

INSPECTION REPORT

DENTON PRIMARY SCHOOL

Denton

LEA area: Northamptonshire

Unique reference number: 121814

Headteacher: Mr David Croot

Reporting inspector: Mrs Patricia Davies

22460

Dates of inspection: 14 – 15 January 2002

Inspection number: 189946

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Vicarage Lane
Denton
Northampton

Postcode: NN7 1DT

Telephone number: 01604 890330

Fax number: None

Appropriate authority: The governing body

Name of chair of governors: Mrs Sylvia Scarlett

Date of previous inspection: October 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	6
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 105 pupils on roll, Denton Primary is smaller than other primary schools compared with the average size nationally. Children join the Reception Class at the beginning of the school year in which they reach five years of age and attend part time for the first half term. At the time of the inspection there were 15 children in this group. Year groups vary in size and sometimes have fewer than ten pupils. For this reason, most classes have pupils from two year groups. The percentage of pupils with special educational needs has risen a little from the time of the last inspection and is close to the national average. The majority of these pupils are at the lower stages of need and there is one statement of need. A very small percentage of pupils are from minority ethnic backgrounds. Although the overall population of the school is largely stable, the small proportion of pupils moving in and out of the school has an impact on particular year groups. No pupil is eligible for free school meals. When children enter the Reception Class, their attainment overall is as expected for children of a similar age. Most staff joined the school since the previous inspection.

HOW GOOD THE SCHOOL IS

Denton school gives its pupils a sound education overall, but with a particular strength in its work with pupils in Years 3 to 6. Pupils in the current Year 6 are attaining standards above national expectations in English, mathematics, art and design and design and technology. They are meeting the nationally expected standards for science. The quality of teaching and of leadership and management is satisfactory overall. The school gives sound value for money.

WHAT THE SCHOOL DOES WELL

- Consistently strong teaching in Years 3 to 6 enables all pupils in these classes to achieve well. Pupils in the current Year 6 are attaining standards above national expectations in English, mathematics, art and design and design and technology.
- The very good provision for moral development, together with strong support for social development, contributes to pupils' good behaviour and personal development, to their positive attitudes to learning and to the very good relationships throughout the school.
- Good working partnerships have been established with other schools.
- There are good links with parents, particularly through the quality of information.

WHAT COULD BE IMPROVED

- Formal systems for assessing and tracking pupils' attainment and progress, particularly of more able pupils in the Reception group and in Years 1 and 2, in order to plan work and set learning targets that consistently meets their needs.
- Rigorous and systematic monitoring by the headteacher, key staff and the governing body to ensure that the quality of teaching and learning are consistently good throughout the school.

The school is aware that these aspects need further development and has already started to address weaknesses in its assessment procedures. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, there has been a satisfactory level of improvement. Standards in English and mathematics have been maintained at above national expectations for pupils currently in Year 6 and standards have been improved to this level for these pupils in art and design and design and technology. Strengths in respect of pupils' attitudes, behaviour, personal development and relationships, and of social and moral provision, have also been sustained. The school's accommodation has been considerably enhanced by new building work, and the learning environment is spacious and attractive. Resources for information and communication technology (ICT) have also been extended. There has been sound improvement to strategic planning and to the introduction of assessments for children when they first join the Reception Class. These were highlighted as key areas for development in the last report. However, there has not been enough improvement to giving opportunities for independent learning in the Reception Class, to assessment or to the monitoring of the quality of the school's work. The capacity for future improvement is satisfactory.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	A	A*	A
Mathematics	D	A	A*	A*
Science	D	A	A*	A

Key	
<i>Well above average</i>	A
<i>Above average</i>	B
<i>Average</i>	C
<i>Below average</i>	D
<i>Well below average</i>	E

