

# INSPECTION REPORT

## **DANESHOLME JUNIOR SCHOOL**

Corby

LEA area: Northamptonshire

Unique reference number: 122104

Headteacher: Martin Holmes

Reporting inspector: Tim Boyce

20932

Dates of inspection: 26<sup>th</sup> – 28<sup>th</sup> March 2001

Inspection number: 187274

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Danesholme Junior School Motala Close Corby Northants
Postcode:	NN18 9DT
Telephone number:	01536 741657
Fax number:	01536 742281
Appropriate authority:	The governing body
Name of chair of governors:	John Abernethy
Date of previous inspection:	04/03/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20932	Tim Boyce	Registered inspector
9056	Val Cain	Lay inspector
27568	Midge Davidson	Team inspector
8252	John Wright	Team inspector

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 10</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>11 - 15</b>
 <b>WHAT COULD BE IMPROVED</b>	 <b>16</b>
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>17</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>18 - 21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Danesholme Junior School is a much larger than average school, providing full time education for 428 pupils aged from 7 to 11 years. The school lies on the Danesholme Estate, on the western side of Corby. Pupils come from all over Corby, but the majority live close to the school. The school receives additional support from central government as it is in an area designated as an Education Action Zone.

Less than 1 per cent of pupils come from other ethnic backgrounds, which is much lower than average and only five pupils have English as an additional language. The social and economic circumstances of the majority of parents are average. Just under three per cent of pupils in the school are eligible for free school meals, which is much lower than average. An average percentage of pupils, (21.8%), is included on the school's register of special educational need. The great majority of these have minor learning difficulties. The percentage of pupils with a statement of special educational needs (1.2%) is broadly average. Assessments administered by the main feeder infant school at the age of seven indicate that there is a wide range of attainment on entry, but that a higher than average proportion of pupils attain good standards in English, mathematics and science.

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

This is a very good school, with many very significant strengths and a few minor areas for improvement. Pupils achieve well above average standards in English, mathematics and science. Standards in most other subjects are much higher than average. The quality of teaching is very good. The management of the school is very good, whilst the leadership provided by the head teacher, his deputy, the governors and other senior staff is excellent. Given the attainment of the majority of pupils on entry, the very good teaching, excellent management and the very good progress achieved, the school provides very good value for money.

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

- Standards in English, mathematics and science are much higher than average.
- The excellent provision for information and communication technology (ICT) helps pupils to make excellent progress and to achieve above average standards.
- The provision for religious education (RE) is very good. It effectively supports the spiritual development of pupils.
- Standards in design and technology (DT) and art and design are very high.
- The quality of teaching and learning is very good and is much better than is usually found.
- The leadership and management provided by the head teacher, the deputy, the governing body and key staff is excellent.
- The very good provision for pupils' social and moral development and the excellent procedures for promoting and monitoring good behaviour result in pupils' very positive attitudes, excellent relationships and their exemplary behaviour.
- The quality, range, richness and relevance of the curriculum are very good.

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

- Procedures for promoting and celebrating good attendance.
- The quality of the school's provision for multi-cultural education.
- Teachers' marking does not always give pupils enough information about how well they have done and what they need to do to make their work better.
- The range of extra-curricular activities is too limited, particularly for younger pupils.
- Teachers do not always plan work which provides sufficient challenge for the most able.

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

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

The school was last inspected in March 1996 when it was judged to provide a good quality of education. Improvement since the last inspection has been very good and the school is well placed to sustain this

development. There have been significant improvements in standards of reading, which are now very good. Assessment procedures are also much improved and are now judged to be good overall. No unsatisfactory teaching was observed during the inspection and the overall quality of teaching and learning is now very good. The head teacher, the deputy and senior managers have clearly defined roles and the quality of the leadership they provide the school is judged to be excellent. The school development plan is a good quality document that details the schools mid and long-term aims and clearly identifies the financial and staffing implications. Satisfactory progress has been made in providing opportunities for pupils to be more independent in their learning, and the school is aware that more can be done to improve this aspect. The school's provision for collective worship is satisfactory and meets statutory requirements.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	C	E	A	B
Mathematics	A	B	A	B
Science	A*	B	A	A

<b>Key</b>	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

The National Curriculum assessments administered in 2000 indicated that, when compared with the national average, standards were well above average in English, mathematics and science. When compared with similar schools (those with up to 8 per cent of pupils' eligible for free school meals), results were well above average in science and above average in English and mathematics, with almost twice as many pupils than average achieving the higher Level 5. Trends over time show that standards dipped in 1999, particularly in English, but this was expected and the school has provided clear evidence that indicates that this cohort contained a significant proportion of pupils with special educational needs. The school sets and achieves appropriate targets for its attainment in English, mathematics and science. Levels of achievement are very good and all pupils are working to their potential with the exception, in some classes, of the most able. Pupils with special educational needs make very good progress and the majority achieve the national expectation. Pupils who have English as an additional language achieve similar standards to their peers.

