

INSPECTION REPORT

CANON POPHAM CHURCH OF ENGLAND PRIMARY SCHOOL

Edenthorpe, Doncaster

LEA area: Doncaster LEA

Unique reference number: 106768

Headteacher: Carol Anne Sellars

Reporting inspector: Jenny Penfold
012443

Dates of inspection: 15th – 17th January 2001

Inspection number: 191599

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Balk Edenthorpe Doncaster South Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Godfrey Hodgson
Date of previous inspection:	28/01/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Canon Popham Church of England Primary is an average-sized voluntary aided primary school situated in the village of Edenthorpe, five miles East of Doncaster. There are 212 pupils, 107 boys and 105 girls on roll. The school takes pupils from a wide area. Pupils attending the school do so because their parents have chosen an Anglican Church school for their children. The ethnic background of the pupils is predominantly 'white'. A small number of pupils are of Black African, Indian or Chinese heritage. The attainment of children when they start school is above average. Eleven per cent of pupils are currently on the school's register of special educational need, which is below the national average. Six pupils (2.8 per cent) have statements of Special Educational Needs (SEN), which is higher than the average nationally. At the time of the inspection there were 48 children under the age of six at the school. These children are taught in a reception class and a Year 1 class.

HOW GOOD THE SCHOOL IS

This is an effective school. It is well managed and the headteacher provides very good leadership. Pupils have very good attitudes to school. Results in the national tests taken by pupils in Year 6 who are in their last term at the school have been well above the national average for the past two years, and pupils do better than those in similar schools. The school provides good value for money.

What the school does well

- By the time pupils reach the end of Key Stage 2 they achieve high standards in English, mathematics and science.
- The headteacher provides strong leadership and the school is very well managed. She and her deputy headteacher form a very effective team.
- Pupils have very good attitudes to their work. They are keen to learn, eager to do their best and make strong relationships with each other and all adults in the school.
- The teaching of pupils from the age of seven onwards is good overall. It is very good in Year 6.
- The school works hard to ensure that all pupils come to school regularly. Attendance is well above the national average.

What could be improved

- The governing body is supportive but does not give a strong enough lead in shaping the direction of the school or checking its work to evaluate the effects of its initiatives.
- While the teaching and learning in the Reception, Year 1 and Year 2 classes are satisfactory, they could be better.
- The marking of pupils' work is unsatisfactory.
- The accommodation for children in the reception class is cramped and there is no safe, secure outdoor play area.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement overall since its last inspection in January 1997. The teaching is now better than it was and schemes of work are in place for all subjects. The school has built a suitable library and there is a medical area. Appropriate long-term key strategic objectives have been agreed by the governors and form part of the school development plan, which is now a useful document overall. However, the governing body lacks clear direction in its work and improvement in this area has been slight. The provision for Information and Communication Technology (ICT) now meets statutory requirements and the teaching of this subject is satisfactory. The amount of equipment and software is approaching the national average, teachers have received some training to improve their subject knowledge and now make sound use of the Qualifications and Curriculum Agency's scheme of work to plan their lessons. The school realises that there is still more to be done, but has made good progress overall in this area of its work. Performance in the English, mathematics and science national tests at the end of Key Stage 2 has improved significantly and is now well above the national average overall.

STANDARDS

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

Performance in:	compared with				Key very high A * well above A average above B average average C below average D well below E average
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	B	
mathematics	C	A	A	B	
science	B	A	A*	A*	

Pupils at this school achieve well. This is a strong set of results when compared with those in schools nationally. They show that the school is achieving above average results in comparison with schools considered to have a similar intake nationally. The current Year 6 pupils are achieving standards that are well above those expected for their age in English, mathematics and science. The school exceeded its targets in the latest tests. The performance of eleven-year-olds in science tests was in the highest five per cent nationally. The proportion of pupils who achieved level 5 in science was very high. The school's results are improving at the same rate as schools nationally. Standards in information and communication technology have improved and are now broadly in line with what is expected throughout the school. Pupils achieve well in history, art and physical education and standards are above average in these subjects by Year 6.

