made of national and other test results to identify areas of weakness in pupils' attainment. This has led, for instance, to the acting-co-ordinator for English with the support of the headteacher, putting in place clear development plans to improve pupils' attainment in reading and extended writing.

38. All staff feel that they receive good support from the headteacher but do not always feel empowered to carry out their duties effectively. For example, the assessment co-ordinator has developed effective procedures for assessing pupils' attainment and progress in English by termly assessments of pupils' work and using this information to set individual targets for the next term. However, she feels that it is difficult to support all teachers to ensure that this is done well enough to impact effectively on pupils' progress. There are no agreed whole-school procedures for assessing pupils' attainment and progress in subjects other than English, mathematics, science and ICT and this is a weakness.
39. The governing body has completely changed over the last few years but has put in place an effective committee structure for overseeing the work of the school. The strategy committee is improving the role of governors in establishing a longer term view of the school's future development, such as the planned building programme to provide a one-form entry school and improving the provision for ICT by the establishment of a computer suite. The governors are aware of the school's strengths and weaknesses and are developing their role in drawing up the school development plan and monitoring progress towards achieving the targets it contains. They visit the school regularly and co-ordinators make presentations to the curriculum committee about the provision made for their subjects. Appropriate systems are in place for the performance management of staff and governors are clear about their roles in setting targets for the headteacher. All statutory responsibilities are met.
40. The leadership and management of the provision for pupils with special educational needs are good. The special educational needs co-ordinator (SENCO) keeps clear records of pupils' attainment and progress and the interventions made to overcome their learning difficulties. He ensures that all teachers have copies of these records and pupils' individual education plans (IEPs). Good support is given by teaching assistants in helping pupils to complete the tasks set for them in class and when withdrawn for specific help in small groups. The school provides a good deal of human resources to support pupils with special educational needs and, generally, these are well organised and of good quality. In a few instances there are inappropriate expectations of how long these pupils can sustain their concentration and this slows the progress they make. The SENCO is aware of the need to develop more effectively the role of parents in drawing up pupils' IEPs and reviewing their progress. The SENCO has received good support from the named governor for special educational needs.
41. The leadership and management in the Foundation Stage are unsatisfactory. The school is aware of the need to improve this situation but is hampered by the long-term absence of a member of staff. The current provision made for children is satisfactory but is being provided by two part-time temporary members of staff and the teaching assistant. There is no established Foundation Stage curriculum, based on national guidelines, in place. However, current staff have reorganised effectively the resources available and the curriculum provided for these children. They are hampered in this regard by the unsatisfactory resources available for promoting children's physical development and knowledge and understanding of the world. The headteacher is currently undertaking training in the management of provision for children in the Foundation Stage so the school is well placed to improve.
42. The finance committee of the governing body is appropriately involved in the budget setting process and in monitoring spending on a regular basis. Day-to-day financial procedures are effective and the school secretary keeps governors well informed. Governors ensure that the principles of best value are applied to all major spending decisions. They are clear about the need to evaluate these decisions in terms of their impact on pupils' achievements and raising standards, and systems for doing this are being established. When all factors are taken into account the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	415,072
Total expenditure	418,460
Expenditure per pupil	2,753

Balances (£)	
Balance from previous year	12,673
Balance carried forward to the next	9,285

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Currently there are only 11 children in reception. Most children, prior to entry, have had some nursery experience and show varied stages of development. Although evaluation of attainment on entry involving such a small number may not be totally reliable, early assessment indicates that, overall, attainment is above expectations for children of this age. Inspection evidence shows that over time their achievement is satisfactory.
44. In a relatively short time the two temporary teachers and teaching assistant, working without the support of a structured curriculum plan, have developed an effective team approach. Teaching is never less than satisfactory with some good teaching observed. The teachers now plan work to cover the six areas of learning which are linked to the agreed Stepping Stones. They are committed to providing a practical approach to learning. Lessons provide a good balance of teacher-directed and self-chosen, purposeful activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **good**.

Main strengths and weaknesses

- There is a commitment to developing positive attitudes to learning.
- Good relationships are established between children and adults who work with them.