Inspection evidence indicates that standards are above average overall in English, with pupils achieving well above average standards in listening and reading. Standards in mathematics and science are judged to be well above average. Pupils are making very rapid progress in ICT and the majority achieve standards that are higher than those usually found. Standards in art are well above the national expectation. Standards in all other national curriculum subjects are much higher than the national expectation, except music, where standards are in line with the national expectation. Standards in RE are good and exceed the expectations of the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and most say that they enjoy coming to school. They work very hard and take great pride in what they do. They are proud of what they are achieving. They are confident that they are doing well.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school. Pupils know how to behave and take care to live by the rules.
Personal development and relationships	Pupils' personal development is good and they take responsibility and use their initiative well when suitable opportunities are presented. Relationships

	between pupils and between staff and pupils are excellent, and are a major strength of the school.
Attendance	Attendance is average.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	Very 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 overall quality of teaching is very good and is a major strength of the school. All of the 34 lessons seen during the inspection were satisfactory, or better, of which nine per cent were satisfactory, 41 per cent good, 44 per cent very good and 6 per cent excellent. This is a much higher proportion of very good and excellent teaching than is usually found. The skills of literacy and numeracy are taught very effectively.

A particular strength of the teaching is the management of pupils, which is excellent, and is based on mutual respect and trust. Teachers have very good subject knowledge and this leads to clear planning and very structured teaching of skills and concepts, ensuring the pupils' understanding. All pupils learn very effectively in the rich and stimulating learning environment created by teachers. Great care is taken to display pupils work so that they feel that their efforts and contributions are valued.

The school makes very effective use of the specialist teaching skills of staff with particular subject expertise, both within year groups and across the school. The impact of the specialist teacher of ICT is very significant. Enabling him to work with each class in the computer suite, alongside the class teacher, has resulted in pupils learning a good range of ICT skills. It has also helped improve the subject expertise of other teaching staff.

Boys and girls achieve similar standards and all pupils make very good progress irrespective of their ethnicity, prior attainment or social circumstance. The school is aware of the need to continue to improve its provision for its most able pupils. Teaching does not always provide sufficient opportunities for pupils to work independently, but this is often due to the physical constraints of the building.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets statutory requirements and the school provides a rich and relevant education to all its pupils. Great care is taken to present information in meaningful units, with all subjects playing an effective part. The use of literacy, numeracy and ICT across the curriculum is a major strength of the provision. Pupils regularly take part in residential visits, but the range of extra-curricular opportunities is limited mainly to sport and is restricted to older pupils.
Provision for pupils with special educational needs	Very good. Pupils make similar progress to their peers, often achieving standards that are in line with the national expectation. The quality of support is very good, both in-class and in withdrawal groups.
Provision for pupils with English as an additional language	Very good. Pupils make similar progress to their peers. Pupils make such good progress that during the inspection no specific support was required.



