

# INSPECTION REPORT

**Conisbrough Balby Street Junior and Infant School**

Denaby Main

LEA area: Doncaster

Unique reference number: 106738

Headteacher: Mr Ian Henderson

Reporting inspector: Steve Bywater  
18463

Dates of inspection: 13<sup>th</sup> and 14<sup>th</sup> March 2000

Inspection number: 188938

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Craggs Road  
Denaby Main  
Doncaster

Postcode: DN12 4DX

Telephone number: 01709 862640

Appropriate authority: The governing body

Name of chair of governors: Reverend R Davies

Date of previous inspection: June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the community of Denaby Main and part of Conisbrough on the outskirts of Doncaster. Unemployment in this once thriving coal mining area is high but the area is at the heart of the Dearne Valley Regeneration Project and there are signs of improvement.

Conisbrough Balby Street Primary School is an average sized school with 181 pupils in the main school (105 boys and 76 girls) and an additional 50 part time pupils in the nursery class. The nursery class provides part time education for children of the local area, not only for pupils who will transfer to the main school at compulsory school age. Many pupils transfer to other schools closer to their home by the age of five.

The school is smaller than it was at the time of the previous inspection and is currently under subscribed. Although many pupils live close to the school, around 60 per cent of pupils are from outside the catchment area. The general attainment of pupils on entry to the reception class is below the national and local education authority average but includes the full range of attainment from well above to well below average. Seventy two pupils are entitled to free school meals, which equates to 36 per cent of full time pupils. The proportion of pupils registered for free school meals is above the national average. Four pupils are from ethnic minority groups and no pupils speak English as an additional language. Of the 54 pupils on the special educational needs register, 6 pupils have a statement of special educational need.

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

This is a good school whose strengths by far outweigh the weaknesses. Its strengths lie in the quality of teaching throughout the school and an exciting curriculum in Key Stage 2 where pupils achieve high standards when compared with similar schools. There is good leadership and management of the school and the school provides good value for money.

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

- When compared with similar schools, standards at the end of Key Stage 2 are well above average in English, mathematics and science.
- Teaching throughout the school is good overall and pupils make good progress.
- A broad, balanced and relevant curriculum is taught well at Key Stage 2.
- There is very good provision for pupils with special educational needs.
- Provision for pupils' personal, moral and social development is very good. Spiritual and cultural development are good.
- Pupils have very good attitudes and behave very well. There is a good atmosphere for learning.
- Leadership of the headteacher is good and there is clear educational direction.

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

- At the end of Key Stage 1 the standards in religious education are too low.
- The school does not set individual targets for pupils and as such assessment is not fully guiding planning.
- Some subject coordinators have insufficient opportunity to monitor what goes on outside their own classroom or key stage.
- Governors do not have formal procedures for monitoring the quality of education provided, evaluating progress towards meeting targets of the school development plan or using principles of best value.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed satisfactorily since its last inspection in June 1996. For example, it has been successful in improving the school development plan so that it takes a longer term view of the aims and direction of the work of the school and the aims of the school are now more explicit. The positive atmosphere for learning and a commitment to high achievement have been maintained. Standards have risen since the last inspection. For example, the proportion of pupils attaining higher levels in writing has improved significantly at the end of Key Stage 1 and standards in Key Stage 2 are the highest they have ever been. There have been good recent developments in the school's provision for teaching information technology. Health and safety issues which were identified during the last inspection have been dealt with well. The school has not been totally successful in establishing criteria by which the school can evaluate its success in meeting targets set in the school development plan. The subject coordinators and the governing body still do not play an active enough role in monitoring and evaluating provision.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	C	A	well above average      A above average            B average                      C below average            D well below average      E
mathematics	E	C	B	A	
science	C	A	B	A	

In the 1999 national tests for 11 year olds, pupils' attainment in mathematics and science was above the national average and in English attainment was close to the national average. When compared with similar schools, pupils' attainment was well above average in English, mathematics and science. In the 1999 national tests for seven year olds, standards were close to the national average in reading and mathematics but below the national average in writing. When compared with similar schools, attainment was well above average in reading and writing and above average in mathematics.