A very high proportion of pupils attained the higher level (Level 5) in each subject. Consequently, the results in 2001 were in the highest five per cent of schools when compared with national figures and in this category for mathematics when compared with similar schools. Test results have risen in both years since 1999, and the school's targets for 2001 in English and mathematics were both exceeded. Girls are generally doing better than are boys in the English tests in comparison with national averages, whilst boys are performing better in science. In the national tests in 2001 for pupils in Year 2, standards were well above the national average in reading and writing, and above the national average for similar schools. Test results for mathematics were line with the national average for all schools, but below the average for similar schools. Test trends over time show that Year 2 girls have not performed as well as boys in comparison with national averages. This trend has been consistent for mathematics since 1997, and is present to a lesser extent in reading. Inspection evidence shows pupils to be making good progress in Years 3 to 6 and satisfactory progress in the reception group and in Years 1 and 2. Pupils in the present Year 6 are attaining standards above national expectations in English, mathematics, art and design and design and technology. These results are not as high as those of the previous year, because the present Year 6 has more pupils with special educational needs and pupils who have recently joined the school. Test targets for this year group are therefore lower, and the school is working hard to meet them or exceed them. The current Year 2 pupils are attaining standards in line with national expectations in English and mathematics. Pupils in Years 2 and 6 are also meeting nationally expected standards in science. Standards of work seen in other subjects were generally in line with national expectations or met the objectives of the locally Agreed Syllabus for religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. Most are attentive and show interest in lessons.
Behaviour, in and out of classrooms	Good in lessons and around the school.
Personal development and relationships	Pupils respond well when given the opportunity to take responsibility. Everyone works together harmoniously.
Attendance	Good. Attendance has dropped because of holidays taken during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Evidence from the small sample of lessons seen and from pupils' work shows the overall quality of teaching and learning to be satisfactory. However, the quality of teaching and learning is not consistent across the school. In Years 3 to 6 the teaching seen during the inspection was consistently good and included some very strong features, particular in the teaching of English and mathematics. These lessons were challenging and rigorous, especially during whole group sessions, and expectations of achievement were high. Carefully targeted questions allow teachers to make valuable ongoing assessments that are then used, when necessary, to modify subsequent lesson planning. Activities are sufficiently challenging for all ability groups, and a good range of interesting teaching strategies keeps pupils alert, interested and on task. This last feature is a strength of teaching throughout the school. As a result, these pupils make good progress in lessons and over time, including those with special educational needs. Teaching and learning are satisfactory overall in both the Reception Class and in Years 1 and 2. In the very small sample of lessons seen in these classes, teaching was satisfactory in all lessons except one, where it was unsatisfactory. In these year groups, work is not always well targeted at the needs of all pupils and, most particularly, at more able pupils. This feature prevents progress from being any greater than satisfactory over time. Across the school as a whole, literacy and numeracy skills are satisfactorily taught. During the inspection, only limited use of computers was seen during lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Valuable joint planning opportunities come from the school's links with other local schools and this group is producing detailed medium-term plans. There are limited opportunities for extra-curricular opportunities after school or at lunchtimes.
Provision for pupils with special educational needs	Satisfactory overall. Pupils make good progress against the targets in their individual education plans when these are detailed and closely matched to their needs. There are good strategies for supporting pupils with emotional and behavioural difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral development is very good, and it is good for social development. These aspects are both promoted well in assemblies. The provision for spiritual and cultural development is satisfactory, but present arrangements for giving extra learning support to individuals mean that a few pupils with special educational needs do not always attend the daily act of worship.
How well the school cares for its pupils	Procedures for ensuring pupils' protection and welfare are satisfactory overall. Those for assessing and tracking pupils' attainment and progress are underdeveloped and do not give teachers enough information for consistently planning work which is sufficiently challenging and meets pupils' needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher is reflective and committed, and his vision is firmly focused on the quality of pupils' educational experiences. Senior staff are developing their whole school roles and responsibilities.
How well the governors fulfil their responsibilities	Satisfactory. Governors are committed and supportive and show a good understanding of their roles and responsibilities. Some key governors are closely involved in the school's work.
The school's evaluation of its performance	There is not enough rigorous monitoring of the quality of teaching and learning throughout the school.
The strategic use of resources	Satisfactory overall, although there is not enough use of computers. The school is increasingly seeking value for money for the standards it achieves.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school.• The children make good progress.	<ul style="list-style-type: none">• Activities outside lessons.• How closely the school works with parents.