Provision for pupils' personal, including spiritual, moral, social and cultural development	The quality of the overall provision is very good. Within that, the provision for social and moral development is very good and makes a very positive impact on pupils' attitudes, behaviour and personal development. Spiritual development is good and is effectively supported by work in RE and planned opportunities in a range of subjects that includes geography, history and art. The contribution made by assemblies and corporate acts of worship is satisfactory. Pupils have a good knowledge of their own and other Western European cultures, but they have limited opportunities to gain a clear understanding of the diversity and richness of other world cultures.
How well the school cares for its pupils	The overall quality of care provided by the school is very good. Procedures for child protection are very well established and those for monitoring and promoting good behaviour and for eliminating oppressive behaviour and/or bullying are excellent. Assessment procedures are good overall, but in some classes teachers' marking does not help pupils to know how well they have done and what they need to do to improve their work. The school does not currently have formal procedures for promoting good attendance.
How well the school works in partnership with parents	Parents have very positive views about the school and are very pleased with the standards that their children achieve. They support the school by ensuring that the homework set in class is completed, for example. A small number of parents help out in school. Parents greatly appreciate the school's open door policy and are generally happy with the information provided for them about the progress their children are making. Written reports to parents are satisfactory overall, but do not always clearly indicate how well pupils have done in each subject and what they need to do to improve.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. The leadership and management provided by the head teacher, the deputy and other key staff is excellent and gives the school a very clear direction. The head teacher has very high expectations and a very clear vision that is shared with staff, pupils and parents, to excellent effect. Staff work together very effectively as a team and morale is very high.
How well the governors fulfil their responsibilities	Excellent. Governors are kept very well informed and play a full and active part in the strategic management of the school. They meet all their statutory responsibilities and, with the head teacher and staff, provide the school with enlightened and forward looking management. The decision to fit cabling for two computers in each classroom exemplifies their commitment to achieve their stated aims.
The school's evaluation of its performance	Very good. The senior management team has a very clear appreciation of the strengths and relative weaknesses of the school and is very willing to tackle any areas identified for improvement. The head teacher and the deputy monitor the work of the school very carefully. Subject co-ordinators work very hard and are generally very effective, but many would appreciate more regular opportunities to monitor the quality of teaching, and standards, and to share best practice in year groups other than the one in which they work.
The strategic use of resources	The strategic use of resources is excellent. Financial management is excellent and great care is taken that all available resources are channelled

	<p>to support the main initiatives identified in the school improvement plan. The school makes excellent use of specialist staff and resources and makes very good use of the limited accommodation available. The principles of best value are applied to very good effect.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That their children enjoy coming to school</li><li>• The progress made and the standards achieved</li><li>• The attitudes and behaviour promoted by the school</li><li>• The quality of the teaching</li><li>• The school's open door policy</li><li>• The high expectations of all staff</li><li>• The way the school is led and managed</li><li>• The way the school helps their children to become sensible, mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The consistency with which homework is set</li><li>• How well they are informed about how well their children are getting on</li><li>• How closely the school works in partnership with parents</li><li>• The range of out of school activities provided, particularly for younger pupils.</li></ul>

The inspection team agrees with all the aspects identified by parents as strengths. Of the areas identified by a small number of parents as areas for improvement, the team feels that an appropriate amount of homework is set, and that the school is effective in working in partnership with parents. It is judged that the overall quality of information for parents is good, but that written reports to parents do not always provide sufficient information about how well pupils are doing and what they could do to improve. The team agrees that there is a limited range of extra-curricular activities, particularly for younger pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards in English, mathematics and science are much higher than average.**

1. The teaching of literacy is very good and standards in English are good overall. They are good in speaking and writing and very good in listening and reading. Listening skills are very well developed and pupils are always very attentive, gaining maximum effect from their lessons. Reading skills are also very well developed and pupils read a range of interesting and exciting texts with accuracy, fluency and very good understanding. The National Literacy Strategy has been implemented very effectively and pupils produce a range of good quality writing for a range of purposes, as for example when pupils in Year 6 presented well-founded arguments for and against vivisection. Pupils in Year 4 classes have produced some very interesting work on character analysis, whilst pupils in Year 5 are developing their skills of persuasive writing when writing letters. Pupils are given many very good opportunities to apply and refine their literacy skills in a whole range of subjects. Pupils in Year 6 have written detailed and well-considered play scripts linked to their work in history and have produced very effective personality profiles that are illustrated to very good effect by relief self-portraits in clay. Work in English is very effectively promoted through ICT and all pupils make regular use of word processing programs. Some of this work is presented very attractively in the form of newspapers.
2. Pupils learn very effectively and standards in mathematics are well above the national average. Teachers have implemented the National Numeracy Strategy very effectively and they make very good use of resources such as number cards and games to enable pupils to develop their skills of mental arithmetic. Most pupils in Year 6 have very good mental arithmetic skills and can calculate quite complex problems quickly and accurately. A variety of very effective methods are used to effectively illustrate new mathematical concepts and this helps pupils to understand what they have been taught. Pupils in Year 3 have a very detailed knowledge of fractions and most can explain clearly, for example, why fractions such as two eighths and one quarter are equivalent. Pupils are encouraged to explain their own methods of carrying out calculations and older pupils take responsibility for their own learning when they select their mental maths questions when using mathematical based ICT applications.
3. Standards in science are well above average because the curriculum is very carefully planned and structured into logically sequenced teaching units. This ensures that pupils not only learn essential scientific facts, but know how to apply them. Teachers discuss these units of work in their year groups and plan how they can be presented to their pupils. As a result parallel classes are taught the same scientific knowledge very successfully but in slightly different ways which are effectively matched to the needs of particular groups of pupils. Pupils develop a very good knowledge of the subject matter because teachers have a good level of understanding of the scientific concepts they are teaching. This enables them to explain potentially difficult aspects of the science curriculum well and to plan activities that both check pupils' existing knowledge and extend their understanding. Teachers make very good use of carefully phrased questions that accurately assess the progress being made. The teacher of a Year 3 class did this very skilfully, for example, to help pupils understand the need to be very precise when developing a fair test to measure the strength of paper bags made from different types of paper. Her questions focused the pupils on the potential impact of their decisions and helped improve and refine their learning.