Commentary

45. A high priority is placed on development in this area. Support for it permeates all activities. The good links with parents ensure that children enter school with a good measure of confidence. All adults consistently model the strategies involved in forming and sustaining relationships. Teaching and support staff have a calm approach and shared understanding of expectations when encouraging the development of social conventions and establishing acceptable behaviour. Consequently, children's behaviour and attitudes are exemplary. Adults unfailingly appreciate children's positive contributions. This raises self-esteem and helps children to recognise their good achievement.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area is **satisfactory**.

Main strengths and weaknesses

- Overall attainment in this area is above expectations for children of this age.
- Development of these skills is supported across all areas of learning.

Commentary

46. Most children are on target to attain the Early Learning Goals for children of this age with a significant minority attaining beyond by the time they transfer to Year 1. The promotion of children's speaking and listening skills permeates all activities. The adults use a varied range of everyday and subject-specific vocabulary and consistently model grammar and the structures of spoken language. Consequently children express their ideas using relatively sophisticated language. Direct teaching is used to encourage children to scan words for letter sounds they know and the pictures to pick up clues about content. When writing a letter to

Little Red Hen they use known letter shapes and their knowledge of sounds, for example, “I am sorry for not helping you”.

MATHEMATICAL DEVELOPMENT

Provision for this area is **satisfactory** overall.

Main strengths and weaknesses

- Children’s learning is supported by a practical approach and the links made across all areas of learning.

Commentary

47. The progress children make in using and applying mathematical knowledge, skills and understanding owes much to the use made of practical situations that arise across all areas of learning and used by teachers to promote mathematical skills. For example children weigh vegetables and count coins to pay for items in ‘The Garden Centre’. They compare the heights of sunflower shoots or the number of blocks in their towers. They are eager when playing games requiring counting or ordering numerals and express real pleasure when combining sets of objects to find a total. If two children are absent they know nine are present.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for this area is **unsatisfactory**.

Main strengths and weaknesses

- Limited resources hamper the planning of purposeful activities.

Commentary

48. There is insufficient evidence to make a judgement on attainment. In the specific activities observed during the inspection, children showed real excitement at the appearance of their germinating sunflower seeds. They tried to find explanations why some were not showing leaves yet. When designing a bag to carry two oranges, the teacher’s pertinent questions helped children make plans and choices about how to join materials and strengthen the bag at the points of greatest stress. The opportunities for children to express what they know about the world through a range of construction and small world equipment are significantly limited.

PHYSICAL DEVELOPMENT

Provision for development in this area is **satisfactory** overall.

Main strengths and weaknesses

- Opportunities to develop fine motor skills within all areas of learning are good.
- Appropriate use is made of direct teaching of techniques.
- The facilities for outdoor vigorous and creative activities are unsatisfactory.

Commentary

49. The good development of small physical skills owes much to the opportunities to use pencils, scissors and brushes in activities across all learning of areas. The readiness of adults to consistently intervene to directly teach skills and techniques improves control. Children are

encouraged to use space and control body movement appropriately. The absence of stimulating equipment for outdoor vigorous activity has a significantly limiting effect on development of gross motor skills and imaginative play.

CREATIVE DEVELOPMENT

50. It was not possible to observe more than one aspect of this area. Judgements on the quality of provision and standards overall are therefore inappropriate. The children enjoy experiences such as printing with vegetables and their portraits show a good appreciation of body and facial features. They are able to mix colour effectively when painting. No music was observed but children have experience of recording musical experiences through simple graphic scores. Adults make sensitive intervention to enrich role-play and extend creative experiences.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards vary between age groups but their achievement is satisfactory.
- Standards in the current group of Year 6 pupils are below average.
- Teaching and learning in Years 1 and 6 are good.
- The subject is led and managed well.

