

# INSPECTION REPORT

## **WARMSWORTH PRIMARY SCHOOL**

Warmsworth, Doncaster

LEA area: Doncaster MBC

Unique reference number: 106756

Headteacher: Mr. R. Horsfield

Reporting inspector: Mr. M. Bucktin  
15484

Dates of inspection: 13<sup>th</sup> – 14<sup>th</sup> September 2000

Inspection number: 190716

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Mill Lane Warmsworth Doncaster South Yorkshire
Postcode:	DN4 9RG
Telephone number:	01302 852200
Fax number:	01302 855454
Appropriate authority:	Governing Body
Name of chair of governors:	Mr. J. Fox
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr. M. Bucktin (15484)	Registered inspector
Mr. M. O'Malley (19436)	Lay inspector
Mr. R. Cheetham (2592)	Team inspector
Mrs. E. Randall (15360)	Team inspector

The inspection contractor was:

Leicestershire County Council  
Advice and Inspection Service  
Education Department  
County Hall  
Glenfield  
Leicester.  
LE3 8RF

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

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

## **REPORT CONTENTS**

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

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

### **INFORMATION ABOUT THE SCHOOL**

Warmsworth Primary School has 417 pupils on roll. This includes the full time equivalent of 30 pupils in the Nursery. The number on roll is around the same as at the last inspection and the school remains much bigger than most other primary schools. The vast majority of pupils are white and around a third come from outside the school's catchment area. When they start school, pupils' attainment matches that normally expected of four-year-olds.

The school is situated on the outskirts of Doncaster. The immediate area the school serves is well established and most pupils come from secure family backgrounds. Close to ten percent of pupils are eligible for a free school meal. This percentage is below the national average. A similar proportion are on the school's register of special educational needs. This proportion is also below average and the majority have moderate learning difficulties. Six pupils have a statement of special need.

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

Warmsworth Primary School is a very effective school and provides very good value for money.

Since the last inspection, the school has sustained or improved upon its previously good performance. Standards of attainment in Key Stage 1 National Curriculum tests have been consistently above or well above the national average and the average for schools with a similar intake of pupils. In Key Stage 2 National Curriculum tests, results have been very high when compared with the national average and the average for similar schools. Indeed, this level of performance puts it among the top 5% of schools nationally.

The school is very well led and has a committed staff and governing body. Both have worked well to ensure that high performance in the core subjects goes alongside a broad and balanced curriculum. Teaching is good and helps pupils do as well as they can in all aspects of the school's work.

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

- Standards of attainment in the core subjects are particularly good. The results achieved by pupils when they leave the school are among the highest in the country.
- Pupils make very good rates of progress, they have very good attitudes and produce an impressive range of work.
- There is a rich and stimulating curriculum enhanced by strong links with the community and local businesses and includes good out of school provision.
- The teaching of literacy and numeracy across the whole school is good.
- The headteacher provides excellent leadership and is very well supported by a committed and hard working staff
- There is a strong sense of community, pupils behave very well and become increasingly aware of their responsibilities to themselves and to others.

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

- Despite improvements in the provision for information and communication technology, not all elements of the programme of study are taught in enough depth and standards are not yet up to expected levels.

*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, high standards in National Curriculum tests have been sustained. In English, standards, which were judged to be in line with the national average, have risen markedly and are now well above average. In particular, the school has been very successful in raising the standards of boys' literacy.

The overall quality of teaching has also been sustained with over nine out of ten lessons being satisfactory or better. Within this there have been notable improvements in the proportion of good or very good teaching. The consistency of teaching in Key Stage 1 has also been improved and is now good overall.

Of the four key issues identified in the last inspection, the school has successfully addressed three. In particular, the work of subject co-ordinators now makes a significant contribution to the standards pupils achieve and to the quality of teaching. This is especially so in English and mathematics which have been priorities for development, reflecting the national emphasis on improving standards of literacy and numeracy. However, there is still a need to improve standards in information and communication technology. Whilst the school has made some improvement, most notably in the appointment of a co-ordinator and in upgrading computers and software, this has not yet had sufficient impact on pupils' achievements.