#### **The excellent provision for information and communication technology (ICT) helps pupils to make excellent progress and to achieve above average standards.**

4. The school makes excellent provision for the teaching of ICT and, as a result pupils make excellent progress and achieve standards that are better than those usually found. The school has invested a lot of time and money in ensuring that pupils are not only given very good opportunities

to develop their skills in ICT, but are provided with a range of meaningful situations in which they can apply their newly found skill.

5. The secret of the school's success in this area is the availability of sufficient good quality resources and the quality of staff. The school, like many others, has a very well equipped ICT suite, equipped with a suitable number of modern computers that provide complete access to the full range of applications, including use of the internet. In addition to the computers in the IT suite, each classroom contains a similar machine, with cabling already in place to add a second. This gives pupils very good opportunities in the classroom to practice and apply the skills they have learnt in their weekly lessons.
6. However, what makes the big difference is the investment made by the school in a full time specialist ICT teacher who not only teaches the subject to an exceptionally high standard, but maintains all the equipment in tip-top condition. Each pupil receives a minimum of one hour per week of very high quality tuition in the ICT suite from a very skilled subject specialist who plans a carefully sequenced set of lessons for each age group and then delivers this programme whilst working alongside the class teacher. In this way, pupils and staff develop their skills at the same time and are confident to apply their knowledge in a range of meaningful opportunities across the curriculum.
7. The specialist teacher has excellent subject knowledge and is able to tailor work so it effectively supports less able pupils, whilst effectively challenging those with higher prior attainment. Pupils find his enthusiasm infectious and respond very positively, putting considerable effort into refining their skills and producing work of a very high standard. This was evident in a number of the lessons observed during the inspection, as for example when pupils in Year 4 classes wrote simple programs and procedures to control a screen "robot" as it drew complex geometrical shapes. It was also evident when pupils in a Year 6 class produced complex animated presentations that incorporated a number of interesting effects.

**The provision for religious education (RE) is very good. It effectively supports the spiritual development of the pupils.**

8. Standards of teaching and learning are good. Lessons are varied in content and activities are well designed to take into account the particular needs of pupils. The scheme of work, which is based upon the guidance of the locally agreed syllabus, gives pupils many very good opportunities to establish a high level of knowledge. It also enriches their understanding of what it is like to be a member of a faith community. The supportive atmosphere created in the class room enables pupils to share their feelings and understanding in a relaxed manner.
9. The most effective lessons concentrate upon finding links between faiths and the importance of symbolism. Pupils are effectively encouraged to use their own experiences to discuss the purpose and place of prayer in peoples' daily life and make thoughtful comparisons between major prayers of two faiths. Sensitive approaches to the discussion of difficult issues such as the solemn and joyous events of the first Easter enabled pupils to empathise with the changing emotions of the crowds in Jerusalem at that time. Pupils made very mature responses to the interpretation of what Jesus might have said, and felt, and shared confidently these in lively discussion.
10. Well designed displays around the school celebrate work completed in religious education showing a variety of pictures and writing about angels, Diwali, and artefacts found in a Christian church, for example. The quality of this work illustrates effectively the links created with other subjects, especially, art in the rich and relevant curriculum offered in the school. The quality of provision for religious education and particularly the effective planning, teaching and discussion make a significant contribution to pupils' spiritual and cultural awareness.

