

INSPECTION REPORT

ROSSINGTON PHEASANT BANK JUNIOR SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106688

Headteacher: Mr J Deans

Reporting inspector: Mr D Clegg
4341

Dates of inspection: 19th – 20th November 2001

Inspection number: 192929

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	West End Lane Rossington Doncaster South Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Parsons
Date of previous inspection:	17 th March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a much larger than average junior school with 521 on roll. Pupils are organised into 20 classes each with a single age group. The character of the school has undergone significant change in the last term. Due to reorganisation, the school has grown rapidly with 250 new pupils joining the school since September 2001 along with seven new teachers.

All the pupils live locally and the great majority is white; there is a small number of pupils who are learning English as an additional language.

About 26 per cent of pupils are eligible for free school meals, slightly above the average. About eleven per cent of pupils have special educational needs slightly below the average but a higher than average number of pupils have statements of special needs.

When pupils enter the school many are attaining average standards in English and mathematics although a significant group of pupils are not secure in basic skills. The school has set very ambitious targets for 2002 aiming for 82 per cent of eleven-year-olds to achieve average levels in English and mathematics.

HOW GOOD THE SCHOOL IS

This is a successful school where the strengths outweigh the weaknesses. Overall the school provides a satisfactory quality of education, enabling most pupils to achieve as well as they can although a significant minority of pupils could achieve more. The school is very successful in promoting pupils' personal development. The teaching is satisfactory and the leadership and management of the school provide a clear sense of purpose and direction. Overall the school gives satisfactory value for money.

What the school does well

- Makes very good provision for pupils' personal development
- Offers a broad range of learning opportunities
- Help pupils to attain high standards in science
- Ensures that pupils have positive attitudes to work and are very well behaved
- Has very successfully integrated a large group of pupils into the school

What could be improved

- The quality of monitoring and evaluation
- The rate of progress and the level of achievement of a significant minority of pupils in basic skills

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have remained broadly the same since the last inspection in 1997 with the level of improvement mirroring the national trend. Current levels of achievement are sound but some pupils could achieve more, especially the average attaining pupils. Teaching is now satisfactory rather than good, although there are instances of good and very good lessons. The head teacher provides a clear sense of direction but some key staff do not make as much impact as they should.

The school has gone some way in addressing the key issues in the last report. There is now much more information about pupils' performance and this is collated using information communication technology (ICT). However, the information is still not used enough to monitor and track pupils' progress across the school. The school has successfully addressed the curriculum issues, teachers are sensibly using the new national guidance for most subjects and this is helping to achieve a satisfactory level of continuity

and progression. The role of the subject co-ordinators has still not been addressed in a sufficiently rigorous manner. Overall, the rate of improvement since the last inspection has been satisfactory.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	D	D	C	well above average A above average B average C below average D well below average E
mathematics	D	D	D	C	
science	D	B	D	C	

The results hide some erratic performance in some subjects. The results in English have improved recently due to the improved performance of boys. In mathematics the proportion of pupils who attained average levels fell significantly in 2001, mainly due to the drop in girls' performance. However, the school was particularly successful in enabling a good proportion of pupils to achieve above average levels in mathematics. In science the standards are better than the results suggest with pupils reaching at least average and often above average standards. Overall, the school achieves average standards when compared with similar schools.

Over the past three years the standards have improved at a rate similar to the national average and over this time there is very limited difference between the performance of boys and girls although there is some year by year variation.

The inspection findings broadly confirm the standards attained in the tests. The majority of pupils achieve to a satisfactory level but a significant minority of pupils does not achieve as much as they should in literacy and numeracy. Pupils with special educational needs generally achieve in line with their abilities although occasionally in lessons, they could achieve more with better support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils work hard and are very positive about their work.
Behaviour, in and out of classrooms	Very good, pupils behave well in and out of lessons.
Personal development and relationships	Very good, the oldest pupils are mature, confident and form constructive, beneficial relationships.
Attendance	Unsatisfactory, it is below the national average.