On entry to the nursery class children's overall attainment is below average but includes the full range of attainment from well below to well above average. Evidence shows that a significant proportion of higher attaining nursery children do not transfer to the reception class but go to schools closer to their home. By the age of five, attainment is below what is usual at that age in language and literacy but average in mathematical understanding and the other areas of learning. Pupils make good progress in Key Stage 1 but the current group of children in Year 2 has a high proportion of pupils on the special educational needs register. Since there are fewer pupils in the class and around 30 per cent of pupils are on the special educational needs register, it is no surprise that standards are below average in English and mathematics despite pupils' good progress. In the current Year 6, standards are above average in reading, mathematics and science, but writing is average. Many pupils also attain highly in art, design and technology, geography and history. Some good work was also seen in physical education lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate well and have well developed work habits. They are interested in their work and fully involved in the life of the school. They cooperate well and help adults and each other.
Behaviour, in and out of classrooms	Pupils' behaviour is very good throughout the school day. The school is calm and orderly. Pupils are very polite and courteous
Personal development and relationships	Personal development is good. Pupils are encouraged to work independently. They value and welcome responsibility and show a high level of self-discipline. Relationships are very good.
Attendance	Satisfactory. Pupils arrive punctually and enjoy coming to school

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall, the teaching is good. Seventeen lessons were observed and of these sixteen were good and one was very good. The quality of teaching of children under five in the nursery and reception classes is good. The teachers provide a carefully prepared environment with well-chosen resources and activities that are matched to their abilities.

Teaching is also good in Key Stages 1 and 2. In many lessons throughout the school, but especially at the end of Key Stage 2, teachers extend pupils' learning with confidence and flair. The teaching of numeracy and literacy is effective in all classes and most teachers develop pupils' writing well across the curriculum. All teachers have warm and supportive relationships with pupils. They manage pupils very well and ensure that very little time is wasted. Good use of resources and very good educational visits help to keep pupils motivated and interested. Teachers' skills in questioning are often very good. Homework is given regularly in literacy and numeracy, including reading, spelling and letter sounds and learning of multiplication tables. It is becoming more systematic in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Overall the curriculum is broad, balanced and relevant to the pupils' needs and interests. The curriculum in Key Stage 2 is much broader and more exciting than at Key Stage 1. Educational visits are used very effectively to enhance pupils' knowledge and understanding.



	The curriculum becomes more relevant to pupils due to the very good inter-linking of subjects. Booster classes and additional support for literacy funded by the Single Regeneration Budget funding are effectively raising standards.
Provision for pupils with special educational needs	Very good. Pupils receive very good support from within school and from outside agencies. Detailed individual education plans are reviewed regularly and enable pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' moral and social development is very good. Staff provide very good role models and effectively promote pupils' understanding of the principles which govern conduct and behaviour in school and the wider world. Pupils' spiritual and cultural development is good. Pupils develop a very good understanding of their own culture through subjects such as history and art but pupils' understanding of other cultures is not as well developed.
How well the school cares for its pupils	Generally satisfactory. Very good procedures for promoting good behaviour. There is good analysis of national test results and this identifies specific strengths and weaknesses. The use of data to provide individual targets for pupils is yet to be developed. Assessment in many subjects lacks precision.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well. The school ethos strongly supports learning. All staff are committed to the school and raising standards. Although staff work as an effective team, coordinators do not systematically monitor the quality of education and standards outside of their own classroom.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors recognise the strengths of the school well and are very supportive. They do not however, take an active role in monitoring the school's performance. There is very little evidence that best value has been a governors' priority when considering expenditure.
The school's evaluation of its performance	The school has evaluated its performance satisfactorily. It has successfully identified strengths and areas of development and has used the information well in drawing up the school development plan. However, the progress towards meeting the targets set in the school development plan is not formally monitored and evaluated at governors meetings.
The strategic use of resources	Overall the school's spending reflects the educational priorities and these are well supported by careful financial planning. Good use is made of resources and support staff make a substantial contribution to pupils' learning.