**Standards in design and technology (DT) and art and design are very high.**

11. Pupils in the school achieve very high standards in both these subjects. These very high standards are acknowledged and celebrated in the well-displayed work found in all parts of the school. The curriculum for both subjects is very well developed. It addresses all the requirements of the National Curriculum for each subject and also identifies compatible areas of knowledge and experience. These have been incorporated to make a very effective and coherent programme of experiences for pupils as they move through the school. At times the learning is purely art and design, at other times it is design and technology and perhaps, more often, it is a mixture of the two, but at no time are the skills and experiences of either subject disregarded. Both subjects are effectively co-ordinated by teachers who are well informed and are totally committed to their subjects.
12. Teachers ensure that wherever possible learning from other areas of the curriculum is used effectively to support the learning in art and design and design technology and vice versa. Whilst studying ancient Greece pupils in Year 5 made clay pots and painted paper plates which demonstrate a clear understanding of the construction techniques and styles of decoration used in ancient Greece. This approach brings added breadth and relevance to pupils' learning in history, art and design and design and technology. It also helps pupils to understand the context in which artists and craftspeople develop their work.
13. A clear emphasis is placed on skill development in both subjects. Construction skills especially are well developed in design and technology and this enables the older pupils to confidently make complex models such as hand or motor driven toys. In art and design the skills of observational drawing and painting are very well established and this enables pupils to develop an individual drawing and painting style and not to be dependent on stereotypical images.
14. Teachers plan their lessons with care ensuring that high expectations are made of pupils in terms of learning new skills, developing and applying existing ones and producing final pieces of work which are original, well considered and have a very high standard of finish. Teachers also ensure that many lessons are introduced in creative ways that engage the pupils. This was evident in a Year 6 class where the teacher had presented the class with a task based on the work of Degas. Two pupils in appropriate costumes were posed for the class to draw. Pupils were very interested in this task, they were very involved in their work and as a result, the drawings were well observed, confident and of a suitably high standard.
15. Much of the work on display around the school shows how involved the pupils are in their work in both these subjects. Pupils sustain a good standard of working when completing a model or painting. This is demonstrated in the well-developed pastel drawings by pupils in Year 3 of characters from their favourite stories, the consistently tensioned "God's eye" or "dreamcatcher" textile work in Year 5 and the carefully detailed and proportionally correct clay relief figures in Year 6.
16. Another key element in the school achieving high standards in both art and design, and design and technology is the provision of a wide range of high quality materials the pupils may choose to work with. Drawing and construction materials in particular are very well provided for in terms of quality and range. Very good use is also made of ICT to support each subject. In design and technology there are good examples of pupils programming computer based models and in art Year 6 pupils have used a drawing program to create some excellent artwork based on the paintings of Stanley Spencer that have captured the essence of the artist's work without becoming slavish copies.

**The quality of teaching and learning is very good and is much better than is usually found.**

17. The overall quality of teaching and learning is very good and is a major strength of the school. In

all of the 34 lessons seen during the inspection teaching and learning were satisfactory, or better, of which nine per cent were satisfactory, 41 per cent good, 44 per cent very good and 6 per cent excellent. This is a much higher proportion of very good and excellent teaching and learning than is usually found.

18. The very good teaching seen in many classes is based upon several important factors. Firstly, teachers have very good subject knowledge. This means that their explanations are very clear and their questioning effectively builds upon existing knowledge to very good effect. Secondly, they have very high expectations of academic performance that are communicated very clearly to the pupils so that everyone knows exactly what the required standard is. Thirdly, most teachers have excellent relationships with their pupils, which means that in most lessons the pupils want to do their best to please their teachers. Fourthly, most teachers employ a wide range of excellent pupil management techniques that ensure that pupils know exactly what they are meant to do. This was demonstrated very effectively in a Year 6 gymnastics lesson when pupils were required to develop and refine a sequence of movements both on and off the apparatus. Learning was excellent as they listened to the instructions very attentively, behaved impeccably, applied themselves with real purpose and took great pleasure in sharing their sequences with their peers. Movement around the hall was calm, controlled and purposeful and the resulting work was of a very high standard.
19. In addition to the numerous skills of the class teachers, the school makes very effective use of the specialist teaching skills of staff with particular subject expertise, both within year groups and across the school. The impact of the specialist teacher of ICT is very significant. The policy of him working with each class in the computer suite, alongside the class teacher, has resulted in the development of a good range of ICT skills and has helped improve the subject expertise of other teaching staff.
20. Teachers work very hard to create a rich and stimulating learning environment in classrooms and in shared areas. This not only provides pupils with bright and attractive areas in which to work, but demonstrates that teachers value the work of the pupils.
21. The provision for different groups of pupils is very good. Boys and girls achieve similar standards and all pupils make very good progress irrespective of the ethnicity, prior attainment or social circumstance. The school is aware of the need to continue to improve its provision for its most able pupils. Teaching in some lessons is yet to provide sufficient opportunities for pupils to work independently, but this is often due to the physical constraints of the building.

