

INSPECTION REPORT

KIRK SANDALL JUNIOR SCHOOL

Kirk Sandall, Doncaster

LEA area: Doncaster

Unique reference number: 106674

Headteacher: Mr A Wordsworth

Reporting inspector: Clive Price
20907

Dates of inspection: 7 - 8 February 2000

Inspection number: 190715

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Magnolia Close Kirk Sandall Doncaster
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms E Jeffress
Date of previous inspection:	11 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kirk Sandall is an average-sized junior school with 236 pupils who live locally. There are 123 boys and 113 girls between the ages of seven and eleven. There are 53 pupils on the register of special educational needs, including five pupils who have a statement of special educational needs. This is above the national average. The attainment of pupils on entry to the school is below average. Twenty-one pupils (nine per cent) are eligible for free school meals. There are no pupils from minority ethnic backgrounds and no pupils with English as an additional language. This is below the national average.

HOW GOOD THE SCHOOL IS

This is a good, effective school that has succeeded in raising and maintaining standards over several years. Its trend of improvement has matched the national trend. Standards have been consistently higher than the national average and higher than those in schools of similar background. Pupils make good progress. The school focuses its attention on working towards high standards of achievement, behaviour and attitudes in its pupils. It has many good features and its strengths outweigh its weaknesses. Though costs are above average, the school provides satisfactory value for money.

What the school does well

- All pupils achieve well in English, mathematics and science.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils' behaviour is good; attitudes to school are positive; personal development and relationships are very good.
- Leadership and management are good. The headteacher and key staff promote a healthy climate for learning and use their good knowledge of the pupils to support their further progress.
- The careful way in which the school selected, and now makes good use of, a computerised learning system to raise standards.
- Links with parents are very good and support pupils' achievements.

What could be improved

- The consistency of the school's approach to the teaching of literacy and numeracy.
- The effectiveness of the teaching of information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1996, the school's high standards in English, mathematics and science have continued to improve in line with the national trend. The school was expected to address the following issues:

- a) to ensure that more-able pupils are appropriately challenged across the curriculum.* It has done this very well. The proportion of pupils exceeding average levels in the national tests has increased significantly. Teachers provide more challenging work for pupils and have higher expectations of them.
- b) to provide a better balance between the acquisition of knowledge and the provision of opportunities for independent learning and personal research.* The school has made satisfactory progress. Pupils have more opportunity to use literacy skills to find information for themselves.
- c) to involve governors more in setting targets in the school development plan, monitoring targets and evaluating cost effectiveness.* The school has moved satisfactorily on this issue. Governors are more involved in discussing these matters, though they do not take a lead.
- d) to extend the school development plan to give brief targets for two years ahead and indicate contingency options.* Progress here has been good. The school quickly made the improvements to the development plan.

STANDARDS

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

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

The pupils' work seen during the inspection did not match the performance of recent years. The standards of attainment for the present Year 6 are in line with the national average, i.e. a lower proportion than last year is likely to attain the level expected for most 11-year-olds. This is in line with the school's assessments and realistic but challenging targets for this year. The reason for the lower standards is the high proportion (25 per cent) of pupils on the register of special educational needs. However, this group of Year 6 pupils achieves at a higher level than would be expected from their performance at the end of Key Stage 1 (when they were seven). The pupils make good progress and achieve well. Projections based on pupil assessment suggest that standards in 2001 are likely to return to higher levels closer to those in the above table. This shows that standards in mathematics are particularly high and those in English and science are consistently above the national average and compare well with those in similar schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good, constructive attitudes to school and their learning. They are keen and enjoy coming to school. They take interest and participate fully - responding positively to the courteous, respectful and friendly way the staff treat them, and to the clear guidance they receive from the adults in the school. They know that home and school are working together to support them. They feel that their efforts are valued and that they are doing well.
Behaviour, in and out of classrooms	Good in class and in the playground. Pupils are thoughtful and sensitive towards others and contribute well in lessons.
Personal development and relationships	Very good. Pupils take responsibility maturely, show initiative, work and play together very well and co-operate in sports and music as well as informally at play.
Attendance	Good - as is punctuality.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Satisfactory

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.

Of the lessons seen during the inspection, five per cent were very good, 30 per cent were good, 60 per cent were satisfactory and five per cent were unsatisfactory.