## 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>• Children like school and they make good progress.</li><li>• The teaching is good.</li><li>• Behaviour is good.</li><li>• The school works closely with parents and parents are kept well informed about how their child is getting on.</li><li>• They feel comfortable about approaching the school with questions or a problem.</li><li>• The school is well led and managed.</li><li>• The school is helping my child become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The amount and range of extra-curricular activities.</li></ul>

This table takes account of the views of three parents attending a meeting held with the registered inspector prior to the inspection and 71 returned questionnaires. The inspection team agrees with the positive views of parents and considers that extra-curricular provision, particularly sporting and musical activities, is limited but educational visits are used well to support the curriculum.

## **PART B: COMMENTARY**

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

**When compared with similar schools, standards at the end of Key Stage 2 are well above average in English, mathematics and science.**

1. Results of the 1999 end of Key Stage 2 National Curriculum tests in English show that standards were in line with all schools nationally and well above when compared to similar schools. The percentage of pupils attaining the expected level or above was below the national average whilst the percentage of pupils attaining the higher level was close to the national average. In mathematics and science, pupils' attainment was above the national average and well above average when compared to similar schools. The percentage of pupils attaining the expected and higher level in mathematics was above the national average. In science the percentage of pupils attaining the expected level was close to the national average whilst the percentage attaining the higher level was above the national average. Boys outperformed girls in English, mathematics and science significantly last year but this was expected from the particular group of pupils and no trend is apparent. There has however, been a good improvement at Key Stage 2 over the past four years and an improvement since the previous inspection when standards overall were in line with those expected nationally. The improvements are due to a rigorous analysis of test results, realistic target setting, the implementation of the National Numeracy, Literacy Strategies, booster classes for pupils in Year 6 and the introduction of a well defined classroom monitoring process. These procedures have resulted in good quality teaching and learning.

2. Attainment in the 1999 national tests for seven year olds showed standards at the end of Key Stage 1 were broadly in line with the national average in reading and mathematics and below average in writing. Teacher assessment indicated that standards in science were above average. The percentage of pupils attaining the higher levels in reading, mathematics and science was well below the national average whilst an above average percentage of pupils attained the higher level in writing. Compared with similar schools standards were well above average in reading and writing and above average in mathematics.

3. Inspection evidence shows that the percentage of pupils in Year 2 likely to achieve the national expectation in English and mathematics is below average. This is due to an unusually high proportion of pupils with special educational needs (currently around 30 per cent of the class). At Key Stage 2, pupils are above average in English, mathematics and science. By the time they leave school standards are also above average in art, geography and history. Some good work was also seen in physical education. Pupils' attainment in information technology, design and technology and music is average and in religious education pupils meet the requirements for eleven year olds as stated in the locally agreed syllabus. A small number of pupils with special educational needs are attaining the expected levels in all subjects but overall their attainment is below average. Standards are suitably high and the school is well on course to achieving the targets it set for English and mathematics for the Year 2000.

**Teaching throughout the school is good overall and pupils make good progress.**

4. Overall, the teaching is good. Teaching was good in 16 of the 17 lessons seen and very good in the other. The high quality of teaching, which was recognised at the time of the last inspection, has been maintained.

5. Teachers' subject knowledge is good in most subjects. The teaching of literacy and numeracy skills is good. Teachers have a good understanding of the National Literacy and Numeracy Strategies. In literacy lessons, teachers use challenging, well-chosen whole class texts to interest and involve pupils. Teachers use resources well in numeracy lessons and in paced mental mathematics sessions pupils show high levels of interest and are keen to achieve at speed. In the well-managed plenary sessions, teachers effectively reinforce the learning objectives and evaluate pupils' progress. A weakness is when some pupils in Key Stage 1 spend too long completing lists of sums unnecessarily into their exercise books and this prevents them from making better use of time and achieving a higher level of learning.