Parental satisfaction with the school is stronger than it was at the time of the last inspection, most significantly in relation to pupils' achievement. Inspection evidence largely reflects parents' positive views of the school. Pupils were found to have good attitudes to school life and to make good progress academically in Years 3 to 6. In contrast to the views of some parents, the judgement of inspectors was that the school generally works well with parents, particularly through the good quality information it offers them. However, the school does not provide enough extra-curricular activities, although its ability to give pupils these opportunities after school is inhibited by the LEA transport arrangements for pupils living outside the village.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Consistently strong teaching in Years 3 to 6 enables all pupils in these classes to achieve well. Pupils in the current Year 6 are attaining standards above national expectations in English, mathematics, art and design and design and technology.

1. Inspection evidence from lessons and from pupils' work shows the quality of teaching and learning to be good at Key Stage 2. This helps all these pupils to achieve well over time, including those with special educational needs. In this area of its work, the school fulfils its aim of creating an environment in which needs are met and each pupil enjoys success. Teaching was good in every lesson seen in these classes and included some very strong features, particularly in the teaching of English and mathematics. The impact of this effective area of the school's work is illustrated in the most recent national test results in 2001 for pupils who were then in Year 6. Standards attained in all the three subjects of English, mathematics and science were very high against the national average for all schools, and fell into the top five per cent of schools nationally. This reflects the very high proportions of pupils who attained the higher level (Level 5). The results were also in the highest five per cent for mathematics when compared with those of similar schools. Test results in English and science were well above the national average for similar schools. All these results indicate that these pupils had made very good progress since taking national tests when in Year 2. Test results have risen in both years since 1999, and, over time, have broadly kept pace with the national trend. This success is reflected in responses to the parents' questionnaire. These show a considerable increase in parental satisfaction with standards and progress since the time of the last inspection.

2. During the inspection the quality of teaching at Key Stage 2 was challenging and rigorous, particularly in whole group sessions. Expectations of pupils' achievement were high and teachers ensured that both whole class teaching and individual and group activities were carefully planned to meet the needs of, and to challenge, all ability groups. As a result of these strengths, all pupils make good progress in lessons and over time. This includes lower attaining pupils and those with special educational needs, who receive additional, close support during group work. Learning is clearly taken seriously. Such an atmosphere was effectively established and communicated to pupils in a literacy lesson for Years 5 and 6, taught by the headteacher. It was reflected in their silent and sustained reading of a passage from 'David Copperfield', their focused attention to the text and their considered answers. During a literacy lesson for pupils in Years 3 and 4, the teacher was almost passionate in her exploration of technique and language in a passage from 'The Lion, the Witch and the Wardrobe'. This was subsequently illustrated in the interesting ideas and growing use of vocabulary emerging in pupils' writing about their own fantasy worlds.

3. The use of carefully targeted questioning, modified to probe and extend the knowledge and understanding of individual pupils, allows teachers to make valuable assessments that are used to plan subsequent lessons. Subject vocabulary is promoted well, and a good range of interesting and effective teaching strategies also helps to keep pupils alert, interested and on task. This last strength was a particular feature of teaching throughout the school. A numeracy lesson for pupils in Years 5 and 6 clearly illustrated all these strengths. Direct teaching was well prepared and confident, and reflected good subject knowledge. The pupils' previous knowledge and understanding were well rehearsed, explored and reinforced as a foundation on which to build the lesson. Plans for this lesson had been carefully changed to ensure that pupils who had experienced some difficulties in an earlier lesson were made more secure in their learning. During the whole class session, practical approaches which had been employed previously were referred to and well used to support

those pupils less confident in making mental calculations of equivalent fractions. At the same time, more able pupils were kept on their toes with meaty, probing questions. Paired activities were effectively used to mix year groups, ability levels, and boys and girls, and questions were also equally directed at all groups. As a result of these varied approaches, delivered in an assured and pacy style, pupils remained responsive and attentive. Subsequent activities were well modified to reinforce and consolidate learning for individual pupils. Mathematical terms had been routinely used during discussion. Pupils understood their meaning and many used them in their explanations of their work.