In most lessons, teachers make clear what the pupils are to learn. This gives pupils a good sense of purpose and achievement and gives the teacher some idea of how well the pupils have progressed. This was particularly effective where the teacher reviewed the objectives of the lesson at the end. Pupils

respond well to the high expectations that teachers set in most lessons. Teachers usually provide tasks that closely match the needs of the pupils and take them on smoothly to the next level. There is a productive atmosphere in lessons; teachers provide a well-organised, orderly setting and pupils work hard. Pupils are achieving well because they respond so positively to the good features of most lessons.

Occasionally, time is not so well used and opportunities for learning are missed; pupils spend time doing work, on paper or on computer, that does little to take them further. Some activities do not relate directly to the purpose of the lesson and are not as interesting or as challenging as the usual standard of tasks. The pace of a few lessons flags and teachers fail to take full advantage of the interest and willingness of the pupils. For example, sometimes not enough is made of the potential for excitement in mental mathematics sessions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Though the school gives a great deal of time to literacy and numeracy, the full range of subjects is provided in a broad, balanced and interesting way that meets statutory requirements. A large number of pupils receive additional enrichment by participating in the good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. With effective support from the special educational needs co-ordinator, teachers identify the particular needs of pupils and provide appropriate teaching for them. There is good support for pupils from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Through the very good school atmosphere, the way pupils are treated and offered a range of duties, the stimulating curriculum and the assemblies, pupils have good opportunities to develop, to express themselves and to learn in a secure but stimulating environment.
How well the school cares for its pupils	Very good. The teachers know the pupils well. Child care and protection are well organised. There are effective measures to prevent harassment and bullying.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a clear commitment to high standards that guides the teaching and learning. The headteacher promotes very good relationships and the self-esteem and confidence of the pupils. This encourages them to work hard and supports their learning. The school development plan provides a satisfactory framework for guiding the school's efforts to improve. The headteacher and key staff conduct lesson observations that are leading to some improvements in teaching.
How well the governors fulfil their responsibilities	Satisfactory. Governors visit the school and support it enthusiastically. The governing body monitors the budget and the progress of the development plan, but tends to delegate too much to the headteacher, for example, in the setting of the overall strategy and budget for the school.
The school's evaluation of its performance	Good. The headteacher and deputy headteacher systematically gather, analyse and interpret information about the attainment and progress of pupils. They use this effectively to evaluate how well the school is performing and to determine how to make further improvements in teaching and the curriculum.
The strategic use of resources	Generally good. Suitable care is taken over major purchases and their value is measured. Pupils benefit from the help they receive from the well-deployed support staff. The hall and the library tend to be underused, especially with the

	mornings being taken up with literacy and numeracy lessons.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-nine parents returned the questionnaire and six parents attended the meeting with the registered inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the staff welcome them into school. • Behaviour in the school is good. • Their children make good progress. • The teaching is good. • The school has high expectations. • The school helps children become mature and responsible. • It is well managed and led. • Children like school. • The school works closely with parents. • They feel comfortable when asking questions or making a complaint. 	<ul style="list-style-type: none"> • Thirteen per cent of the parents who returned questionnaires felt unhappy about the amount of homework that teachers give their children. • Seven per cent of the parents felt they are not well informed about their child's progress. • Ten per cent say they are not content with the range of activities outside lessons.

The inspection team judges that the way the homework has been planned and organised is satisfactory. Homework is usually relevant and helps pupils to continue learning at home. The amount is usually reasonable. The school acknowledges that some parents feel that there is too much homework for younger pupils in particular and is going to look closely at the issue in the near future. The school provides good opportunities for parents to know how well their children are learning. Reports tell parents what their children know, understand and can do. Parent consultation meetings provide opportunities for further discussion. The inspectors agree with the many parents who feel strongly that the school warmly welcomes and invites them to share concerns at any time. The school has a thriving extra-curricular programme, with a good range of sports and music in particular.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils achieve well in English, mathematics and science.