6. A good feature of teachers' planning is the use of links between subjects. Pupils are given opportunities to apply their knowledge, skills and understanding, and to realise that learning can be fun and not an isolated experience. Literacy skills are promoted very well in Key Stage 2 through subjects such as history and religious education but this is less well done in Key Stage 1. There is also good evidence of information technology being used to enhance the work in mathematics and science. For example, pupils have drawn graphs and charts and used sensor technology to plot temperature changes. However, although attainment in information technology is satisfactory, teachers miss opportunities to develop pupils' information technology skills, for example through drafting and redrafting work at the end of Key Stage 1.

7. Teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their achievements. Teachers have high expectations of their pupils and use praise and encouragement regularly to enthuse and motivate them. All teachers manage and control pupils well. Most teachers give thorough explanations of the tasks pupils are expected to do. Their skills in open-ended and probing questioning are often very good and challenge pupils' thinking. Pupils respond enthusiastically and know that their contributions are valued. They are enthusiastic in their responses and expand on their answers fluently.

8. Teachers set realistic and challenging targets for pupils and learning objectives are clear and described in the short-term planning. In many lessons, teachers communicate the objectives to the class at the beginning of the lesson so that pupils are focused. They work conscientiously to provide interesting starting points, for example visits and visitors to motivate and engage pupils in their learning. Teachers successfully balance whole class teaching with opportunities for enquiry, and for pupils to work independently and co-operatively. The different strategies for the organisation of groups and classes provide opportunities for pupils to demonstrate their progress and to refine and enhance their work. Pupils are given opportunities to solve problems, handle materials and use and enhance their skills and knowledge. Classrooms are well organised and good quality displays in all classes and around school reflect the diverse and rich curriculum. Teachers and educational support staff are enthusiastic and highly committed to the school, its work and its pupils. They all work well together, sharing values and a common sense of purpose and thus making significant contributions to the achievements of pupils.

9. Homework is always appropriate and supports pupils' learning. Eighty per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils and there are effective booster class sessions to help in raising standards. The high teacher to pupil ratio in the booster class means that teachers can concentrate on developing pupils' strategies to solve problems and increase their understanding.

**A broad, balanced and relevant curriculum is taught well, especially at Key Stage 2.**

10. The quality and the range of opportunities for learning provided by the school for all of its pupils are good. The curriculum is broad and balanced and relevant to the ages and interests of its pupils but is better at Key Stage 2 than Key Stage 1. This is because there is a substantial, though very appropriate concentration on the teaching of English and mathematics in Key Stage 1, which limits the time spent on other subjects. The curriculum meets the statutory requirements of the National Curriculum in all subjects including religious education. There are strengths in the curriculum in science, art, geography and history and this contributes towards pupils' above average attainment in these subjects. There are weaknesses in the planning and organisation of the curriculum for some aspects of religious education in Key Stage 1 and early Key Stage 2 classes where insufficient emphasis is given to faiths other than Christianity. In the planning of the curriculum, some subjects, for instance art, history and literature and music and geography are linked together in a meaningful way for the interest of the pupils. Information technology is used satisfactorily to support other subjects, for example through using the CD ROM to research about Louis Pasteur in science and through using an art program to draw lilies. However, there are weaknesses in using spreadsheets and simulation programs.

11. The school has good, effective strategies for the teaching of the basic skills in both literacy and numeracy. It implements both the National Literacy and Numeracy Strategies successfully and plans for them well. The school has a well-developed scheme of work for English and a planned programme of staff training supports the English and mathematics curriculum well. Schemes of work in many subjects have been recently reviewed and the school is moving towards the use of current guidance from the Qualifications and Curriculum Authority (QCA) for most of them.

12. The school makes satisfactory planned provision for pupils' personal, social and health education. This is supported by a sound health education policy with planned key themes for each year group appropriate to their age and development. The school has a policy for the teaching of sex education and pupils are informed of the dangers of drug misuse. An impressive feature of the school's curriculum is the special effort to develop a sense of citizenship. This can be seen through the work produced following the annual visit to London, particularly the Houses of Parliament, as well as through their business enterprise work and studies within the local community, for example at a local supermarket.