4. Learning support staff are particularly effective during group activities. There is good liaison between teachers and support assistants, and this enables the latter to swiftly start work once the whole group sessions are completed. There is good focused support through discussion and careful questioning. Examples were also observed of support staff using their initiative to good effect to target other pupils once their own group had settled to work. This initiative was particularly well used to follow the enthusiasm and interest of pupils in Year 2 group, and allow them to use their knowledge of place value to explore and create numbers beyond a hundred.

5. Evidence from this inspection indicates that pupils in the present Year 6 are attaining standards above national expectations in English, mathematics, art and design and design and technology. This reflects the findings of the last inspection for English and mathematics, where standards above national expectations have been maintained, but is an improvement on previous findings for the other two subjects, which were at that time found to be meeting nationally expected levels. Because year groups are relatively small, proportions of pupils with special educational need and pupils new to the school make a significant impact on the overall attainment of particular year groups. This is true for the current Year 6. The impact is reflected in the school's test targets, which are lower than were set for last year's Year 6. The school is working hard to ensure they are met or bettered.

6. Many pupils are confident and articulate speakers and all are attentive listeners. Only very occasionally does attention drift, and then only for short periods. During the numeracy lesson in Years 5 and 6, most pupils were explaining strategies with increasing confidence when speaking with adults. More able pupils in Year 6 clearly explained their method for calculating equivalent fractions, confidently using the correct mathematical terms. Pupils' answers during the literacy lesson in the same class showed considerable thought, and higher attainers in Year 6 offered spontaneous comment in response to the teacher's remarks and to the discussion. Once again, pupils were comfortable with the use of subject vocabulary.

7. Opportunities for independent reading are given daily and Year 6 pupils read with focused attention and for sustained periods. During the literacy lesson, individual pupils read challenging text with fluency and expression, although the quality of expression was less effective when the class read together and there was some hesitation over the odd unfamiliar word. Many pupils used the text to answer questions about the features that characterise Charles Dickens's stories, some indicating particular phrases to illustrate their point. Others identified stylistic features, such as long sentences and difficult vocabulary. In their writing, more able pupils were beginning to confidently adapt the passage from 'Oliver Twist' in their own words whilst translating it from the third to the first person. Other pupils also accurately rewrote the passage into the first person, but largely without adaptation. A few lower attainers within this group were inhibited, however, because they did not know the meaning of some unfamiliar expressions. A small group of pupils with special educational needs completed the task as a group, with support from an adult. Pupils of all ability groups organise their work into paragraphs and use punctuation, such as commas, within sentences. Spelling is mostly accurate, although less consistently so for lower attainers.

Higher attainers use sentences of different lengths to create variety and interest in their independent writing, and some lower attainers enliven their work with interesting expressions. Handwriting is joined and legible, but not always fluent.

8. Year 6 pupils are generally confident with number and complete a good quantity of work. Pupils accurately multiply three digit numbers by those with two, the more able pupils including numbers with decimals to two places. Middle attainers add decimals to two places whilst lower attainers add and subtract numbers to one decimal place. Lower attaining pupils are also using more complex percentages when representing parts of a whole. In the numeracy lesson, pupils showed a good and increasing understanding of more complex fractions. Higher attainers made confident use of a formula to change differently sized fractions to ones having a common denominator. Middle and lower attainers drew fraction number lines to help them order fractions with different denominators. In conversation with an adult, they were able to complete this mentally, though the extent of their confidence varied. Some lower attainers were less familiar with multiplication tables and this affected the accuracy of some of their calculations. Those pupils with special educational needs completed similar activities with close support from learning support staff.