Commentary

51. The standards of attainment in the current group of Year 2 pupils are average and they are making satisfactory progress and achieving as well as they should. This is better than the results of national tests in 2003 when pupils' attainment was average in writing but below average in reading. However, pupils' attainment in comparison with similar schools was well below average. Most pupils are making satisfactory progress in the development of their speaking and listening skills. Satisfactory opportunities are provided for pupils to join in class and group discussions but the modelling of good language by teachers is not always appropriate and this limits pupils' progress. Standards in reading are average and most pupils read expressively and with good understanding. Pupils have few strategies for reading unfamiliar words and tend to wait for adults to help them. Standards in writing are average. Most pupils writing lacks description but spelling standards are good and most pupils spell common words accurately. They make satisfactory use of their ICT skills in drafting and redrafting their work. Pupils in Year 1 are making good progress and standards in English are above expectations for pupils of this age.
52. At the end of Year 6 the results of national tests in 2003 show that pupils' standards of attainment were above the national average in comparison with all schools but well below average in comparison with similar schools. Inspection evidence indicates that standards in the current group of Year 6 pupils are below average but that pupils are making good progress in relation to their attainment at the end of Year 5. However, their achievement over time is satisfactory. Generally, pupils' writing lacks description. Higher attaining pupils structure their writing by using paragraphs but this is not evident in the work of average or lower attaining pupils. There are a few examples of the good use of descriptive language, such as "it toppled over", "it zoomed through" or there were "huge changes" but these are the exceptions rather than the norm. Pupils in Year 6 are given good opportunities to write extensively and imaginatively but opportunities in other classes are more limited with much work on grammar and comprehension exercises. Pupils' inability to use appropriate language in more formal situations was demonstrated well in Years 4 and 5 when the teacher attempted to improve this situation by presenting two contrasting versions of the same legend. Pupils struggled to cope

with the language of the more formal version and spent too much time looking up unknown words, such as 'yield' and 'relinquish' rather than writing the story in their own words. Apart from the Year 5 and 6 class, the pace and challenge of learning is satisfactory but activities are not consistently adapted to meet the needs of all ability groups within classes.

53. In the lessons seen during the inspection teaching and learning were satisfactory overall and good in Years 1 and 6. Teachers made good use of the National Literacy Strategy in their planning. However, the same work is often set for pupils of different abilities and pace and challenge in lessons are satisfactory rather than good. In the better lessons, teachers were lively and enthusiastic in their approach, the pace of lessons was brisk and pupils enjoyed their work and concentrated well. Teachers make satisfactory use of setting individual targets, particularly in writing, but marking is variable in quality and rarely shows how pupils can improve their work.
54. The leadership and management of the subject are good. The acting subject leader, who only works for a few days each week, has accurately identified many of the development needs and has produced a clear action plan to address some issues. The subject has a high profile in the school, as shown by the many displays of work around the building and is well placed to improve further. Resources are satisfactory.

Language and literacy across the curriculum

55. Pupils use language and literacy skills satisfactorily in other subjects but planned opportunities for linking subjects together are underdeveloped.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The results of national tests in mathematics at the end of Year 6 have consistently improved since the last inspection.
- Pupils have good attitudes to mathematics.
- The advice of the National Numeracy Strategy is used effectively.
- Teaching in Years 1 and 6 is very good.
- Overall standards of attainment at the end of Year 2 and Year 6 are lower than at the time of the previous inspection.

Commentary

56. Inspection evidence indicates that the attainment of pupils at seven and eleven is broadly in line with expectations for pupils of these ages. Standards are lower than at the time of the last inspection but also lower than the standards pupils usually achieve. The standards achieved by Year 6 pupils in national tests have consistently risen since the last inspection. However, in the current Year 6, fewer pupils are attaining beyond expectations and there is a larger number of pupils with special educational needs than is normal. In relation to their attainment at the end of Year 2 pupils' achievement is satisfactory.
57. Pupils enjoy the activities and challenges posed in mathematics lessons. They enjoy whole class brisk sessions on number facts. From the youngest, pupils readily look for patterns such as those in a sequence of numbers. They use subject-specific language confidently and readily explain how they arrive at their answers and sustain involvement in learning tasks well. Teachers consistently respond positively to pupils' contributions and this strengthens confidence and self esteem. This attitude makes a considerable contribution to pupils' achievement.