**There is very good provision for pupils with special educational needs.**

13. All pupils, including those with special educational needs and statements of special educational needs, have full access to the curriculum.

14. The provision for pupils with special educational needs is very good. Pupils with special educational needs are identified early and they receive very good support in their learning. Individual education plans for pupils on stages 2 to 5 of the Code of Practice\* are well prepared with a good level of detail. Time scales are always clearly stated to ensure that targets are met in the shortest time possible and they are updated frequently. The school has strong links with the outside agencies who

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\* Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5 which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stage 3, 4 and 5 involve external specialists as well as staff within the school.

provide good support for pupils with special educational needs throughout the school. Parents of pupils with special educational needs are kept well informed of their child's progress.

15. Regular additional literacy support is given to a significant number of pupils in Years 3, 4 and 5 to boost their learning; the school makes good use of the funding from the Single Regeneration Budget to support this. Effective additional teaching is provided for pupils in Year 6 in booster classes which are held after school and are raising pupils' attainment in literacy and numeracy.

16. Teaching of pupils with special educational needs is good. Pupils with special educational needs receive both in-class support and support through withdrawal of groups. Teachers match pupils' work carefully to meet their individual needs and ensure that they make the best possible progress.

17. Issues relating to special educational needs are managed well by the special educational needs coordinator. She maintains records appropriately, oversees early identification, ensures regular communication with staff and governors, monitors records, communicates with parents, organises review meetings when required, and maintains and updates the special needs register.

**Provision for pupils' personal, spiritual, moral and social development is very good.**

18. Provision for the spiritual, moral, social and cultural development of pupils is very good overall and maintains the positive features which were reported at the time of the last inspection. The school is particularly successful in promoting pupils' moral and social development.

19. Teachers successfully create an environment where pupils' contributions are valued. Within the daily act of collective worship pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection. This contributes well to the good provision for spiritual development. In religious education pupils learn about a greater being and in studies of the world's major religions pupils in Key Stage 2 learn about prayer and its importance. In Year 6 pupils write very moving accounts in history. For example, they write about a First World War battle and empathise with the feelings of the soldiers and also write accounts of the feelings of Second World War evacuees. In some classes the pupils are given opportunities to write their own prayers and they show sensitivity when considering the plight of flood victims in Mozambique. Although there are some opportunities to develop a sense of spirituality in lessons, these are not overtly planned.

20. Pupils' moral development is very good. Pupils are taught to know right from wrong and to behave well. The school's moral code is consistently promoted by staff and is recognised and respected by the pupils. The school lays an emphasis on developing self-discipline. Pupils are given opportunities to be involved in making rules for their classrooms. Staff and pupils are aware of the importance of kindness and good behaviour. Pupils are effectively rewarded for good behaviour and unacceptable behaviour is dealt with sensitively and promptly. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take.

21. Provision for pupils' social development is very good. Older pupils have appropriate opportunities to exercise responsibility. For example, they assist with collective worship arrangements and carry out a variety of administrative tasks. The staff act as positive role models for pupils through their good example. It is refreshing to see staff and pupils share assemblies and collective worship together. Pupils are expected to be polite and courteous. Participation in a limited number of extracurricular activities such as the guitar and recorder lessons, matball and football plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work

as a team, and to mix with other children and adults from within the school. However, parents and pupils alike express a desire for more extra-curricular activities and especially for competition with other schools. A very supportive Parent Teacher Association organises a number of events which are well attended by adults and children. The school actively encourages pupils to support and take care of others both personally and through supporting charities. Assemblies also help to promote pupils' social development well, for example an assembly on Commonwealth Day reminds pupils of the need to support poorer countries. Pupils are also encouraged to appreciate and take care of the environment by considering how they can reduce waste. A good range of trips outside school for example to London, promotes their social development. Pupils with special educational needs receive good support and their progress is effectively monitored through clear and detailed individual education plans. They are harmoniously and effectively integrated into mainstream lessons; this is a success of the school.