Standards at the end of Key Stage 1 in the national tests taken by the last Year 2 cohort were well above average in English and mathematics tests, and in science as judged by science teacher assessments. The results of the tests taken by the last cohort of seven-year-olds at the school were much higher than in the previous three years. Standards were above

average when compared with those of similar schools. Inspection evidence indicates that the teaching is not promoting such high standards this year, although they are still above average in English, mathematics and science. By the age of five, children in the foundation stage exceed the Early Learning goals for their age in communication, language and literacy and mathematical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are keen to learn and eager to do their best. This makes a significant contribution to their achievements. They enjoy school.
Behaviour, in and out of classrooms	Good. Pupils behave very well in lessons, particularly at Key Stage 2. Their behaviour around the school and at playtimes is good.
Personal development and relationships	Good. Relationships between pupils and all adults are very strong. Pupils' personal development is good and they willingly take responsibility when it is offered.
Attendance	Very good. Attendance rates are well above the national average.

Pupils demonstrate respect for each other and value each person's contributions in lessons. They treat classmates with statements of special educational need with consideration. There were no exclusions in the last year.

TEACHING AND LEARNING

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

Overall, the teaching in the school is good and ensures that the needs of all pupils are met. It was at least satisfactory in 100 per cent of the lessons seen by inspectors. No unsatisfactory teaching was observed. The teaching has improved since the last inspection, when 17 per cent of lessons were judged to have unsatisfactory teaching. The teaching was very good in 22 per cent of lessons. The quality of teaching in English and mathematics is good and sometimes very good or excellent, and the skills of literacy and numeracy are taught well. The teaching is very strong in Year 6, where it is occasionally outstanding. The strengths of teaching in this class lie in the high expectations of the teacher, the clarity of the explanations, use of resources to support the pupils' learning and development of the technical vocabulary associated with the subject that is being taught. In the reception, Year 1 and Year 2 classes the teaching was satisfactory in all the lessons seen. However, the teaching is weaker than at Key Stage 2 because there is not enough challenge in the work provided for different groups of pupils, a limited range of questions are used and teachers do

not always extend the learning by working in a focused enough way with groups of pupils. This means that pupils in these classes make sound progress, whilst those at Key Stage 2 make good progress, and very good progress in Year 6. There are strengths in the learning of pupils with special educational needs, who are well catered for by the school. The teaching assistants and other adult help make a significant contribution to the learning of pupils throughout the school. Pupils concentrate on their work particularly well when the teaching is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Subjects of the National Curriculum are addressed thoroughly and there is a strong commitment to personal and social education. Teachers work hard to provide a very good range of activities at lunchtimes and in after-school clubs.
Provision for pupils with special educational needs	Good. The good levels of classroom and individual support ensure that pupils with special educational needs make good progress and that those with statements of special educational needs make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is very good provision for social and moral development and good provision for spiritual and cultural development. Adults make very clear to pupils the importance of trying to make the right choices, and help them to extend their horizons so that they learn about the wider world. There are good opportunities for them to reflect during lessons and acts of worship and to help in the running of the school.
How well the school cares for its pupils	Good. The school looks after its pupils well in a caring and Christian environment.

The school follows up the reasons for pupils' absence rigorously. This ensures that pupils' attendance is very good and their learning is not disrupted. The school's arrangements for child protection are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. There is a strong headteacher who is supported by a very able deputy headteacher.
How well the governors fulfil their responsibilities	Governors bring a good range of skills and experience to their work and are supportive of the school. The governing body does not give a strong enough lead in the overall direction of the school, monitoring its work or checking the effect of actions arising from the decisions it has made.

The school's evaluation of its performance	Senior staff are very good at deciding and acting upon what needs to be done to improve the quality of education the school provides and the standards achieved.
The strategic use of resources	The school makes good use of its resources and all funding available to it.

The headteacher applies the principles of best value well. She compares its results with those of other schools carefully and uses target setting effectively to challenge teachers and children. The governing body has recently started consulting parents regularly through the 'governor parent forum' and does its best to get good value when making major spending decisions. The accommodation for children in the foundation stage is currently rather cramped due to the layout of the classroom. There is no safe, secure outdoor play area for these young children to use and equipment for their physical development is unsatisfactory.

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 are expected to work hard and do their best. • They feel able to approach the school with their questions and concerns. • Their children are helped to become mature and responsible. • The good teaching. • Their children like school. 	No significant areas of concern were identified by parents.