1. The inspection of pupils' work shows that standards of attainment, at the end of Key Stage 2, in English, mathematics and science are lower than last year. They are in line with the national average and comparable to standards in those schools with pupils of a similar background. The reason for the drop is the high proportion (25 per cent) of pupils on the register of special educational needs. However, when this group of pupils were at the end of Key Stage 1, their attainment was below the national average. They have made good progress and are achieving well.
2. Pupils listen with care and understanding to the teacher and to each other when they work collaboratively. They are able to express themselves clearly and with a good range of vocabulary. This is very evident in a range of subjects and in conversations out of class. Pupils read confidently with expression and use phonic knowledge competently to read difficult words. Most are able to explain in good detail what they are reading about. They enjoy and appreciate poetry. Older pupils responded well to the way the teacher presented the humour of "The Jabberwocky" and were able to create nonsense words of their own that rhymed and scanned. They listen to each other effectively when they work collaboratively. They can use the dictionary effectively to find the meaning of unusual words. Most pupils write neatly and with appropriate punctuation. In lessons pupils work hard and rise well to the challenges that teachers set. Pupils with special educational needs respond well to the support they receive and make good progress in their reading and spelling targets in their individual education plans.
3. In mathematics, most pupils can confidently and accurately calculate numbers mentally and on paper. They know their tables and respond keenly to quick-fire mental arithmetic problems. Most pupils can construct a graph, selecting an appropriate scale, and then interpret and explain what it means. They have a good grasp of angular measurement and are finding out how they can apply it in simple pie charts. They work at a good pace but with due care and show pride in what they do. Often they are able to say clearly what they have learned in a lesson, using the correct mathematical language. One boy confidently said, *"I didn't understand about the axes of a graph, but I do now."*
4. In science, pupils write accurate accounts of the experiments they have carried out and produce good graphical presentations of results. They make predictions and can offer reasonable explanations when their prediction does not match the outcome of the experiment. Their work on comparing substances that do and do not dissolve shows satisfactory understanding and they can confidently classify materials according to their state. Pupils enjoy talking about the general knowledge aspect of science and listen attentively in lessons, asking thoughtful questions. The youngest pupils have only limited skills in the use of simple apparatus and go about their experiments rather haphazardly and without sufficient care. Teachers are clear about what pupils need to learn and organise lessons well.
5. All pupils - girls, boys and those with special educational needs - make good progress and achieve well. The school has successfully brought together factors that promote pupils' learning. The effective partnership with parents helps to nurture the pupils' positive attitudes towards their work. Pupils are secure in the knowledge that their parents and teachers are working together for them. The pupils' attitudes play a significant role in their achievements; they want to learn. Pupils with special educational needs consistently work hard, with support, to increase their skills. The staff collaborate

well - planning together and supporting each other. They have a positive attitude and commitment to raising pupils' achievement.

6. The teachers have high expectations of what the pupils can achieve. In most lessons they provide interesting activities that challenge and stretch the pupils' thinking and their ability to communicate it orally or in writing. They often set useful time limits that give pupils a sense of purpose. With the help of the co-ordinator for special educational needs, class teachers identify pupils with educational needs. They usually set tasks that match the different needs of pupils and which help them take the next steps in their reading and writing. Lower-attaining pupils receive effective additional help in lessons and out of the classroom, but the message is still clear that they are expected to learn and make progress successfully. The headteacher and staff continuously praise and encourage the pupils and the efforts they make. This raises their sense of worth and confidence in tackling new work.

The provision for pupils' personal development (their spiritual, moral, social and cultural development) is good.

7. Staff set a good example for the pupils. The adults in the school speak courteously and respectfully to the pupils and have clear and high expectations of their behaviour. Pupils respond well to the many opportunities to show initiative. The calm, caring and purposeful climate encourages enthusiastic pupil participation in the life of the school. Teachers give pupils a range of interesting and relevant duties and responsibilities that give them the opportunity to live up to the high expectations.
8. Teachers encourage pupils to understand the difference between right and wrong and successfully promote values such as fairness, honesty and respect for others. Copies of the school and class rules are displayed prominently. The school creates many opportunities for pupils to consider moral issues, for example, in English and religious education. Through stories in assembly and in class, teachers and pupils discuss moral issues. Recently the school did well in a national competition with its anthology magazine against racism in sport.
9. Pupils have many opportunities to contribute to, and play their part in, the life of the school. In lessons teachers provide opportunities for them to work together constructively. The many and varied extra-curricular activities give pupils additional valuable experiences and opportunities to relate to each other and the adults in the school. The sports teams enjoy playing in tournaments and the orchestra impresses audiences wherever it plays.
10. The broad curriculum provides pupils with good experience of their own and others' cultures. Attractive displays using real objects from other cultures are informative and promote understanding. There are useful educational visits (for example, to a mosque) and visitors (for example, theatre groups) covering a broad range of cultural experiences that are further supported by work in subjects such as religious education, history and geography. The school takes part in a range of charitable activities. Pupils are pen pals with children living in the town of Wilmington, North Carolina (Doncaster's twinned town). This helps to broaden their outlook and add interest. They get involved in community issues, for example, road safety with the police and a local conservation area.
11. There is provision for spiritual development in assemblies through prayers and quiet reflection on serious matters. Pupils respond peacefully and quietly during the prayer, the school creed and pause for thought. In addition, there are pertinent activities that engage their curiosity about themselves and their place in the world in, for example, art, music,

poetry, literature and science. Pupils are regularly encouraged to reflect on their achievements.