## STANDARDS

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

Performance in:	compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	Well above average A above average B Average C below average D well below average E
Mathematics	A*	A*	A*	A*	
Science	A*	A*	A*	A*	

Note A\* indicates that standards are very high

When they start school, pupils' attainment matches that normally expected. They make very good rates of progress so that, by the time they leave school, pupils attain standards in English that are well above the national average and the average for schools with similar intakes. In mathematics and science, the school's performance in Key Stage 2 tests puts it in the highest 5% of schools in the country. These high standards have been maintained over a period of four years and early indications from the 2000 National Curriculum tests show yet further improvement. Most notable is the improvement on pupils attaining higher than expected levels in writing at Key Stage 1 and the high proportion of pupils (between half and four fifths) who attain higher than expected levels in the English, mathematics and science at Key Stage 2.

A good part of the reason why standards have been maintained at such high levels is the very effective procedures for tracking pupils' attainments. This enables the school to set realistic but challenging targets. High expectations, clear and focused teaching and very good support for pupils have enabled the school to exceed its targets in 1999 and 2000.

Work seen in lessons confirms that pupils are on course to maintain these high levels of attainment. Even at this early stage of the academic year significant numbers of pupils are attaining better than expected standards and samples of pupils' work indicate that they produce an impressive range of work, both in its quality and quantity.

Since the last inspection, the school has been successful in raising the profile of music throughout the school and standards are now in line with expectations. The quality and range of work on display indicates that standards are high in subjects like history, geography, art and design and technology. However, pupils do not yet reach expected standards in all applications of information and communication technology.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
--------	---------

Attitudes to the school	Very good. Pupils have particularly positive attitudes and take pride in what they do.
Behaviour, in and out of classrooms	Very good. Pupils conduct themselves well, both in the classroom and around the school.
Personal development and relationships	Very good. Pupils are involved in the school at all levels and form strong relationships with others.
Attendance	Good.

Pupils are very interested in their work and take pride in what they produce. They are keen, eager to learn and want to do well. Behaviour in lessons and around the school is very good. Each class has its own charter drawn up by the pupils, which guides behaviour, and the school is a very orderly community. The very good relationships ensure a happy, secure and purposeful ethos. Pupils are confident in asking questions and trying things out. They work well in pairs and groups when doing research and project work. They take responsibility and initiative and there are many examples of pupils helping with school routines. Attendance is above the national average.

### 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.*

Twenty-one percent of teaching is very good, 48% is good, 26% is satisfactory and 5% is unsatisfactory. The quality of teaching in English and mathematics is good. Even at this early stage of the academic year, teachers have accurately assessed the abilities of pupils and know their strengths and weaknesses. Lessons are taught with confidence and authority and the daily mathematics lesson and the literacy hour are very well organised. Well planned lessons place high demands on pupils, particularly in the oral sessions, with challenging work being set for pupils of all abilities. Teachers have high expectations of work and behaviour.

Pupils respond well. They are keen to learn and produce a lot of work, much of it to a high standard. They maintain good levels of concentration and learn to work independently from an early age. The teaching of information and communication technology is not quite up to the same standard. Whilst word processing is taught effectively, other applications are not covered to the required depth.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum ensures that pupils have a wide and enriched programme of work as they move through the school.
Provision for pupils with special educational needs	Good. The requirements of the Code of Practice are well implemented and assessment procedures thorough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is excellent, provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Very good. Through very effective monitoring and tracking procedures the school knows its pupils well and provides high standards of care.



A great deal of thought has gone into ensuring the curriculum is well planned and provides variety and interest. A wide range of out of school visits supplements the work done in class and close links with the community and local businesses give pupils a wide background for their learning. Tracking and monitoring procedures enable teachers to know individual pupils well. They promote high academic performance and the school has a coherent approach to developing citizenship among pupils that emphasises their responsibilities to themselves and to others.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is very well supported by a committed and hard-working staff.
How well the governors fulfil their responsibilities	Good. The governing body is well organised and works in close partnership with the school's staff.
The school's evaluation of its performance	Very good. Available information is evaluated systematically to identify where improvements can be made.
The strategic use of resources	Good. Staff are well deployed and the school carefully and sensibly plans ahead for further improvements.

The headteacher provides excellent leadership. He gives clear and firm direction for the work of the school, ensuring that the emphasis on literacy and numeracy is complemented by a rounded and balanced education for all pupils. The senior team of staff carefully and rigorously monitors the school's work, giving impetus and direction to the work of the teachers. The co-ordinators for English and mathematics have supported the implementation of the literacy and numeracy strategies very well through personal example and in guiding other teachers. All staff participate in the management of the school. They contribute well to working parties which make recommendations in key aspects of the school's work. The governing body is shrewd and has a good understanding of their responsibilities. They apply the principles of best value effectively.