Inspectors agree with the positive views expressed by parents.

A small number of parents wrote to the Registered Inspector to say that their children had been less happy in the Year 2 class than in Years 1 and 3 due to the pressure of the end of Key Stage 1 tests. Inspectors scrutinised pupils' books and observed lessons in Year 2 and found no evidence of unrealistic demands being put on pupils during the course of the inspection. Several parents praised the caring environment of the school, describing examples of when they had received individual support at times of difficulty.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the time pupils reach the end of Key Stage 2 they achieve high standards in English, mathematics and science.

1. The results of National Curriculum tests taken by pupils in Year 6 have been well above average for the last two years. Inspection evidence confirms this positive picture. Standards are high because the pupils' work hard, the quality of teaching is very good and the school addresses any weaknesses in attainment and teaching lower down the school through its analysis of assessment data. There is a strong commitment from the school to maintain and raise standards further. For example the deputy headteacher has started work putting together a 'portfolio of excellence' to show work of very high standard throughout the school. The headteacher is well aware of what needs to be emphasised to ensure that attainment remains high and that pupils achieve to the best of their abilities.
2. In English the school fosters both enjoyment and high standards in reading very successfully, and by the time they reach Year 6 pupils read very well. They have a very obvious love of reading and are able to evaluate the books they have read well. One pupil explained that he would give the last book he had read "eight out of ten... it would have been ten out of ten if it had had more action". In discussing a new book with him, a higher-attaining boy was able to appreciate that the book gave a child's point of view and sounded as if it a boy had written it. A girl explained that she liked reading "because of the pictures it makes in your mind". Pupils read aloud with very good expression and, in lessons can use inference and deduction to help them determine the chronology of short stories that have been cut into paragraphs and placed into envelopes. Their handwriting is joined, clear, fluent and legible and all pupils write quickly and confidently using fountain pens in Years 5 and 6. When writing reports, stories and interviews pupils develop a coherent structure and use punctuation very well. They develop a wide vocabulary and use techniques such as simile well to enliven their creative writing. For example, an average-attaining pupil wrote: "The night was as dark as coal but there was little gleams of light from the full moon and shadows swept along the floor as birds flew past the room" (sic). Spelling is accurate and lower-attaining pupils can spell polysyllabic words such as 'cautiously' correctly.
3. In mathematics, Year 6 pupils apply their knowledge and skills very well. Their attainment in lessons is well above average. They have a very good recall of number facts to help them to solve mathematical problems both mentally and with paper and pencil. This is because the teaching in Years 5 and 6 builds well on pupils' previous learning. In a Year 6 lesson pupils were keen and responsive. They demonstrated a high level of understanding of plotting points in all four quadrants, and all used mathematical terms correctly and confidently. Scrutiny of pupils' written work shows that in mathematical investigations when they investigate the sequence of triangular numbers or 'Pascal's Triangle' they all present their results in an intelligible, organised way. Many provide their reasoning well for simple conclusions and describe what they have done using words and diagrams. All can find the areas of irregular shapes that can be split into rectangles, applying the formula for the area of a rectangle with understanding. In a Year 5 lesson all pupils could solve multiplication problems such as 46×4 using a very good range of methods. For example one lower-attaining pupil explained that he had worked this out so quickly by rounding the first number to 50, then: "50 times 4 is 200 and then I did 200 take away 16 which makes 184". Other

pupils made very good use of strategies such as doubling, rounding and adjusting to be able to multiply two digit numbers by one-digit numbers. By Year 6, many pupils have a very good grasp of long multiplication. The teachers in Years 5 and 6 give pupils very good opportunities to share their methods as advised by the National Numeracy Strategy, and this has a positive impact upon their achievements.

4. It was not possible to observe science being taught in Year 6, but the performance of pupils in national tests was very impressive last year. One hundred per cent of pupils reached the expected level 4, and 84 per cent of pupils achieved a level 5 result. Standards have risen quickly over the last three years. Scrutiny of pupils' work shows that they explain clearly the three states of matter and identify some of the properties of material in each phase. They explain the use of some common gases. Many understand some characteristics of micro-organisms and their effect on, for example, food and health, along with some ways of controlling or destroying them. Pupils explain the structure and function of plants. Their written explanations are often humorous and indicate that the quality of their learning is good. They use scientific language correctly and devise fair tests, for example, as part of their work on filtration, showing that they know how filters can be used to separate materials.