9. Work on display around the school and in photographs shows that both art and design and design and technology are promoted well throughout the school, and this particularly reflects the school's desire to give pupils a breadth of experience. Detailed medium-term planning for both subjects gives teachers a good foundation for offering pupils interesting and, sometimes, challenging experiences. Both subjects have good links with other curriculum areas. In a design and technology lesson, the work of pupils in Years 5 and 6 on pizza designs had links with science and personal, social and health education work on nutrition. Art and design activities are sometimes linked with history, and a computer art program is in use throughout the school. In design and technology, older pupils had produced word-processed booklets about their fairground designs.

10. In art and design, the school works on similar projects at the same time. This allows staff to check that skills and concepts are being developed progressively over time and assess and moderate standards of attainment across the school. The success of the systematic development of skills in these subjects is well illustrated. Examples are the standards of make and finish in design and technology in Years 5 and 6, and in the recent whole school line and tone activity for art and design. Photographs of art and design work show a good range of experiences with a wide variety of materials. This work includes printing, textiles, and three-dimensional work with clay or natural materials such as twigs and leaves. Sometimes, visiting specialists are used to bring particular skills. For example, the local education authority's art adviser worked with pupils in Years 3 and 4 last year to make a terracotta army. Work from the most recent whole school activity, where all pupils completed an observational pencil drawing of a shoe, shows detailed and carefully observed drawings from Year 6 pupils, with sensitive use of shading. Their skill was reproduced in the drawing of bottles, using a computer art program. Colour mixing activities has given these pupils a good foundation for work with paint and pastel. The work of other artists is also studied and used as a stimulus. For example, using postcard reproductions of paintings by a range of artists, including Pierre Bonnard, Cezanne and Matisse, pupils in Year 6 had devised and painted their own still life group of objects. All of these were well observed and carefully painted. The breadth of pupils' experience is further extended through a study of Tudor portraits and optical art.

11. The same member of staff co-ordinates both subjects, and her own teaching skills act as a good role model for others. For example, she taught the one design and technology lesson that was seen during the inspection. In this lesson, pupils in Years 5 and 6 investigated a variety of ingredients on different packaging in preparation for their pizza design. The lesson contained all the strengths of teaching seen in other lessons at Key Stage 2, and pupils made good progress. As a result of all these positive factors, design and technology work is sometimes produced to a high standard of finish and shows confident making skills. This is particularly true of the fairground rides made by pupils in Year 6. These are all colourful, inventive and very individual designs. All have a working pulley system and most also rotated with the use of a motor. In a link with literacy work, pupils had completed detailed instructions, and their labelled designs were also carefully drawn. Pupils had evaluated their work, though these assessments were retrospective rather than ongoing.

The very good provision for moral development, together with strong support for social development, contributes to pupils' good behaviour and personal development, their positive attitudes to learning, and the very good relationships throughout the school.

12. The promotion of pupils' moral and social development has been well maintained since the previous inspection, and the school fulfils its aims well in these aspects of its work. This success was acknowledged by parents in their questionnaire, as a much greater proportion were strongly appreciative of the impact of the school's moral and social ethos on their children than was found at the time of the last inspection. The school therefore continues to have a favourable climate for pupils to live and learn together.

13. Relationships throughout the school are very good. All staff work closely together and are mutually supportive. Pupils report that they like their teachers and that all staff are approachable. These qualities give pupils an effective role model for their behaviour towards others. As a result, adults, individual pupils, and all year groups in the mixed age classes work together harmoniously. Moral values and the quality of relationships are very strongly promoted during assemblies, and pupils respond well to their thought-provoking themes. These occasions actively and conscientiously seek to involve all pupils and so enable as many as possible to make contributions and extend their thought and understanding. During the week of this inspection, the theme for the assemblies was 'working as a team'. Through a variety of interesting approaches, pupils were given the opportunity to explore the qualities and impact of teamwork. These strategies were particularly effective because they used ideas to which the pupils could relate and included something for all age and ability groups.