### 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</li> <li>• Children make good progress</li> <li>• Behaviour is very good</li> <li>• Teaching is good</li> <li>• The school has high expectations</li> <li>• The school works closely with parents</li> <li>• The school is well led and managed</li> <li>• Pupils are helped to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons</li> </ul>

The inspection team fully endorses the views of parents with regard to the strengths of the school. Parents have every right to be pleased with what the school offers its pupils and the way it enables pupils to achieve high standards in work and behaviour.

With regard to the range of activities outside lessons, the inspection team finds that parents concerns are not justified. Each year group supplements its work through trips and visits to place of interest. For example, Year 2 pupils visit Elsecar Heritage Centre to support work in science and history. The extra-curricular activities (WASPs), provide opportunities for older pupils to pursue interests in music, sport and crafts.

## **PART B: COMMENTARY**

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

**Standards of attainment in the core subjects are particularly good. The results achieved by pupils when they leave the school are among the highest in the country.**

1. Since the last inspection the school has sustained high standards whilst also achieving improvements in key areas.
2. In Key Stage 1, results in National Curriculum reading levels have been consistently well above the national average and the average achieved by schools with similar intakes of pupils. In writing, results have ranged from above to well above average and, in the 2000 tests the school has successfully improved the proportion of pupils that attains higher than expected levels. In, mathematics, results fell slightly in 1998 but the following year returned to being above average and the 2000 results show yet further improvement.
3. In Key Stage 2, results in National Curriculum tests for mathematics and science have consistently been among the highest 5% of schools across the country. Early indications from the 2000 tests show still further improvement on this already very high standard. Moreover, the proportion of pupils attaining higher than the expected level in these two subjects has also been sustained at impressively high levels. In mathematics around two out of every three pupils attain higher than the expected levels. In science this rises to four out of every five.
4. The previous inspection noted that standards in English at Key Stage 2 were in line with the national average. Since then the school has given high priority to improvement and enthusiastically implemented the national strategy for literacy. The outcome is significant improvement which is much better than the national rate of improvement over the same period. The Key Stage 2 results in 1999 were well above the national average and the average achieved by similar schools. Early indications from the 2000 tests show yet further improvement. The proportion of pupils attaining higher than the expected level has also risen to just over half.
5. Of particular note is the very marked improvement in the achievement of boys in English. In 1996, boys were around two terms behind girls, which was more than the national difference. In the 1999 tests the performance of boys had improved to the extent that, even allowing for significant improvements in girls' performance, they were less than half a term behind girls. This is double the rate of national improvement and the difference in the performance of boys and girls is much less than the difference nationally.
6. This is because teachers create a climate in which all pupils are expected to do their best. They plan and teach lessons in a calm, confident and knowledgeable manner which transmits itself to pupils and select material which motivates and interests boys as well as girls. The work of the school in raising the achievement of boys has been recognised in a book of case studies published by the Basic Skills Agency.
7. There is a strong quest for improvement and the school is not content to rest on its laurels. For example, the science curriculum is being reviewed even though standards are already very high.

**Pupils make very good rates of progress from the time they enter the school, they have very good attitudes and produce an impressive range of work.**

8. Given that pupils' attainment on entry to the school matches that normally found, the results in end of key stage tests show that rates of progress are very good. The work seen in lessons indicates that the school is on course to maintain its high standards. Even at this early stage of the academic year a significant number of pupils are working at higher than expected levels.