The teaching of pupils from the age of seven onwards is good overall. It is very good in Year 6.

5. There is a high proportion of good and very good teaching at Key Stage 2. Sixty-seven per cent of the teaching is good or better and thirty-four per cent is very good or excellent. The quality of teaching is a significant factor in the good achievement of pupils as they progress through Key Stage 2. The teaching is best in Year 6 where, for example, an outstanding mathematics lesson was seen.
6. Teachers make their expectations of pupils very clear and work hard on their behalf. For example, in an information and communication technology lesson the teacher spent much time making sure that all Year 4 pupils could use 'cut and paste' skills and a spellchecker to edit a story by the end of the lesson. Lessons are often well thought out and introduced in a lively way. For example, a Year 3 science lesson about materials and their properties began with the teacher sharing the objectives for the lesson with pupils and summarising previous work on plastic and glass with the pupils through good quality questioning. The pupils were eager to answer the teacher's questions in this part of the lesson because they were excited by her enthusiasm. They were able to recall their previous work well. A notable feature of the teaching at this key stage is the careful development of the vocabulary specific to each subject. In an ICT lesson for Year 5 pupils, the teacher was careful to use the correct computer vocabulary when taking pupils through the process of identifying and correcting errors in a previously prepared set of data. The marking of pupils' work, in contrast to the support given in lessons, does not contribute to their progress sufficiently from Year 4 onwards because it does not help the pupils understand how they can do better. Good use is made of homework, for example, in science, to extend what has been learned at school.
7. Pupils in the Year 6 class achieve very well across the curriculum because of the very good teaching they receive. The teacher is ambitious for all her pupils and they rise to her high expectations. In an outstanding mathematics lesson all pupils, including those with statements of special educational need, grasped quickly how to add positive and negative numbers mentally. This was because of the very clear explanations, grasp of the subject, the excellent use made of a 'washing line' of numbers from -10 to $+10$, question cards and the use the teacher made of the pupils'

contributions. By the end of the lesson the lowest-attaining pupils were able to examine statements such as '+2 add -3 = +1', give the corrected answer and then explain fully why the original statement was incorrect.

8. Teachers make very good use of the considerable skills and expertise of the teaching assistants. In a session for Year 3 pupils being given extra help to help develop their literacy skills, the teaching assistant used resources well to cover the teaching points and to maintain the pupils' interest and involvement. The pupils enjoyed the session because of this and their confidence grew visibly even though the activities became more demanding. The teaching assistant in a Year 6 mathematics lesson was very careful to use the correct mathematical language and notation with a group because she had been well briefed.

The headteacher provides strong leadership and the school is very well managed. She and her deputy headteacher form a very effective team.

9. The headteacher sets high standards for herself and the rest of the school. Parents have a high regard for her abilities. She has a very clear picture of the school's strengths and weaknesses and is continually striving for improvement whilst being aware of the dangers of having too high expectations of staff. She picked up and dealt with the challenges set by the last inspection very well and the school is now better than it was because of this. The deputy headteachers skills complement those of the headteacher very well and she has a wide ranging brief. Importantly her teaching is of a high standard and this means that she has both credibility and a good repertoire of skills to use when helping colleagues to improve their own teaching.
10. The headteacher has put in place a good programme to improve the impact that subject leaders have on their subjects. This has involved shared monitoring of classroom practice in the first place, followed by subject leaders planning their own programme of individual monitoring and subsequently writing action plans to form part of the school's development plan. Although some of these plans lack a clear focus in outlining how the actions will lead to improvement, the process is giving subject leaders valuable experience.
11. A particularly strong feature of the school's improvement has been the use of performance data to help form a picture of the school's current position and the developments needed to make further improvement. The deputy headteacher takes the lead in carrying out a detailed analysis of all assessment data and has done so for several years. The senior management team then uses this information very well to help decide what needs to be done. This is complemented by a detailed analysis of how well each class does in all annual tests throughout the school. This means that the teachers know which aspects of English and mathematics their classes are finding difficult, and can plan suitable work to help them to do better. The progress that each class makes is checked carefully, and if it is not considered to be good enough, the reasons are investigated. A programme of monitoring and support is then put in place to improve the teaching if there is a need.
12. A noteworthy feature of the school is the way in which staff take their lead from the headteacher in working together as a team and in being open about any problems. The headteacher holds a Wednesday night surgery for any member of staff to chat and discuss issues of concern confidentially. The teachers feel able to share their difficulties in the knowledge that a way will be found for them to be dealt with. For example, teachers at the time of the last inspection lacked sufficient expertise to teach the full National Curriculum requirements for ICT. The subject leader ran useful