14. Social and personal development are promoted in lessons, most particularly at Key Stage 2. In some lessons, pupils are deliberately grouped in a variety of ways. This allows older and younger, more able and lower attaining pupils to work together. Sometimes, this also involves pupils making their own decisions about their working companions. For example, in the design and technology lesson, Year 5 and 6 pupils were actively encouraged to choose partners from the other year group. There are also valuable social activities through the 'cluster' of local schools. Joint musical events are organised, for example. Pupils in Years 5 and 6 have opportunities to meet pupils of the same age from other schools during such events and on joint residential field trips. This enables them to extend their circle of friends before transferring to secondary education. So also do visits to their future secondary school.

15. Pupils are actively encouraged to develop a sense of responsibility and be thoughtful and considerate towards others. Where they have the opportunity to take responsibility, they do so well. For example, older pupils willingly take responsibility for the care of younger pupils at break times. Pupils also take part in fund raising activities for the school and national charities. Personal social and health education (PSHE) takes place in all classes, sometimes in the form of circle time at Key Stage 1. Current planning for these lessons for pupils in Years 1 and 2 shows that thoughtful behaviour towards others is encouraged well through this programme, in this case by exploring the concept of fairness and through identifying positive comments to make about others. Annual reports and individual education plans contain targets encouraging personal development, and this area of pupils' development is also included on the school's newly designed assessment forms.

16. Pupils report that they enjoy school, and their parents confirm this. The highest percentage of strongly positive responses was given to this question on the parents' questionnaire. Attendance is good. In lessons, most pupils have good levels of attention and interest, even when activities are sometimes lacking enough challenge. Where teaching has high expectations and work is stimulating, pupils are very motivated. In these lessons, pupils' enthusiasm and sustained concentration contribute much to their good progress. This was true for pupils in Year 2 who were fascinated by how they could make different numbers by moving the position of the same digits.

17. All pupils behave well in lessons and around the school. Behaviour was never less than satisfactory in those lessons seen during the inspection. Behaviour was good or better in nearly 90 per cent, with pupils behaving very well in 25 per cent of lessons. There have been no exclusions. This good behaviour starts in the Reception Class, where routines are well established and activities well organised. These young children have good personal and social skills. Within a calm and caring working atmosphere, they co-operate willingly, and most confidently, with adults and each other and they work well either alone or as a group. Where pupils sometimes have behavioural difficulties, the school offers them good support. Parents, and pupils themselves, have been fully involved in discussing and putting into practice behaviour management strategies to help these pupils take responsibility for their behaviour. Where necessary, the school's behaviour code has been extended to accommodate new approaches, and teachers from the local behaviour unit have given training to school staff, for example to lunchtime assistants, to enable all staff to take a consistent and effective approach. Posters completed by pupils in Years 5 and 6 show a thoughtful and constructive understanding of what to do if bullied.

Good working partnerships have been established with other schools.

18. There are good links with both local primary schools and with the secondary school. The school also plays host to the local playgroup three times a week, and the forging of links between this group and the Reception Class is a priority area within the school's development plan. Denton is part of a local cluster of mostly small schools that work closely together to the benefit of both pupils and staff. These links provide extended social and educational opportunities for pupils through joint events and also allow staff to work together and exchange expertise and resources. The 'cluster' has its own two-year development plan, and amongst its priorities for joint initiatives are ICT, staff development training opportunities, governor training and whole school monitoring and evaluation. The most significant benefit of the group's work has been to curriculum development. Staff from each school meet regularly and frequently in phase groups. In this way, detailed medium-term planning is being drawn up for all subjects. Where this is already in place, for example in English, mathematics, science, art and design and design and technology, it provides a good support for planning lesson activities. National guidance is used, but also modified where this

is felt to be appropriate, as was the case with planning for English, and for art and design. Links are also strong with the local secondary school. There are well-established arrangements for pupils moving into the secondary stage of their education, including induction meetings and visits and regular liaison meetings. Most recently, older pupils had benefited from a visit to use the secondary school's computer facilities and had some specialist teaching about creating spreadsheets.