58. All teachers make effective use the National Numeracy Strategy advice so that the work is adapted to meet the needs of pupils of different ability groups as they arise. The emphasis made on developing mental agility and the exploration of methods of calculating and solving real life problems has a significantly positive impact on the attainment of all pupils.
59. Overall teaching is never less than satisfactory and in Years 1 and 6 it is judged to be very good. This quality of teaching in Years 1 and 6 is characterised by meticulous planning and preparation that demonstrates a very clear understanding not only of the subject but of how children learn so that the lesson opens with the teacher capturing the interest of the pupils. For example, in Year1 an invitation is made to solve a puzzle, 'Can you find the odd one out?' In Year 6 pupils are invited to devise strategies to tackle increasingly difficult calculations involving percentages of quantities. Pupils are eager to be involved and the teacher's pertinent questions prompt investigation and consistent encouragement to work things out practically develops understanding. In these lessons the pace is judged very effectively so that pupils are almost reluctant to leave one activity to move to the next challenge. Teachers have high expectations and pupils respond well and find real pleasure in their achievement. Teaching in other classes is appropriate but lacks the brisk pace and challenge provided in Years 1 and 6 and overall pupils' achievement is satisfactory.

Mathematics across the curriculum

60. Pupils use mathematics across the curriculum when for instance measuring in design technology and using graphs to record observations in geography. However planning to provide these opportunities is often overlooked.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are in line with national expectations.
- Work is not always sufficiently adapted for all pupils, particularly the more able, and they underachieve in some classes as a result.
- Teaching in Years 1 and 6 is good.

Commentary

61. Standards of attainment at the end of Year 2 are average and indicate a decline in the standards noted at the time of the last inspection. In Year 2 most pupils are on track to achieve the expected Level 2 but there is little evidence that more able pupils will achieve the higher Level 3. A scrutiny of pupils' work indicates that all pupils complete the same work and that more able pupils are not consistently challenged by the over use of worksheets to record their findings and this results in them not achieving as well as they might.
62. Standards attained by pupils in Year 6 are average. Standards are lower than at the time of the last inspection and below those gained in national tests in 2003. However, there are a greater number of pupils with special educational needs and fewer higher attaining pupils than normally is the case. The work of pupils in the current Year 6 indicates that they are making good progress so far this year but that their achievement over time is satisfactory. Higher attaining pupils draw clear conclusions from their investigations whereas other pupils tend to describe what they have done. Good opportunities are given to pupils to design their own experiments in response to a question posed by their teacher. As observed in a lesson on reversible and irreversible changes of state, the teacher's good questioning and clear explanations ensured that pupils were aware that when a chemical reaction takes place and a gas escapes this process cannot be reversed. There is little evidence of pupils designing their own investigations in other classes and this is a missed opportunity to develop pupils'

scientific thinking. Most pupils are achieving as well as they should but work is not always adapted to challenge more able pupils and they underachieve as a result. Pupils have good attitudes to science and enjoy the practical work they are given.

63. In the lessons seen during the inspection teaching and learning were good but varied from good to satisfactory. Teachers have a secure knowledge and understanding of the curriculum and provide interesting activities for pupils to complete. In the better quality lessons, a brisk pace is maintained and work is suitably adapted to meet the needs of all pupils. The quality of planning varies and assessment information is not always used well to provide challenging work for all pupils, particularly the more able, and they do not achieve as well as they might. In some lessons the pace and challenge of work could be improved. Teachers have good relationships with pupils and manage their behaviour well and this results in an orderly working atmosphere.
64. The subject is being co-ordinated by the headteacher at the moment. He monitors teachers' planning to ensure that the curriculum is covered but has not undertaken any observations of lessons to ensure the quality of learning that pupils receive. The school programme of work is based on national guidelines and this supports teachers well in their planning. Resources for the subject are satisfactory. Satisfactory use is made of pupils' literacy, numeracy and ICT skills in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

There provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Years 2 and 6 are at expected levels.
- Standards at the end of Year 6 have improved since the last inspection.