9. Children in the nursery and reception classes listen carefully, follow instructions and speak clearly and pass comments on familiar stories and rhymes. They recognise numbers up to 10 and can confidently give the next number in a sequence. In Key Stage 1, pupils read with fluency and accuracy and express their likes and dislikes. They also develop a direct style of writing. For example, a Year 2 pupil in describing how to make an electrical circuit began his description by stating, "This is what you do." In mathematics, pupils are confident with numbers up to 100, recognise 2 and 3D shapes using correct terminology to name them and work with extended number sequences leading on to the 5 and 10 times tables.
10. In Key Stage 2, pupils produce a varied range of writing, matching the style to the audience. For example, pupils produce a school newspaper, *The Warmsworth Warbler*, which is written in a clear, direct style. Sentences range from the simple to the more complex, with paragraphs and punctuation correctly used. Their reading is also confident, for example Year 5 pupils used text taken from "The Hobbit" to make deductions from supporting evidence. In mathematics, the comprehensive coverage of the programme of study and the spirit of mathematical enquiry, which is so effectively developed, gives pupils the knowledge and skills to carry out investigations and solve problems. In science, the range and depth of work is very impressive. Pupils learn to conduct experiments, such as the rate at which water cools and make a series of accurate observations and drawing conclusions. This is complemented by a systematic programme in which key scientific knowledge is built up throughout the key stage.
11. The sample of work put forward by the school was very well organised and gave clear evidence of the quantity and quality of pupils' work. The care with which work is produced, the way project folders and booklets are put together and the range of skills shown in the work across all subjects shows that pupils take great pride in their work. Literacy and numeracy skills are very well applied to learning in other subjects. For example, in science pupils draw line graphs to present information and complete calculations as part of their experiments. In history, imaginative accounts capture pupils' views of what life was like in Tudor Britain.
12. In classrooms, pupils' very positive attitudes are evident. For example, personal hygiene routines like brushing teeth were discussed without embarrassment by a Year 3 class. Another Year 3 class showed great enthusiasm within the first part of a mathematics lesson. They mentally worked answers and held up their number cards in response to the problems set by the teacher. They were delighted when they achieved the correct answer but not deterred when they made mistakes. Indeed they only became more determined to succeed next time. There was genuine disappointment when the teacher brought the activity to a close.

**There is a rich and stimulating curriculum which is enhanced by strong links with the community and local businesses and is extended to include good out of school provision.**

13. The high standards achieved in the core subjects have not been at the expense of other subjects. They have been given an appropriate amount of time and teachers are concerned to teach them to the same quality and depth.
14. The range of work around the school is impressive and all areas of the building are alive with bright, colourful displays. Work from all age groups is on display enabling older pupils to see the work of younger pupils and vice versa. Work in history, geography, design and technology and art indicate that good standards are achieved across the breadth of the curriculum. Pupils are given challenging tasks and the quality of the finished articles is good. For example, Year 1 pupils had made models using balsa wood, a material that many older pupils find difficult to work with. In art, the range of media used, the representation of feelings and the use of pattern and texture make a significant contribution to the ethos and climate of the school. This is best shown by the school's contribution to JC2000, a national arts festival, which is on show in the school hall. This depicted the story of the Good Samaritan in a modern context using artwork from across the school and was judged to be "...an outstanding example of contemporary art."
15. Since the last inspection, the profile of music has been raised considerably. As well as making improvements to the music curriculum, the school now boasts a choir, an orchestra, recorder groups and puts on concerts which are very well attended.

16. The curriculum is extended out of the school through visits and trips to places of interest. For example, the “Warmsworth Warbler” contains well written accounts of visits made by each year group. Year 6 went to Elsecar Industrial Museum and the Millennium Dome, Year 5 to Gainsborough Hall to extend their work on Tudor Britain, Year 3 to a synagogue in Leeds and Year 2 to Eyam. Each visit is followed up in class ensuring that pupils gain the widest possible benefit.
17. Links with the local community and business are strong and also emphasise that learning is applied in a variety of contexts. Pupils have visited the local hotel and studied the work of a nearby quarry. A local chemical company has supported the school’s work in recording achievement and helping pupils to set their own personal targets. Older pupils take part in a wide range of extra-curricular activities known as WASPs. Over 80 pupils from Years 5 and 6 engage in a variety of sporting, musical and craft activities. Indeed the school received an award from a national charity in recognition of its “...excellent out of school provision”
18. All these examples reflect a commitment to education in its fullest sense and make a significant contribution to pupils’ personal development.

**The teaching of literacy and numeracy across the whole school is good.**

19. The school has introduced the national strategies for literacy and numeracy very well. The co-ordinators have both taught demonstration lessons and the mathematics co-ordinator is recognised by the Local Education Authority as a “leading mathematics teacher”. They have observed their colleagues and given further guidance on their teaching. The outcome is that the literacy hour and the daily mathematics lesson are taught with confidence and authority. This transmits itself to pupils who know what is expected of them and readily rise to the challenge.
20. Interesting and challenging texts like, “The Hobbit”, “The Wind in the Willows” and anthologies of poetry are chosen for study within the literacy hour and used to develop skills deduction and characterisation. Teachers provide very good role models. They conveying interest and enthusiasm in literature and read with great expression. This stimulates pupils to do the same. Teachers ask perceptive questions. They encourage pupils to think for themselves and explain key concepts such as in a Year 4 poetry lesson which considered how words convey variations in meaning. The lessons move smoothly from one element to another and even the youngest pupils are able to work independently, allowing the teacher to work directly with other groups.
21. Mathematics lessons start with a challenging session of oral and mental work in which the emphasis is on the use and recall of number and their practical application. For example, a Year 6 lesson started with a rapid practice of tables before going onto consider place value to one decimal place and translating it to weight and money. Teachers are adept at assessing pupils’ capabilities during these sessions and targeting questions to particular pupils. This serves to maintain high levels of concentration among pupils.