This important aspect is a very significant strength of the school. Pupils' very good behaviour makes a contribution to the success of many lessons. They listen carefully and always do as they are asked. There is no evidence of oppressive behaviour.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Teaching is satisfactory but it is variable. There is some very high quality teaching but there are also some weaknesses in the teaching of English and mathematics that hinder pupils' progress. Throughout the school teachers are very good at managing pupils and the quality of relationships is a strong feature of most lessons. Occasionally, the expectations of how much pupils will learn in a lesson is too low and more could be achieved in the time available. In other lessons teachers do not challenge pupils as much as they could. These weaknesses impact on the rate of progress that some pupils make. The quality of teachers' marking is too varied. In the best examples, pupils are given very clear guidance about what they need to do to improve but too much marking is perfunctory and unhelpful.

The teaching of science is good, teachers have good subject knowledge and lessons are sharply focused, explanations are clear and resources well used. The teaching of personal development is also a very strong feature of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good feature of the school. There is a broad-based curriculum that fully meets requirements.
Provision for pupils with special educational needs	Most pupils benefit from the support they receive but some provision in lessons is not always meeting their needs.
Provision for pupils with English as an additional language	There is effective additional support for these pupils and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A very strong feature of the school. Provision for this aspect makes a very big impact on pupils' personal development.
How well the school cares for its pupils	Good, teachers know pupils well. Assessment procedures are in place but not enough use is made of the information to inform teaching.

The curriculum is enriched through visits and there is particularly good provision for personal development. Pupils with special educational needs receive a range of effective support but some miss important parts of lessons due to being withdrawn. ICT is playing an increasing part in the teaching of subjects across the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory leadership and management. The head teacher provides a clear sense of purpose and direction but some key staff do not make as much impact as they should.
How well the governors fulfil their responsibilities	The governing body is effective. Governors are well informed and organised and fulfil all their responsibilities.
The school's evaluation of its performance	Monitoring and evaluation is not sufficiently widespread or rigorous.
The strategic use of resources	The school makes good use of its resources and plan expenditure carefully.

The head teacher gives a strong lead in setting the tone and atmosphere in the school. The school is not making the most effective use of assessment information to inform the setting of priorities. The recent integration of a large group of new pupils has been managed very well and ensured that they feel welcome and very much a part of the school.

The governors are prudent in managing the budget although they have not yet developed a policy indicating how they seek and secure best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy coming to school Children are well behaved The progress their children make The way the school is led and managed The way the schools helps children to develop personally The school expects children to work hard 	<ul style="list-style-type: none"> The range of after school activities

Six parents attended the meeting with the registered inspector prior to the inspection and about 16 per cent of parents returned the questionnaire.

The parents are justified in having such positive attitudes to the school. The school is open and welcoming to them and is helping their children to mature.

Parents are also correct in identifying that the school currently offers a very limited number of extra-curricular activities. The school is planning to increase the range and number of clubs that are available in the near future.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Makes very good provision for pupils' personal development