Commentary

65. Pupils attain average standards by the end of Year 2 and achieve as well as they should. From a scrutiny of pupils' work and discussions with them, they are given frequent opportunities and develop expected skills in word-processing, data handling and giving instructions to a programmable toy to follow a simple route. They combine text and pictures using a simple art program Teachers and teaching assistants have a satisfactory understanding of the curriculum.
66. Pupils' standards of attainment at the end of Year 6 are average and they were observed confidently creating power point presentations combining pictures and text about themselves. These will be sent on to the secondary school they transfer to. Pupils' work in Years 3 to 6 demonstrates a sound understanding of using the internet to find relevant information and sending emails to pupils abroad. Teachers make satisfactory links with other subjects, such as when Years 4 and 5 pupils use an art program to design a chair. Year 6 pupils create a questionnaire to enter information into a data-base and produce graphs and pie charts to display their results. They show confidence in clicking on icons, 'dragging' text or resizing pictures. They enjoy the subject and this increases the progress they make.
67. There is insufficient evidence to make an overall judgement of the quality of teaching and learning as the subject is taught in small groups and few lesson introductions were observed. However, teachers and teaching assistants support pupils well and have a sound knowledge and understanding of the programs they use. Good use is made of pupils' individual ICT challenge cards to record their progress and the skills they have achieved.
68. Leadership and management of the subject are satisfactory. The co-ordinators work together well in ensuring that the National Curriculum is fully covered through monitoring teachers'

planning. This is an improvement since the last inspection. The co-ordinator for Years 1 and 2 has improved the software resources available to support teachers in their planning and given training in their use and this is having a positive impact on pupils' attainment. Resources for the subject are satisfactory and it is planned to improve the use of them by creating a computer suite in the near future with the building improvement programme due to start next term.

Information and communication technology across the curriculum

69. Pupils make satisfactory use of their ICT skills in other subjects, such as English and art and design.

HUMANITIES

70. In **religious education** and it is inappropriate to make an overall judgement on the provision for this subject as it was possible only to observe one lesson and there was limited recorded evidence to analyse.
71. The current locally agreed syllabus for religious education is in the process of revision. The co-ordinator has developed a suitable long-term plan to ensure that requirements are met. This and the programmes of work developed by the Qualification and Curriculum Authority broadly supports teachers' medium term planning. However, for Years 3 to 6 this does not take account of the problem of provision for mixed-age classes so that some pupils have repeated rather than progressive experiences. This is also the case in Years 1 and 2 where the long-term programme is the same for both classes. This has a limiting effect on the achievement of some pupils. The co-ordinator feels hampered in making the necessary changes by the delay in the publication of the revised syllabus.
72. Pupils in Years 1 and 2 are aware that Christianity and Judaism have special festivals such as Hannukah, Christmas and Easter. They know stories about the life of Jesus. Educational visits such as those to a local synagogue and a Christian church make a major contribution to pupils' understanding of what it means to belong to a religious community. Recorded evidence of the work undertaken in Years 3 to 6 shows coverage of Christianity, Judaism, Islam and Hinduism. In conversation with older pupils there is evidence that pupils know that these major religions have a deity, major leaders, places of worship, festivals and books of authority. However, there are confusions about some aspects which indicate that knowledge and understanding lacks sufficient depth. Written work in this subject suggests that opportunities to use learned literacy skills to support the work in this area are often overlooked. There is no assessment programme or monitoring of recorded work to provide information on which to evaluate learning and identify areas for improvement.
73. In **geography and history** there was insufficient evidence to make overall judgements on provision and standards in these subjects.
74. The school has adopted the schemes of work devised by the Qualification and Curriculum Authority to support the teaching of these subjects. This represents improvement since the previous inspection. The curriculum framework indicating when the National Curriculum Programmes of Study are to be covered as pupils move through the school is being revised and is currently under discussion. Time is allocated for the teaching of each subject. However, these subjects are taught in alternate half terms and for two terms the work is integrated in topics led by another subject. It is more difficult therefore for the co-ordinator to monitor coverage and the depth to which each aspect is studied.
75. Pupils in Years 1 and 2 follow the travels of Barnaby Bear. They are introduced to maps and make note of significant features of his travels with which they can compare their own experience. In the same practical way they investigate the past by comparing artefacts such as toys.