There are good links with parents, particularly through the quality of information.

19. These good links are particularly well established through the quality and quantity of information parents receive, including the information they are given about how well their children are progressing. At their meeting before the inspection, most parents were generally very appreciative of the quality of the annual reports they receive about their children. Parents also expressed their appreciation of this aspect of the school's communication in their responses to the questionnaire. Inspection evidence endorsed the views of these parents. Annual reports from last summer are detailed and helpful, outlining both strengths and areas for development in each subject. They also include targets for improvement. If parents wish to contribute by adding a written comment, a space is provided. Each term the school offers parents the opportunity for formal interviews with teachers, who are also always available for informal contact.

20. Parents report that general information is plentiful, and they receive half-termly details of what their children will be taught during that time.

21. Parents of pupils with special educational needs feel the school involves them closely in its work with their children. Parents are invited to review meetings and are routinely sent notes of their children's progress against the targets in their individual plans and the new targets for the next term.

22. The school has also sought parents' views through a questionnaire and by inviting parents to join working parties. Most recently, parents on these working parties have been involved in looking at sex education and at the school's code of conduct. Parents and carers have been conscientiously consulted about an appropriate curriculum for the small minority of pupils from minority ethnic backgrounds. There are also valuable parental links through the governing body. Over ninety per cent of those parents who completed the questionnaire felt comfortable about approaching the school with questions or problems, with 70 per cent strongly holding this view.

WHAT COULD BE IMPROVED

Formal systems for assessing and tracking pupils' attainment and progress, particularly of more able pupils in the reception group and in Years 1 and 2, in order to plan work and set learning targets that consistently meet their needs.

23. At present the school's procedures for recording and tracking pupils' attainment and progress are under developed. Although there are some systems in place for English and mathematics, these are limited and there is no formal assessment for other subjects.

24. Whilst there have been improvements made to assessment systems since the last inspection, most are relatively recent or are in the process of development. For example, a useful document for tracking the progress of individual pupils as they move through the school has just been completed, but has not yet been introduced. The lack of assessment

procedures has most impact on the quality of teaching and learning at the Foundation Stage and at Key Stage 1 and inhibits pupils in these classes from making better than satisfactory progress over time. Although staff members know pupils well, this knowledge is not used effectively enough in these classes to modify planned learning targets or adjust lesson planning and so ensure that activities consistently meet the needs of all pupils. This particularly affects more able pupils who are not always challenged enough by their tasks. As a result, progress was unsatisfactory overall in one lesson seen in the Reception Class. Another example occurred in the current mathematical topic for pupils in the present Year 2. Planned targets did not take the more able beyond working with tens and units and yet the majority of Year 2 pupils were identifying three digit numbers and showing a growing understanding of numbers with four. The achievement of more able pupils in this year group was also inhibited by mathematical work earlier in the school year, where pupils of all abilities completed the same or similar work. Records are kept at Key Stage 1 of pupils' phonic knowledge and their acquisition of mathematical knowledge and understanding, and all pupils have an annual reading test. However, there is no analysis of this information and it is not linked to National Curriculum levels of attainment.

25. A key issue arising from the previous inspection was the need for initial assessments of children when they first join the Reception Class. This was to enable the school to track pupils' progress over time. The school acted quickly to address this issue. The LEA initial assessment model was introduced. As a result, there is now useful initial assessment information about each year group from the present reception group to the current Year 4. However, this information is not yet analysed to give teachers specific information about trends in attainment over time, or the strengths and weaknesses either of individual children or within year groups.