training and the teachers' subject knowledge is now satisfactory in most areas. However, teachers still feel, rightly, that they need to learn more and are looking forward to involvement from the local education authority ICT Adviser to support this process.

Pupils have very good attitudes to their work. They are keen to learn, eager to do their best and make strong relationships with each other and all adults in the school.

13. The pupils are keen to learn. Children in the reception class are able to work independently with good concentration, for example, when playing a matching game on the computer or tracing and colouring. They clear away sensibly at the end of lessons and help each other to make sure that all the jobs are done. Pupils at Key Stage 2 present their work to a high standard. Pupils of all abilities want to do their best, and strive to achieve the highest standards, particularly at the top end of the school. In a very good swimming lesson a lower-attaining group of Year 5 pupils was eager and receptive because of the enthusiastic manner in which the teacher helped them to improve their strokes. All the pupils tried very hard in a relay race at the end of the lesson and valued the contributions that their classmates made to the overall performance of their teams. Year 6 pupils concentrated very hard in a handwriting lesson but were also able to share jokes with their teacher, which they really enjoyed. They were keen to begin and quick to respond to advice. Their positive attitudes and desire to improve contributed positively to the good gains in their handwriting skills.
14. Parents are happy with the attitudes of the children. A very high proportion of parents agree that the school is helping their children to become mature and responsible, that their children enjoy school and the behaviour in the school is good. From the reception class and Key Stage 1 onwards, adults' work hard to promote high standards of behaviour and pupils respond very well in the lessons where there are high expectations of their behaviour. Pupils know that bullying is wrong. They describe good personal strategies for coping with oppressive behaviour should the need arise.
15. There is a good culture of inclusion within the school that contributes to the strong relationships between adults and pupils. The school encourages pupils effectively to 'Love God and love one another'. Pupils work well together, are pleasant and cooperative and there is a very pleasant atmosphere in the school. The respect with which pupils and adults treat each other is evident in lessons and contributes to the strong relationships within the school. For example, in a Year 6 mathematics lesson pupils were proud of the fact that one of their classmates with a statement of special education needs felt confident enough to come to the front of the class to add correctly to the diagram that they were developing together of axes and coordinates in all four quadrants. Many laughed with evident affection at his humour and were pleased that he was successful. Acts of worship include thoughts for the week such as: 'Have you made the right choice today' and pupils try to take account of these in lessons and at play.

The school works hard to ensure that all pupils come to school regularly. Attendance is well above the national average.

16. There is a very good system for making sure that the reason for any absence is known by the school. The procedures are carried out rigorously, and pupils' attendance is very good. The registers for all classes are checked every Friday afternoon. If a pupil has returned to school without a note explaining the absence, the school immediately sends home a letter asking parents or carers to confirm the absence and reason. If a reply is not forthcoming, the school makes a telephone call and discusses the absence. Administrative staff also give teachers written confirmation of telephone messages received by the school office. Should a pupil persistently be late arriving at school the headteacher discusses this with the child's family. Analysis carried out on all registers shows that there is very little lateness.
17. The fact that the school works so hard to get a reason for every absence has a positive effect upon the attendance rate and there is no unauthorised absence. The attendance rate for the last year was 96 per cent, which is well above the national average of 94.4 per cent. The very good attendance rate means that the disruption caused by absence is kept to a minimum and pupils' learning benefits as a result.

WHAT COULD BE IMPROVED

While the teaching and learning in the Reception, Year 1 and Year 2 classes are satisfactory, they could be better.