Pupils' behaviour is good; attitudes to school are positive; personal development and relationships are very good.

12. The pupils' positive approach to school is an important contributory factor to their high standards. Pupils behave calmly and sensibly. In class pupils are attentive and listen thoughtfully. They concentrate well and for long periods. They take their tasks seriously and try hard. Only a very small proportion of pupils occasionally become restless and this is in the small number of lessons that have a less stimulating period in them in which the pupils' interest may wane.
13. Pupils play and work very well together. In the playground they are as energetic and physical as any group of children, but no pupil has any fear of others. When asked whether the bigger children ever worried him, one pupil in Year 3 said, *"Well, they get physical sometimes, but not **that** physical"*. Pupils are well mannered and courteous towards each other and to adults, with whom they get along very well. They display a good sense of belonging. Pupils conduct their duties in a fair manner that avoids conflict, for example, when they are on "door duty" at break times.
14. Pupils' confidence increases rapidly. The youngest pupils find it difficult to organise themselves. For example, in a science experiment using simple equipment, many pupils were unable to organise themselves to place the right number of drops of water in the right place. By the time pupils are in Year 6 they can adopt a mature and confident approach to organising themselves in groups or individually in lessons, with their resources and at play. During the lunchtime, pupils can be seen behaving responsibly and contentedly doing "door duty", collecting litter, participating in a music club and continuing with work on the computer.

Leadership and management are good. The headteacher and key staff promote a healthy climate for learning and use their knowledge of the pupils to support their further progress.

15. The headteacher leads the school well in its aim for excellence. There is a clear commitment to high standards that guides activities in the school. The atmosphere in the school supports pupils' learning and equality of opportunity for all. It nurtures pupils' self-esteem and confidence and encourages them to work hard. It promotes very good relationships and a good sense of common purpose in the everyday life of this smooth-running school.
16. The development plan identifies relevant aspects of the school that need further improvement and provides a useful guide to the school's activities during the year. The plan is reviewed periodically to check progress. A few of the targets do not lend themselves easily to being evaluated accurately as they are not sharply defined in terms of how they benefit pupils' learning. The governing body provides support and encouragement for the school. For example, several governors visit and join in activities periodically. The governing body also monitors the budget and the progress of the development plan, but tends not to take a lead in their creation, delegating this to the headteacher and key staff.
17. The way the headteacher and the deputy headteacher monitor the work of the school supports the drive for high standards. They check the quality of pupils' work to ensure that there is continuing progress. They look closely at teachers' planning to see that lessons cover appropriate material. They systematically analyse and interpret results

from a range of tests that measure pupils' attainment and progress. The headteacher makes good use of computer software to analyse this data efficiently. The headteacher and deputy headteacher use this information to set targets that are realistically based on what pupils are achieving but which present a challenge too.

18. In addition, the headteacher, deputy headteacher and subject co-ordinators occasionally visit classrooms to observe lessons to identify opportunities for improving the quality of teaching through discussion and in-service training. The school also makes good use of local education authority advisers who it invites to also look at the quality of teaching in lessons.
19. The headteacher deploys support staff well, making use of their skills and interests. Pupils, especially those with special educational needs, benefit significantly from the additional support they receive. On the whole resources and the budget are well used. However, the hall and the library tend to be underused in the mornings, when classes concentrate on literacy and numeracy lessons.

The careful way in which the school selected, and now makes good use of, a computerised learning system to raise standards.