76. In Years 3 to 6 the work in these subjects is enhanced by residential visits to Castleton and Whitby. This provides opportunities for practical fieldwork. The recorded work related to a recent visit is still on display at the centre. The co-ordinator has identified the need to scrutinise samples of pupils' work and develop more effective monitoring procedures to improve her role.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Only two lessons were observed in **art and design** during the inspection which makes an overall judgement on the quality teaching and provision inappropriate. The very effectively displayed work throughout the school indicates that the standards of attainment of pupils by the time they leave the school are above average.
78. The adoption of a whole-school programme of work based on national guidelines provides useful support for teachers' short term planning. This has improved the curriculum since the previous report. The range of work on display shows a breadth of techniques is experienced. Good links are made with the work in other subjects. For example, pencil work with shade and tone is developed effectively in sketches of African artefacts and designs for chairs fit to suit mythical characters. Pastel work shows an understanding of the qualities of this medium in pictures of pansies and planets and batik raises awareness of other cultures and other media.
79. The opportunity to work with a visiting artist in an Arts Week stimulates pupils' interest in the subject and makes a significant contribution to achievement. The watercolour compositions requiring careful paint mixing, considered planning and careful brush work, illustrate this well.
80. During the inspection only two lessons were observed in **design and technology** and there is insufficient evidence to make a secure judgement of provision or teaching and learning in this subject. However, discussions with pupils, teachers and a scrutiny of pupils' work indicate that standards are at expected levels at the end of Year 2 and Year 6. There are indications that the work in some projects, such as designing energy saving houses which fit in with the local environment, are of a very high standard. The National Curriculum Programme of Study is covered and pupils are given frequent opportunities to design and evaluate, as well as make, a range of products, such as fabric animals, fish mobiles and colourful containers for holding biscuits. In the two lessons in the Year 1 and Years 5 and 6, teaching was good and enabled pupils to make good progress in their learning. A brisk pace and good attention to detail enabled Year 1 pupils to design equipment for the playground by sharing ideas and construction equipment. In the Year 5 and 6 class, good use was made of parent volunteers to help groups of pupils to design and make biscuits while the teacher gave clear guidance to the rest of the class in constructing a colourful and attractive box to hold the biscuits. Good attention was given to fitness for purpose and pupils were made aware of the need to attract customers to buy them and to be able to read what they contained. Good use is made of real life situations, such as when the oldest pupils designed a pergola for the outside playground. With the help of parents, staff and students from Barnsley College pupils were able to see the actual construction and this project and children were observed sitting under it during the inspection.
81. Only one lesson was observed in **music** so it is not possible to make a firm judgement about provision. However, evidence gained from talking to the subject co-ordinator, a scrutiny of teachers' planning, the lessons observed and other observations made during the inspection indicate that standards are average and that the National Curriculum is securely covered. The co-ordinator has a satisfactory knowledge and understanding of the provision made for the subject and has purchased a commercial scheme of work to support staff in their planning. Resources for the subject are satisfactory. Those pupils with a talent for music are catered for well by instrumental music tuition and this has a significant impact on pupils' standards of attainment. Activities such as the annual musical pantomime and carol services at the local hospice add successfully to pupils' attainment and progress in the subject.

82. There was insufficient evidence to make a judgement about the provision for **physical education**. Only two lessons were seen during the inspection. Discussions were held with pupils and the co-ordinator and teachers' planning scrutinised. From this evidence all aspects of the National Curriculum are planned for, including outdoor and adventurous activities which are provided for by residential visits.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education

The provision for personal, social, health and citizenship education is **satisfactory**.

Main strengths and weaknesses

- The ethos of the school supports the development very effectively.
- A programme of work developed recently is good.
- The organisation to meet the needs of all pupils is unsatisfactory.

Commentary

83. The school places a high priority on the development of this area. The teaching of it through the day-to-day personal relationships between teachers and pupils is exemplary and makes a major contribution to the achievement of all pupils. Teachers unfailingly respect pupils and consistently model the strategies for making and sustaining relationships.
84. The co-ordinator has developed a good programme of work for all year groups. That for Years 1 and 2 is followed currently through class 'Circle Time' discussions when pupils have the opportunity to discuss personal issues and the need for rules in the school community. The programme of work for Years 3 to 6 is taught to them as an assembly by the co-ordinator. However, given the wide range of stages of development between pupils and the level of understanding needed to appreciate the content fully, such organisation does not ensure that the needs of all pupils are appropriately met. This limits the attainment and achievement of some pupils and particularly the youngest Year 3 pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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