**The headteacher provides excellent leadership and is very well supported by a committed and hard working staff**

22. The headteacher is very well respected by all sections of the school community and beyond. He has a clear vision for the school and provides the strongest possible role model in seeing this vision translated into practice. He exudes confidence and pride in the work of the school and creates similar feelings in all those who are connected with it. This is best shown in the way the school took the inspection in its stride. Staff saw it as a natural process and an opportunity to present the work of the school for scrutiny.
23. This leadership influences standards in the school in two main ways. First, the Headteacher and senior staff lead the process through which pupils’ progress is carefully tracked and monitored. Assessment data is systematically analysed and gives teachers a clear understanding of each pupil’s strengths and weaknesses. This enables particular areas to be targetted at an early stage with individual pupils. It

also means that whole school targets have a strong basis and are realistic. Consequently, the run-up to national tests and assessments is a calm and considered process. Parents warmly appreciate the sensible approach taken to Key Stage 2 tests in particular, noting that pupils respond better because they see the tests as a normal process rather than a special event. Secondly, through very effective delegation, key staff directly influence teaching and learning. In literacy and numeracy for example, the co-ordinators have had a significant impact on standards and the quality of teaching, leading staff training and monitoring its impact in the classroom. The same approach is to be used to improve standards in information and communication technology.

24. The emphasis on literacy and numeracy is balanced by a concern for individuals and achievement is recognised at all levels. Staff have the opportunity to contribute their expertise through working parties which make recommendations on key processes and procedures in the school. This level of involvement and encouragement is very much welcomed. It creates a very strong commitment to improvement and belief in their collective ability to succeed. One member of staff voiced her appreciation of the way she had been encouraged to take on new responsibilities and challenges and referred to the positive effect this had on her confidence.
25. The governing body provides good support and carries out its roles and responsibilities in an effective manner. They recognise the strengths of the school and are concerned to support the headteacher and staff in an unobtrusive, but nonetheless challenging way. The chair of the governing body in particular is acutely aware of the costs involved in running the school and what it needs to achieve to continue to provide the very good value for money it currently does.

**There is a strong sense of community within the school, pupils behave very well and become increasingly aware of their responsibilities to themselves and to others.**

26. The aims of the school are summarised in a statement which refers to “.....the right of everyone to learn, work and live in a just community and to be treated with respect.” It very successfully achieves these aims through a systematic approach which provides coherence and purpose. This approach develops a strong sense of citizenship among pupils. The success of the school has been recognised by its inclusion as a case study in recent publication and the school receives frequent requests from other schools to learn more of this approach in practice.
27. The sense of community is evident immediately on entering the school. Pupils’ achievements are given prominence in bright and engaging displays of their work and in a corridor devoted to newspaper cuttings, certificates and photographs which recognise the contribution of the school in the wider community. These indicate, for example, a wide number of charities that the school has supported. Pupils take on a variety of tasks in helping the school to run smoothly and enjoy the trust given to them.
28. The sense of responsibility to themselves and others is evident in “Class Charters.” These are a list of rules that the pupils agree with the teacher at the start of every year. They are highly valued and emphasised. For example, a Year 6 class based their assembly on the “Charter” they had just complied and acted out role play to illustrate its key points. The “Charters” provide a strong framework for behaviour and pupils respond very well; behaviour is very good throughout the school. On the minority of occasions pupils do stray from accepted standards, the “Charter” is used to remind them of what is expected, as in a Year 5 class when a pupil was calmly but firmly reminded of the need to put a hand up before contributing views and opinions.
29. Everyone connected with it values the strong spirit within the school. Staff refer to the family ethos of the school and clearly value the strong tradition of professional discussion and debate which helps them improve their work. Parents particularly like the way pupils are helped to become mature and responsible. This is evident in the way pupils relate to each other. For instance, a pupil with physical disabilities is very well integrated into the life of the school and a parent of a child with behavioural difficulties greatly appreciates the way the school has supported her child.