20. One of the strategies the school adopted to address one key issue from the last inspection - to raise standards for more-able pupils - was to invest in the use of a computerised learning system. The program covers aspects of reading, spelling and mathematics. The school was thorough in its research. The headteacher and the co-ordinator for special educational needs calculated the high costs and the organisational issues, and identified which pupils might benefit. The governing body was involved to the degree that it had to weigh up the potential benefits against the costs.
21. Since the strategy began, the school has systematically monitored the learning of the pupils who work on the program. It is continuously evaluating its effectiveness and can show clearly that pupils are making good progress. A support assistant has the task of administering the use of the computers on a daily basis and her fine organisation skills and commitment are well used. She processes comprehensive printed reports that are passed to class teachers on a weekly basis. These help to diagnose problems in areas of pupils' learning that can be remedied.
22. About 60 pupils use the system on three computers. The school hopes to extend this provision with more computers in the near future and is using the evidence it has gained to weigh up the advantages and justify the expenditure. The pupils are very keen and work independently with great concentration. They stick to the timetable well; many give up some playtimes and parts of lunchtimes; a few come to school well before opening time. Indeed the computers are fully used from 8.15 to 3.30 every day. Pupils of all abilities are benefiting from this successful innovation, which is well organised and deployed

Links with parents are very good and support pupils' achievements.

Parents greatly appreciate the way that staff welcome them into school and listen to their concerns. They say that teachers are very receptive *"right from the first time you come in"* and that there is a real partnership with parents. They feel comfortable when asking questions or making a complaint. The school provides a good range of useful information. The annual reports on pupils' progress are comprehensive and regular newsletters offer relevant items of interest.

23. Parents have confidence in the way the school helps pupils, whatever their ability, to learn and to make progress. They are well satisfied with the school's standards.

Parents are pleased with the attitudes and values the school promotes - especially the team effort and the way it gives many responsibilities to pupils. There are clear expectations of good behaviour and lapses are dealt with well. No parents said they knew of any bullying.

Parents feel that the school makes good use of the pupils' potential to do homework. Several said that their children enjoy it and do not treat it as a chore. They say that the school will always sort out homework problems. It prepares pupils very well for secondary school by encouraging independence.

WHAT COULD BE IMPROVED

The consistency of the school's approach to the teaching of literacy and numeracy.

27. The school has not yet implemented some aspects of the National Literacy and Numeracy Strategies and the pupils are not benefiting as much as they could. The school feels uncomfortable because it feels pressure to implement the national strategies even though it was successful in teaching literacy and numeracy before they were published. It is cautiously implementing the National Literacy and Numeracy Strategies whilst trying to retain those successful approaches that previously helped pupils attain standards above the national average. The school has yet to find the best way to adapt its approach to make best use of the national strategies. One consequence of this is that the proportion of the week taken up with literacy and numeracy is extremely high - far higher than average - but also that some of that time is not used well enough.
28. The school can afford to be more confident and be quicker in its implementation of the literacy and numeracy strategies. The best lessons, and the best parts of satisfactory lessons, successfully enhance the learning of literacy and numeracy, stimulate pupils' enthusiasm and are maintaining standards. The school has plenty of strengths on which to build, to continue to raise standards and to make the most of the pupils' enthusiasm for literacy and numeracy.
29. The literacy and numeracy lessons seen during the inspection had some inconsistencies that show the school's partial implementation. The lessons that were particularly effective were where the teacher did the following:
- set clear and explicit objectives and made the pupils aware of them. In these lessons, both in literacy and numeracy, pupils worked purposefully and measured themselves against the objectives;
 - asked good probing questions that encouraged pupils to think hard and beyond what they would otherwise have done. A good example was in Year 3, when the teacher told the story of Theseus and asked pupils thought-provoking questions that helped them understand the story and to relate to it. In a numeracy lesson in Year 6, the teacher's questions about the data and the graph made pupils think about their interpretations and develop their understanding;
 - set challenging tasks that were relevant to the aim of the lesson and which stretched the pupils and made demands on their efforts;
 - led mental mathematics with a lively pace. The pupils responded keenly, jumping up and down in excitement to answer the questions, and did a great many challenging mental calculations in a short time - hardly aware that they were working so hard.

30. There are some occasions when activities make unsatisfactory use of lesson time and do not focus sharply enough on what the pupils need to learn or practise. For example, in a lesson about the use of commas, there were some good activities that helped pupils understand how to use them. Some pupils, however, had to answer questions from a comprehension book and spent most of the time copying the questions. This did little to extend their skills and knowledge.
31. In some lessons, objectives were less clear and were less effectively used to create a purposeful atmosphere in the lesson. The questions were insufficiently thought-provoking and made few demands on pupils' thinking.
32. There are not enough opportunities for pupils to write at length for a range of purposes. However, the school has identified that the standards in writing need to be improved. There are some sound opportunities for writing letters and stories, but there is not enough attention given to writing for other purposes or in other subjects. The school does not devote sufficient time to the teaching of the skills of writing and pupils do not have enough opportunities to write for themselves.
33. In some lessons the pace of the mental arithmetic is too slow and there is little sense of challenge. The rate and quality of questions do not demand enough from the pupils and fail to create an exciting atmosphere of rapid mental calculation. In too few lessons pupils are invited to explain to each other how they worked out the calculation in their head.