**The leadership and management provided by the head teacher, his deputy, the governing body and key staff is excellent.**

22. The head teacher has a very clear vision of the kind of school he wants Danesholme Junior to be, and the sort of children he wants to emerge after their four years of education at the school. He has communicated this vision very effectively to his deputy, the governing body, the senior management team and everyone else in the school so that there is a common purpose to all of the various activities that take place.
23. Whilst he is relaxed and open in his approach to pupils, staff and parents, the head teacher has very high expectations which he demonstrates by being a very positive role model to both staff and pupils. He also has a dogged determination that will not allow him either to be diverted from his purpose or to accept second best. The deputy, a talented teacher and manager with wide experience of a variety of different situations complements the head teachers' leadership style very effectively and together they form a first rate partnership.
24. Governors are kept very well informed and play a full and active part in the strategic management of the school. They meet all their statutory responsibilities and, with the head teacher and staff,

provide the school with enlightened and forward looking management.

25. The way in which the teaching staff are organised into four year teams, each sharing the planning and delivery of a known and agreed curriculum, is very effective and has many in-built strengths. One of the most significant of these is the highly developed structure of peer monitoring. Each teacher is very well aware that their lesson plan has to be of a sufficient quality to be interpreted and taught effectively by three other colleagues and the quality of the subsequent planning has a very significant influence on teaching and learning. Year teams also meet regularly to monitor outcomes and to agree standards.
26. Subject co-ordinators generally play an effective part in the management of their areas of responsibility, but several of them would welcome regular opportunities to monitor the quality of teaching and learning in other year groups and to share best practice.

**The very good provision for pupils' social and moral development and the excellent procedures for promoting and monitoring good behaviour result in pupils' very positive attitudes, excellent relationships and their exemplary behaviour.**

27. The school has a very positive ethos that is communicated very clearly through the positive role models set by all staff. Expectations of behaviour are very high and since every pupil has a very clear understanding of the way in which they are expected to behave, the school is a calm and harmonious community.
28. The social and moral development of pupils is very effectively promoted in assemblies and acts of worship, in lessons and through various activities in the local community. The school makes numerous generous contributions to local and national charities and the well-established structure of residential journeys makes an enormous contribution to the excellent relationships that are established between the staff and their pupils. In this very positive atmosphere of mutual trust and respect pupils thrive and achieve very high levels of academic and personal development.

**The quality, range, richness and relevance of the curriculum is very good.**

29. The curriculum is broad and contains all the subjects required by the National Curriculum and religious education. It also includes French for pupils in Years 5 and 6. The school ensures that all subjects receive an appropriate amount of time to enable the essential elements of the curriculum to be delivered. Considerable time and effort has been devoted to each subject so that its content and significance can be built into the curriculum as a whole.
30. Teachers undertake shared planning in their year groups which is based on whole school guidance that effectively maps the progression of teaching and learning across the years. This shared planning is then used by individual teachers to prepare their lessons in ways that are appropriate for the pupils in their groups whilst ensuring that essential subject content is covered. In some year groups subject specialists teach the lessons they have planned to each of the classes in turn and make the most of their expertise. These well considered approaches are another factor in securing high standards in a wide range of subjects.
31. The way in which aspects of subjects are combined makes the learning more relevant and teaches pupils that learning is more valid when it crosses the boundaries of a single subject. This also helps pupils to see that learning from several different subjects is combined in different ways when adults are at work. Pupils in a Year 4 class were quite clear about which aspects of their learning would help them most if they became scientists, sports men or women, nurses, or if they worked in a bank.
32. The curriculum has been developed very effectively and has taken the best from traditional good practise and national initiatives. The school has taken care never to abandon what they have



spent time and energy building, monitoring and evaluating. Each time changes were required the successful aspects of the existing curriculum were identified and the new initiatives were scrutinised and evaluated to see how they could be built into what was already working well for the benefit of the pupils. Discussions with subject co-ordinators and an analysis of the school development plan indicates clearly that the curriculum is still evolving and is still very effective in supporting teaching and learning and the achievement of even higher standards.