22. Overall, provision for pupils' cultural development is good. The school provides many opportunities for pupils to find out about and appreciate their cultural heritage. Consequently pupils' awareness of their own cultural traditions is very good. Pupils benefit from numerous trips to places of local interest such as the River Don and Conisbrough Castle and further afield, for example Eden Camp Museum and Whitby Abbey. Impressive work in Year 6 history saw pupils using local census returns to show how the area used to be. Pupils' appreciation of the diversity and richness of other cultures is satisfactory. In religious education lessons, pupils in Year 6 demonstrate a limited awareness of other faiths and cultures. For example they learn about customs, festivals and celebrations such as Hanukkah and Eid. However, the wider multi-cultural aspect is not as well developed in other classes in school. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Greece, Rome and Egypt. Cultural experiences include pupils experiencing the music and art work of famous artists such as Holbein, Constable and Monet. However, there is little evidence of pupils experiencing the artwork and music of other cultures. Visits and visitors play a substantial part in promoting pupils' cultural development. For example, poets, musicians and authors have visited the school and pupils have visited a Tudor hall where they dress and act as Tudor children for the day.

**Pupils have very good attitudes and behave very well. There is a good atmosphere for learning.**

23. Overall, throughout school, pupils' behaviour and their attitude to learning is very good. Relationships are also very good. This aspect of school life remains strong. In the nursery and reception classes, children's personal development is good. They arrive happily and ready to take part in the activities. They quickly learn the routines of the classes and are able to make a useful contribution to the success of the day. They are developing in confidence and demonstrating growing levels of independence. They are polite and caring and show sound levels of understanding in a range of situations. Their behaviour and attitudes are positive and this has a significant effect upon their learning. The behaviour and attitude of pupils in Key Stages 1 and 2 is generally very good in and around school. During observed lessons, pupils' behaviour and their attitude to learning was almost always good and sometimes very good. Pupils enjoy coming to school. Many pupils arrive early and are very mature in their approach to school. They have developed very good work habits and settle down to work quickly. From an early age they maintain concentration and apply themselves well to the tasks that are set for them during the school day. For example, in a reception and Year 1 mathematics lesson, pupils thoroughly enjoyed using money and spending it in their pretend toy shop. Most pupils are able to work sensibly on their own and in collaboration with others. For example, in a Year 6 design and technology lesson pupils worked very purposefully, organising their own resources, measuring carefully and discussing their project with others. By doing so they were able to amend their designs to ensure their model was stable. In a Year 3 science lesson about teeth, pupils were keen to discuss their views with each other. Pupils of all ages handle resources sensibly and show appropriate respect for them. The pupils with special educational needs have positive attitudes to their work. They

concentrate and work hard. This has a positive effect on the good progress made both towards personal targets and in lessons.

24. Most pupils are very courteous and well mannered towards their teachers and to visitors. Many entered into conversation with inspectors and held doors open for adults as they moved around school. Relationships in school between pupils and one another, and pupils and adults are generally very good. No anti - social behavior or bullying was observed during the inspection. There are some very good opportunities for pupils to take responsibility for activities in and around school. In addition to normal monitoring duties in all classes, pupils in Year 6 have more responsibility, for example they work the audio equipment that is used in assembly and move furniture around sensibly and without adult direction. Year 6 pupils ran a lucrative business venture and produced a healthy profit for the school through making and selling pizzas. This enterprise involved issuing and selling shares in the business and developed a very good understanding of how businesses work. Such opportunities have a very positive impact on the personal development of pupils.

#### **Leadership of the headteacher is good and there is clear educational direction.**

25. The leadership and management of the school is efficient and effective. This leads directly to the good overall quality of teaching, the very good attitudes and behaviour of the pupils and standards that are well above average when compared with similar schools. The teachers and governors are committed to achieving high standards and have a clear, practical vision of what constitutes high standards in attainment and teaching. The headteacher communicates this effectively through school policies and his day-to-day involvement with pupils, staff, parents and governors. Communication within school is good and everybody has a sense of common purpose. This has been achieved through the regular consultations with staff, governors and parents, and through the headteacher's good knowledge of the strengths and weaknesses of the school.