18. All the teaching seen in the reception, Year 1 and Year 2 classes was satisfactory and some strengths were evident. However, no good or better quality teaching was observed. This means that the pupils are making satisfactory progress in their learning but that their progress is slower than it could be. At the time of the last inspection there was some unsatisfactory teaching at Key Stage 1. The fact that none was seen during the inspection indicates that the school has made sound progress in improving the quality of teaching at this key stage since the last inspection.
19. Lessons in the reception class for children in the Foundation Stage are carefully planned so that a range of activities keep them involved in a purposeful way. In a lesson in which the children listened to and discussed the story of Mr Wolf's Week, the teacher kept the children interested with good questioning and anecdotes about her dog's behaviour before giving very clear instructions about the activities that followed. The teaching assistant and parent helpers were well briefed and made a good contribution to the children's learning in this lesson, for example, helping children to learn to use scissors more accurately. In some lessons, however, the teacher moves around the classroom supervising groups and the children's learning is not picked up and developed further. Lessons do not provide enough challenge, particularly for more able children. Opportunities for children to make decision about how they will tackle work and what resources to use are limited.
20. In the Key Stage 1 classes the teaching is also carefully planned. Pupils are keen to learn when teachers present their work in a lively way. For example, in a mathematics lesson, Year 2 pupils were bursting to tell their teacher which number she was pointing to on an unmarked 'counting stick'. Year 1 pupils in a science lesson were eager to get started on researching machines from books around the classroom after they had been briefed carefully about what they had to do. The effective, well-targeted deployment enhances the children's learning well. In one lesson Year 2 pupils used the Internet as part of their work on rhyming words while another used a simple drawing program, all with adult help. With encouragement and

support, pupils learned to 'click and drag' and used this facility to produce simple shapes on the computer.

21. Scrutiny of pupils' written work shows that the tasks that pupils tackle do not always give them the chance to achieve their best. The work is not consistently well matched to the pupils' levels of attainment because all are expected to do the same work and this leads to underachievement, particularly for higher-attaining pupils. Too much work in some classes at this key stage is unmarked and the marking is often perfunctory. The pace of learning in one English lesson slowed because the teaching was not interesting, so pupils simply did what was expected of them, but no more. This weakness was found in most lessons at this key stage. The activities that pupils tackle do not always engage their interest fully. While children are keen to answer questions their answers are constrained by the closed nature of most of the questions they are asked in some lessons.

The governing body is supportive but does not give a strong enough lead in shaping the direction of the school or checking its work to evaluate the effects of its initiatives.

22. Weaknesses in the role of the governing body were identified in the last inspection report published four years ago. This stated that there was little evidence of governors' involvement in monitoring or of dynamic support for the headteacher and the direction in which she was taking the school. Improvement in this aspect has been slight. Governors do not yet plan visits with a clear purpose to cover a wide range of the school's work. The governing body is aware that it needs a clearer structure and focus for its monitoring. It is in the initial stages of a programme designed to improve the confidence of governors in their role in monitoring the school development plan and the teaching and learning. Recent appointments to the governing body are contributing a strategic view about school development, and one governor has prepared a presentation about the governing body's role in school improvement. In spite of these encouraging signs, the governing body as a whole is too reliant upon the headteacher's expertise and her reports about how well the school is doing. The governing body does not plan visits with a clear purpose to cover a wide range of the school's work. There is not a strong enough picture of the effects of the priorities that have been sanctioned because governors have not followed up their effects closely enough.
23. The school is fortunate to have a full complement of governors with a good range of skills and experience to help them in their work. Some have been in post since the school opened in 1974. A few governors come in regularly to help out in lessons. For example, one governor visits the school weekly to meet the special educational needs coordinator, help pupils with their reading and to work with Year 1 and Year 5 classes on ICT. During the inspection he was helping pupils to use the Internet to research Tudor Kings well. The school values such support highly and these governors have a good working knowledge of the school. The chair of the governing body has been keen to encourage governors to undertake a suitable range of training to equip them for their role.

The marking of pupils' work is unsatisfactory.