## **WHAT COULD BE IMPROVED**

### **Procedures for promoting and celebrating good attendance.**

33. Attendance in the school is average. Given the way in which reward systems very effectively underpin the very good behaviour and the high achievements of most pupils, more could be done to promote and celebrate good attendance.

### **The quality of the school's provision for multi-cultural education.**

34. Although pupils have learned about the teachings, celebrations and customs of multi-faith communities in religious education, there are too few opportunities in other areas of the curriculum to extend their understanding of non-European cultures. Some areas of study in music, art and geography enable pupils to gain some limited experience of other cultures, but as yet, pupils are not given sufficient opportunities to understand and celebrate the cultural diversity of British society.

### **Teachers' marking does not always give pupils enough information about how well they have done and what they need to do to make their work better.**

35. Teachers' provide good on-going support to pupils and much very effective assessment is undertaken verbally, during lessons. Effective targets are set in English and pupils work very hard to improve the areas identified. Written marking is completed conscientiously and accurately and good use is made of praise to motivate pupils and to encourage them to try harder. However, in many cases there is insufficient information to tell pupils what it was that made it "good", or "brilliant" and so it is not always possible for them to know how to repeat the good work. In addition, insufficient opportunities are taken to indicate what pupils could do to further improve the standard.

### **The range of extra-curricular activities is too limited, particularly for younger pupils.**

36. The school organises a wide range of residential visits, to various parts of the country. These are greatly enjoyed by the pupils and provide good opportunities for outdoor and adventurous activities and fieldwork associated with geography, for example. Teachers provide pupils in Year 6, and to a lesser extent Year 5, with a variety of mainly sporting opportunities after school, but selection for these is generally by ability. There are insufficient opportunities for the majority of pupils to take part in extra-curricular opportunities across a full range of musical, artistic, or ICT based activities, for example, particularly for pupils in Years 3 and 4.

### **Teachers do not always plan work which provides sufficient challenge for the most able.**

37. Assessment procedures are generally good throughout the school and as a result the work planned by teachers is generally well matched to the individual needs of all pupils, including those with special educational needs and those for whom English is an additional language. Carefully planned extension activities are available in many lessons and these provide additional challenge for higher achieving pupils, but in several of the lessons observed, in a range of subjects, there was insufficient challenge for the small numbers of most able pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) Develop effective procedures for promoting and celebrating good attendance.
- (2) Improve the quality of the school's provision for multi-cultural education.
- (3) Improve the quality of teachers' marking so that pupils are given sufficient information about how well they have done and what they need to do to make their work better.
- (4) Increase the range of extra-curricular activities, particularly for younger pupils.
- (5) Ensure that all teachers plan work for all lessons that always provides sufficient challenge for the most able pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

34

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

34

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	44	41	9	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	428
Number of full-time pupils known to be eligible for free school meals	N/a	12

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	105

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	4

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	19

### *Attendance*

#### **Authorised absence**

	%
School data	5.3
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.1
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 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	49	56	105

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	42	42	47
	Girls	54	51	55
	Total	96	93	102
Percentage of pupils at NC level 4 or above	School	91 (60)	89 (71)	97 (81)
	National	75 (70)	72 (69)	85 (78)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	41	43	44
	Girls	48	50	51
	Total	89	93	95
Percentage of pupils at NC level 4 or above	School	85 (71)	89 (76)	90 (82)
	National	70 (68)	72 (69)	80 (75)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	423
Any other minority ethnic group	1

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

***Exclusions in the last school year***

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

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

***Teachers and classes*****Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	18.7
Number of pupils per qualified teacher	23
Average class size	26.75

**Education support staff: Y3 – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	192

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
--------------------------------	-----

***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	670,175
Total expenditure	670,792
Expenditure per pupil	1590
Balance brought forward from previous year	59,846
Balance carried forward to next year	59,211

*FTE means full-time equivalent.*

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	426
Number of questionnaires returned	277

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	1
My child is making good progress in school.	59	39	1	0	1
Behaviour in the school is good.	60	37	1	1	1
My child gets the right amount of work to do at home.	36	48	12	3	1
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	43	42	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	1	1
The school expects my child to work hard and achieve his or her best.	73	25	1	0	1
The school works closely with parents.	41	45	10	2	2
The school is well led and managed.	66	30	1	1	2
The school is helping my child become mature and responsible.	60	38	1	0	1
The school provides an interesting range of activities outside lessons.	29	36	19	7	9