26. The school development plan adequately balances national priorities such as the National Literacy and Numeracy Strategies, with those identified by the school, for example information and communications technology. Objectives within the plan are precise, action planning is suitably detailed, individual responsibilities and timescales are clear and resource implications have been evaluated.

#### **WHAT COULD BE IMPROVED**

##### **Standards in religious education are too low at the end of Key Stage 1.**

27. In religious education pupils do not meet the requirements of the locally agreed syllabus. Although pupils in Year 2 have a reasonable understanding of the life of Jesus, there is little evidence of any systematic understanding of any other faiths. The focus on developing pupils' literacy and numeracy skills is limiting the breadth of curriculum in Key Stage 1. By the end of Key Stage 2, pupils' attainment does meet the requirements of the locally agreed syllabus as pupils study Judaism and Islam as well as Christianity. It is however too little too late and pupils' understanding of other faiths and cultures is not as well developed as it should be. The lack of emphasis on this aspect of the religious education syllabus and the limited attention that is paid to art and music of other cultures restricts pupils' wider cultural understanding.



**The school does not set individual targets for pupils and assessment is not fully guiding planning.**

28. There are limited effective whole school procedures or systems for evaluating and recording pupils' attainment in order to monitor their progress and to plan for their future learning. Assessment in English and mathematics is sound. In English and mathematics, the school uses the results of national tests and the optional tests effectively to analyse areas of weakness in coverage and knowledge and set clear targets for year cohorts. However, the procedures do not set targets for individuals and this is partly responsible for the inaccurate teacher assessments. In other subjects, for example in science and information technology, the levels of assessment are much more limited and still require development. There is no consistent format for recording pupils' attainment. There are few effective reference points, such as subject portfolios, to guide teachers in accurately determining the levels of attainment in most subjects. While assessment opportunities are contained in some schemes of work, they do not significantly feature in teachers' planning. Information from assessment tests is not analysed in sufficient detail to identify precisely where improvement is and what planned action may be required to address shortcomings in standards among different groups of pupils. These shortcomings are in part responsible for inaccurate teacher assessments in Years 2 and 6 last year. For example, the teacher in Year 2 significantly overestimated the percentage pupils likely to achieve level 3 in reading and in Year 6, the teacher greatly underestimated how many pupils were likely to attain the higher levels in English, mathematics and science. Whilst it is perfectly reasonable and understandable that teachers are cautious, more accurate individual assessments (and target setting) would have helped the teachers to make more accurate judgements.

29. Assessment procedures for pupils with special educational needs are used well to meet the needs of regular reviews and to develop good quality individual education programmes. While the governing body is kept informed about progress and improvements in standards, they possess insufficient information to make an effective strategic contribution to this process.

**Subject coordinators have insufficient knowledge about what goes on outside of their own class/key stage.**

30. The duties of teaching staff beyond the classroom are unclear, even though all teachers have subjects which they coordinate. Opportunities to work alongside, and advise colleagues have been too rare to make a contribution to the quality of the school's work. The headteacher and deputy headteacher undertake some monitoring of teaching and give oral feedback on relative strengths and areas for development. A good deal of effective, informal support is given by teachers and support staff to each other and much of the school's success is due to this. However, in the absence of an agreed method for sharing expertise, its effects are patchy. There has been insufficient monitoring and evaluation by coordinators of pupils' work (through scrutiny and discussion with pupils) and this has prevented issues such as weaknesses in religious education being identified.

**Governors do not have formal procedures for monitoring the quality of education provided, evaluating progress towards meeting targets of the school development plan or using principles of best value. Some health and safety matters are not dealt with sufficient rigour.**

31. Whilst there is a clear commitment to raising standards, the school has yet to set in place the necessary strategies, routines and supporting documentation to ensure consistent improvement. The school development plan is well developed and is an effective management tool. It is carefully devised by the headteacher in consultation with the deputy headteacher and staff. Priority areas for development are identified and then presented to the governing body for discussion. However,

involvement by the governing body at this stage is minimal and progress towards the meeting of the targets is not reviewed formally at termly meetings. Whilst governors are supportive of the school they are not yet involved in the process of monitoring the quality of teaching and learning across the school and rely too heavily on the headteacher and deputy headteacher to identify areas for development.