26. A senior member of staff has responsibility for assessment and this role is developing. She has drawn up a programme for the moderation of work in each subject in order to improve the accuracy of teacher's assessments. This has already taken place for writing and for art and design. There is also some analysis of national test data and this has triggered the whole school focus on writing and prompted the school to increase support for the current Year 3 in mathematics. However, this scrutiny of test information is not yet probing enough to identify particular trends in attainment, for example the under-performance of girls in comparison with boys in the Year 2 national tests. The discrepancy is most marked in mathematics, where the trend has been consistent since 1997, and is present to a lesser extent in reading. There are satisfactory procedures for reviewing the progress of pupils with special educational needs. However, the school has yet to draw up a register of those pupils identified as having particular gifts or talents.

Rigorous and systematic monitoring by the headteacher, key staff and the governing body to ensure that the quality of teaching and learning are consistently good throughout the school.

27. Improvement to monitoring and evaluation was raised as key issues in the last inspection report. There has been some formal monitoring by senior and key staff, but it is not yet extensive or rigorous enough to enable the school to fully identify, lend support and improve the relatively weaker elements of teaching and learning seen, and described earlier in the report, at the Foundation Stage and at Key Stage 1. Neither has the key issue relating to independent learning opportunities for children in the reception group been sufficiently addressed since the last inspection. There has been satisfactory improvement to the extent of the governors' monitoring of the school since that time, although it has yet to be extended to all subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. To raise standards of achievement in all subjects and for all pupils, the governors, headteacher and staff should:

- Further develop formal systems for assessing and tracking pupils' attainment and progress, particularly of more able pupils in the reception group and in Years 1 and 2, in order to plan work and set learning targets that consistently meet their needs, by:
 - * developing formal systems for all subjects and particularly for all aspects of the core subjects of English, mathematics, science and ICT;
 - * implementing the new tracking document;
 - * extending the analysis of initial assessments in the Reception Class and other test and assessment information;
 - * using test and assessment information to help set learning targets and plan work to meet the needs of all pupils;
 - * extending the role of the assessment co-ordinator;
 - * drawing up a register of pupils with particular gifts or talents.

- Introduce rigorous and systematic monitoring by the headteacher, key staff and the governing body to ensure that the quality of teaching and learning are consistently good throughout the school, by:
 - * extending the formal monitoring role and responsibilities of senior and key staff;
 - * further developing the governing body's present monitoring role and establishing a formal protocol for governor visits and feedback.

- Other areas in need of development, which the governors should consider for inclusion in the school's action plan, are:
 - * a review of current arrangements for the support of individual pupils with special educational needs, so that they receive their entitlement to a daily act of worship;
 - * greater opportunities for pupils to use computers during lessons;
 - * developing extra curricular opportunities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	4	3	1	0	0
Percentage	0	0	50	37.5	12.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than twelve percentage points.

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)	N/A	105
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	25

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage of pupils at NC Level 2 or above	School	100 (92)	100 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	10	10
	Girls	9	8	9
	Total	18	18	19
Percentage of pupils at NC Level 2 or above	School	90 (92)	90 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	7	7
	Girls	8	8	8
	Total	15	15	15
Percentage of pupils at NC Level 4 or above	School	100 (93)	100 (100)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	6	6
	Girls	8	8	8
	Total	14	14	14
Percentage of pupils at NC Level 4 or above	School	93 (93)	93 (87)	93 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school yea

	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:

YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.25:1
Average class size	26.25

Education support staff:

YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	95.25

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	262605.00
Total expenditure	264744.00
Expenditure per pupil	2429.00
Balance brought forward from previous year	9080.00
Balance carried forward to next year	6940.00

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

105
43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	9	2	0	0
My child is making good progress in school.	84	5	12	0	0
Behaviour in the school is good.	47	42	7	5	0
My child gets the right amount of work to do at home.	42	49	9	0	0
The teaching is good.	72	23	0	0	5
I am kept well informed about how my child is getting on.	47	42	7	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	21	2	7	0
The school expects my child to work hard and achieve his or her best.	60	35	0	0	5
The school works closely with parents.	42	37	16	2	2
The school is well led and managed.	67	26	7	0	0
The school is helping my child become mature and responsible.	63	33	7	0	0
The school provides an interesting range of activities outside lessons.	14	26	5	21	12