The effectiveness of the teaching of information and communication technology.

34. Much of the pupils' work with computers is satisfactory and some is good. Pupils make satisfactory progress in general, but could be doing better. Where pupils are making the best progress and enjoying their learning the most, teachers are setting tasks that are relevant and have a clear purpose. In Year 3, pupils gain increasing mouse control to use simple screen tools in a graphics program to create a simple image of a Greek temple based on simple geometric shapes. Some pupils who were giving instructions to a floor robot and a screen robot were working effectively together and making good progress in their understanding of the process. Older pupils can use the word processor to write reports, confidently using many of the text-organising tools and including clipart pictures. In mathematics, teachers provide opportunities for pupils to work on software that can create bar charts, thus extending and enhancing their work in lessons.
35. However, sometimes pupils spend time at the computer copying text or questions from comprehension books and the opportunity to extend their information and communication technology skills is limited to finding the keys on the keyboard. In these cases there is insufficient time for pupils to learn to manipulate text as they write. Some pupils can find information from CD-ROMs, but many tend to simply print it off without selecting critically the particular information they require. They are not learning to make the selection and then apply the technology for their own use. This does not make best use of the limited time or the computers available for pupils in lesson time.
36. In some classes there is not a clear enough focus on what needs to be taught and how information and communication technology can be used to help pupils learn in other subjects. The provision is not as effective, and pupils do not learn as much, as in those classes where there is the clear focus. The list of required skills provided by the co-ordinator is useful and provides a simple measure of pupils' progress in what they should learn.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. To continue to raise standards, the school should build on its strengths and do the following:

A. improve the consistency of the school's approach to the teaching of literacy and numeracy

- a) make better use of time in lessons by ensuring that activities are relevant and challenging, and focus sharply on what the pupils need to know, understand or be able to do;
- b) make clear and explicit to the pupils what they are to learn in lessons;
- c) provide more time and opportunities for the teaching of writing and for pupils to write at length for a range of purposes;
- d) ensure that the pace of mental arithmetic is challenging and creates an exciting atmosphere of rapid mental calculation;

B. improve the effectiveness of the teaching of information and communication technology

- a) replace those activities that demand no extension of skill or knowledge with ones that are interesting and have clear purposes focused sharply on what pupils need to learn.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	32	59	5	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	236
Number of full-time pupils eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	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 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	31	30	61
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys	24	28	27	
	Girls	26	25	29	
	Total	50	53	56	
Percentage of pupils at NC Level 4 or above	School	82 (71)	87 (75)	92 (81)	
	National	70 (65)	69 (59)	78 (69)	

Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys	24	24	27	
	Girls	25	23	26	
	Total	49	47	53	
Percentage of pupils at NC Level 4 or above	School	80 (75)	77 (81)	87 (89)	
	National	68 (65)	69 (65)	75 (71)	

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

All pupils are white; there are no pupils of ethnic minority background

Exclusions in the last school year: 0

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26.2
Average class size	29.5

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	51.5

FTE means full-time equivalent.

Financial information

Financial year	1998-9
	£
Total income	374,736
Total expenditure	367,372
Expenditure per pupil	1,597
Balance brought forward from previous year	20,525
Balance carried forward to next year	27,889

Results of the survey of parents and carers

Questionnaire return rate 37.8%

Number of questionnaires sent out	235
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	54	44	1	0	1
Behaviour in the school is good.	49	49	0	0	2
My child gets the right amount of work to do at home.	33	48	12	1	6
The teaching is good.	56	42	0	0	2
I am kept well informed about how my child is getting on.	42	49	6	1	2
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	1
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	49	46	3	0	2
The school is well led and managed.	67	30	2	0	1
The school is helping my child become mature and responsible.	62	37	0	0	1
The school provides an interesting range of activities outside lessons.	40	42	10	0	8

Summary of parents' and carers' responses

Parents are extremely supportive of the school.

Other issues raised by parents

None