32. There are effective financial procedures and spending priorities identified in the school development plan which are linked suitably to the school budget. The governing body works well with the headteacher, both in the setting of the initial budget and in its review. However, the governing body has not yet set up procedures to monitor and evaluate the success of financial decisions particularly with regard to staffing and the curriculum. Overall the school makes generally satisfactory use of the resources available but is not yet fully aware of the principles of best value. Whilst the school makes a detailed analysis of assessment results, including comparisons with other schools it has only recently begun to look for reasons for different attainment of boys and girls. Targets have been set and but there is no classroom monitoring by coordinators to bring about improvements.

33. Governors meet their statutory requirements and there is a strong commitment to the care of pupils which is illustrated by the very good relationships between adults and pupils. However, some of the health and safety policies are outdated and training for child protection needs to be undertaken as soon as possible.

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

34. In order to raise standards and improve the quality of education the governors, headteacher and staff should:

- (1) raise attainment in religious education by ensuring that pupils are covering the locally agreed syllabus appropriately and meeting its requirement for pupils at the end of Key Stage 1 by:
  - putting in place a whole school plan for religious education that specifies the progressive development of pupils' knowledge, skills and understanding;
  - establishing end of year expectations for the development of pupils' skills, knowledge and understanding;  
(paragraphs 6, 10, 22, 27,)
- (2) involving more effectively the subject co-ordinators in monitoring the standards and quality of pupils' work and teaching through regular scrutiny of work and involvement in the analysis of assessments so that:
  - strengths and weaknesses are identified;
  - information from assessment tests is analysed in sufficient detail to identify precisely where improvement is and what planned action may be required to address shortcomings in standards among different groups of pupils and individuals;
  - use this information to set accurate targets for individual pupils;
  - action is taken to improve quality and standards and best practice is shared throughout the school.  
(paragraph 30, 31 )
- (3) improve the role of governors by:
  - involving governors more formally in the monitoring of standards and quality of education provided;
  - involving governors more in the school development planning;

- ensuring that the principles of best value are clearly understood and central to all spending decisions;
- reviewing and revising health and safety procedures (paragraphs 29, 31, 32, 33)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

17

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

15

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6%	94%	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	181
Number of full-time pupils eligible for free school meals	NA	72

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		54

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	22

### ***Attendance***

#### **Authorised absence**

	%
School data	5.6
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.2
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 1*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	12	12	13
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	84 (82)	84 (78)	94 (86)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	12	13	13
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	84 (78)	94 (85)	94 (93)
	National	82 (81)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest 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	1999	22	12	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	7	8	9
	Total	22	26	28
Percentage of pupils at NC level 4 or above	School	65 (51)	76 (54)	82 (79)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	5	6	9
	Total	18	21	24
Percentage of pupils at NC level 4 or above	School	53 (62)	62 (54)	71 (91)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	163
Any other minority ethnic group	

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	1
Other minority ethnic groups		

*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: YR-- Y6**

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	28.7
Average class size	29.2

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

Total number of education support staff	7
Total aggregate hours worked per week	127

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	29

Number of pupils per FTE adult	12.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	411394
Total expenditure	436641
Expenditure per pupil	1976
Balance brought forward from previous year	44528
Balance carried forward to next year	19281

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

### **Questionnaire return rate**

Number of questionnaires sent out	231
Number of questionnaires returned	71

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	38	4	0	0
My child is making good progress in school.	63	35	1	0	0
Behaviour in the school is good.	44	45	6	1	4
My child gets the right amount of work to do at home.	41	39	11	1	7
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	52	38	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	36	1	0	0
The school expects my child to work hard and achieve his or her best.	65	34	0	1	0
The school works closely with parents.	39	50	8	0	3
The school is well led and managed.	59	30	6	0	5
The school is helping my child become mature and responsible.	59	37	3	0	1
The school provides an interesting range of activities outside lessons.	31	32	18	1	18