24. The school has a useful marking policy that lays out clearly how work is to be marked in each year group. It includes guidance as to how corrections should be made to pupils' work and stresses the importance of providing feedback to pupils. Scrutiny of a sample of work across the school shows that this guidance is not being followed and that the overall quality of marking is unsatisfactory. For example, the mathematics and science work in one class is not always marked and there is little encouragement and some admonishment of pupils in an inappropriate manner for not finishing work. Across the school most of the teachers do not give enough feedback to pupils to show them how they can improve except in some English work. Positive comments do not explain what makes the work good.
25. There is some good practice in place in Year 3. The marking of pupils' work in this class includes helpful and encouraging comments that help pupils know how well they have done in relation to the objective for the lesson's learning. For example, one pupil's science work carried the comment: "good – you've used the correct words". Another pupil had written $10 \div 5 = 2$ in his book, and the teacher wrote: "you're right, but the cakes were divided into sets of 2, and $10 \div 2 = 5$ ". This helped him to understand an important aspect of how to record the results of 'sharing'. On the next page, the same child's work was annotated with the comment: "You've got it". This shows that the teacher was keeping an eye on how that pupil had understood something with which he had previously struggled.

The accommodation for children in the reception class is cramped and there is no safe, secure outdoor play area.

26. The reception classroom is rather small, but the main weakness in the provision for these young children lies in that for physical development, which is unsatisfactory. Although the reception class love to play ring games and sometimes team games in the school hall daily, their only opportunity to develop control over their bodies by climbing and exploring large equipment comes once a week during one term of the school year. There are no wheeled vehicles for them to push and pull outdoors because of the lack of storage space. The school is aware of the need to improve matters and has, for the past few years, been prudent in its spending so that there are necessary funds to create a suitable outdoor area, create storage space and buy wheeled vehicles. This has meant that there has been a larger than average carry forward in its budget. Plans are in hand to start work, which will also give the reception class more space by removing a partition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The headteacher, staff and governors should:

- (1) strengthen the quality of teaching by:
 - improving the teaching of pupils in the reception, Year 1 and Year 2 classes so that the work is suitably matched to pupils' abilities, activities engage their interest, challenging questions are used, the pace of learning is good, and pupils can make decisions about how they will tackle work, (see paragraphs 18 – 21)
 - making sure that all the teachers follow the marking policy, work is marked regularly, and pupils receive good feedback through marking to help them know how they can do better; (see paragraphs 25 – 25)
- (2) improve the part played by the governing body in shaping the direction of the school, evaluating its work, and reviewing the effects of its initiatives; (see paragraphs 22 – 23)
- (3) make the planned improvements to the accommodation and resources so that children in the Foundation Stage have access to good outdoor facilities and more space in which to work and play. (see paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Canon Popham Church of England Primary School

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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
4	17	22	57	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	212
Number of full-time pupils known to be eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	23

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	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4
National comparative data	5.2

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 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	21	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	21	21	21
	Total	30	30	31
Percentage of pupils at NC level 2 or above	School	94 (93)	94 (69)	97 (79)
	National	84 (82)	88 (86)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	21	21	20
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	94 (83)	94 (79)	91 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	21	32

National Curriculum Test/Task Results		English	Mathematics	Science
	Boys	10	10	11

Numbers of pupils at NC level 4 and above	Girls	21	18	20
	Total	31	29	32
Percentage of pupils at NC level 4 or above	School	97 (94)	91 (84)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	21	18	20
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	91 (88)	84 (81)	97 (88)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	180
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.5
Average class size	30.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	205

FTE means full-time equivalent.

Financial year	1999-2000
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	£
Total income	414012
Total expenditure	396800
Expenditure per pupil	1829
Balance brought forward from previous year	22601
Balance carried forward to next year	39813

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	49	4	0	0
My child is making good progress in school.	46	46	7	1	0
Behaviour in the school is good.	36	59	3	1	0
My child gets the right amount of work to do at home.	27	60	10	3	0
The teaching is good.	50	45	5	0	0
I am kept well informed about how my child is getting on.	33	53	14	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	34	1	3	0
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	52	39	7	2	0
The school is well led and managed.	53	40	4	3	0
The school is helping my child become mature and responsible.	46	52	3	0	0
The school provides an interesting range of activities outside lessons.	41	41	12	2	3

Other issues raised by parents

A small number of parents wrote to the Registered Inspector to say that their children had been less happy in the Year 2 class than in Years 1 and 3. Inspectors scrutinised pupils' books and observed lessons in Year 2. They found no evidence of undue pressure being put on pupils during the course of the inspection. Several parents praised the caring environment of the school, giving examples where they had received individual support at times of difficulty.