## **WHAT COULD BE IMPROVED**

**Despite improvements in the provision for information and communications technology, not all elements of the programme of study are covered and standards are not yet up to expected levels.**

30. Standards and provision for information and communication technology were judged to be unsatisfactory at the time of the last inspection. In common with many others, the school has found it difficult to keep pace with new developments in this area. So, despite the best efforts and intentions, the school has not been successful in bringing this area of its work up to expected standards.
31. Pupils become increasingly proficient in word processing and can edit text, introducing tables and images. Programs are used to consolidate and practise literacy and numeracy skills. Information from CD-ROM and the Internet is also used to help pupils' research. However, this does not extend into other applications such as control applications and so attainment across the full range of knowledge, skills and understanding is not yet up to the required standards.
32. The school is fully aware that it still has work to do to bring this area up to standard and has made progress. An extended range of up to date computers has been installed. There are three networked mini-suites around the school together with appropriate software. The school has taken advantage of recently issued national planning guidance and has a more systematic approach to covering key elements of the National Curriculum programme of study. A co-ordinator with the necessary expertise is set to take over the leadership of information and communication technology. She has correctly assessed the school's needs and recognises, as do those concerned, that many staff lack confidence in teaching the full range of skills and knowledge. Clear and detailed plans for staff training are in place with monitoring and support to ensure that training is translated into practice.
33. Consequently, the school is well placed to take this work forward.

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

34. To develop further the school's effectiveness the staff and governors should:
35. Improve the standards achieved in information and communication technology by fully implementing the plans for:
  - Training staff;
  - Integrating the subject within the curriculum; and
  - Monitoring, evaluating and supporting teaching.(Paragraphs 30, 31 and 32)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	13

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	21	48	26	5		

*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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	387
Number of full-time pupils eligible for free school meals	0	39

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	1	41

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3

<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	17
Pupils who left the school other than at the usual time of leaving	13

### *Attendance*

#### **Authorised absence**

	%
School data	4.85
National comparative data	94.1

#### **Unauthorised absence**

	%
School data	0.01
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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	34	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	33	34
	Girls	20	20	20
	Total	52	53	54
Percentage of pupils at NC level 2 or above	School	95 (97)	96 (99)	98 (90)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	29	30
	Girls	20	20	20
	Total	51	49	50
Percentage of pupils at NC level 2 or above	School	93 (94)	89 (93)	91 (91)
	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*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	22	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	20	20	22
	Total	39	39	42
Percentage of pupils at NC level 4 or above	School	89 (89)	91 (92)	95 (100)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	20	20	21
	Total	39	39	40
Percentage of pupils at NC level 4 or above	School	89 (72)	91 (79)	91 (85)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	314
Any other minority ethnic group	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	22.1
Average class size	27.6

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

Total number of education support staff	12
Total aggregate hours worked per week	230

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	30.0

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	15.0
--------------------------------	------

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

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

Total income	689,704
Total expenditure	731,062
Expenditure per pupil	1,885
Balance brought forward from previous year	87,615
Balance carried forward to next year	46,257

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

### **Questionnaire return rate**

Number of questionnaires sent out	417
Number of questionnaires returned	149

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	64	33	2	0	1
Behaviour in the school is good.	61	39	0	0	1
My child gets the right amount of work to do at home.	41	48	11	0	0
The teaching is good.	68	31	1	0	0
I am kept well informed about how my child is getting on.	43	39	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	1	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	56	39	5	0	1
The school is well led and managed.	58	41	0	0	1
The school is helping my child become mature and responsible.	55	44	0	0	1
The school provides an interesting range of activities outside lessons.	26	46	22	1	5

### **Summary of parents' and carers' responses**

There is wide support for and appreciation of the work the school does. Parents have every right to be pleased with what the school offers its pupils and the way it enables pupils to achieve high standards in work and behaviour.

With regard to the range of activities outside lessons, the inspection team finds that parents' concerns are not justified. The school ensures that each year group has the opportunity to supplement their work through trips and visits to place of interest. For example, Year 2 pupils visit Elsecar Heritage Centre to support work in science and history. There is also a considered approach to extra-curricular activities known as WASPs (Warmsworth After School Pursuits), providing opportunities for older pupils to pursue interests in music, sport and crafts.