1. The school makes very good provision for pupils' personal development. In particular, the provision to promote pupils' social skills is outstanding and this has a significant impact in enabling them to form constructive relationships. The school has a very positive ethos that celebrates pupils' successes and acknowledges their efforts in a range of areas, including academic, sporting and social elements.
2. A key strategy in promoting all aspects of pupils' personal development is the established practice of regular sessions of circle time. This is successfully used in classes throughout the school and has a very significant impact in engendering their positive attitudes to learning and promoting specific skills that are used in subjects across the curriculum. In each 'circle time' a climate of trust and openness is created through the establishment and reinforcement of ground rules. These are well known by the children and they adhere to them – 'listen to others', 'no put-downs', 'you can pass if you don't want to talk'. Initial activities often promote careful listening and collaboration; in one session a game of 'fruit salad' encouraged pupils to exchange places in the circle and to work in different groups. Teachers' enthusiasm and participation in discussion gives status to the contribution of the pupils and enables them to gain confidence in speaking out. In one lesson, the teacher created a very special atmosphere as pupils shared their dreams and fears. Pupils themselves are very positive about what circle time offers; Year 6 pupils cited the sessions as one of the best features of the school and displays around the school reflect children's thoughts about the strategy – 'everyone has a chance to speak out if they want to'.
3. In classrooms and around the school displays are used effectively to promote pupils' sense of responsibility. There is a clear code of conduct, supported by school and class rules that stress positive aspects of behaviour. Effort charts and 'golden awards' acknowledge achievement; in some instances pupils' nominate others, for example for an award for being a good friend or acting thoughtfully. In some classes pupils identify their personal targets for improvement and ways in which these might be achieved.
4. Individual target setting is also promoted through work in circle time, where pupils identify, for example, their aim to improve listening skills. Pupils are continually encouraged to reflect on their learning through notices around the school and through the use of displays. In one classroom, for example, a 'learning wall' gives a range of advice on how to be successful learner.
5. Work across a range of subjects encourages pupils to reflect on their place in the community and promotes their awareness of the wider world. A local study highlights changes in the village and the positive and negative features of the locality. Work on the roles of various groups of people working in the school helps pupils to recognise the valuable contribution of, for example, the catering staff and cleaners. This links well with work on the jobs of various people in the village. Art work, in which pupils have created relationship portraits encourages close study of their friends' characteristics and qualities. The study of life cycles in science and of seasonal changes promotes appreciation of the wonders of the world. Written work explores the impact of language and reflects a sense of wonder, for example as pupils' imagine where a 'magic key' might take them.
6. Good attention is paid to promoting pupils' cultural awareness. The display of a variety

of works of art by famous artists, such as Van Gogh, Renoir and Pissaro, encourages appreciation of the artists' skills and at times acts as a stimulus for children's own studies. Music is used at the start of assemblies and is played at the start of the day in some classrooms, creating an atmosphere of calm and extending pupils' awareness of a range of musical styles and traditions. Pupils have the opportunity to learn a wide variety of musical instruments, including brass, which some play to a high standard. The recent arrival of some pupils who speak English as an additional language is acknowledged and celebrated through displaying signs in a range of community languages and introducing dual language texts.

Offers a broad range of learning opportunities

7. The curriculum is broad based and considerably enriched by a good range of visits and visitors to school and by the good links made across subjects so that pupils can use and apply their developing skills in new learning.
8. Art has high status in the school. Pupils are taught a good range of skills and techniques and have opportunities to use these to support work in subjects such as history and science. Skills in painting and observational drawing develop well; studies of a variety of shells using pencil and chalk show a good eye for detail and careful attention to line and tone. Good shading enhances Year 5's studies of bottles. Studies of Greek architecture based on buildings in Doncaster link with work in history, as does work on designing Greek vases and Greek tragic or comic masks. Pupils often use their skills in designing posters, for example on the danger of drugs and keeping safe on the roads or near water. Design skills were used well by Year 6 pupils who made fantastic hats using a variety of materials and good finishing techniques.
9. Displays around the school enable pupils to share their learning outside the classrooms. Life cycles of animals such as the frog and the mouse give a clear view of the process of change and development, as does a study of seasonal changes. The latter work links well with poems written by Year 3 and 4 pupils on autumn where some of the work is very expressive – 'the spider's web glistened with dew'. Work on making magic boxes was based on a poem by Kit Wright and again prompted some good poetry as pupils reflected on the wonderful things that they would want to keep in their boxes.
10. Information and communication technology (ICT) is being increasingly used to support work in a variety of subjects. Word processing enables pupils to present written work well, as is evident, for example, in poems where pupils change fonts or introduce colour for effect. The use of the computer for initial drafting and editing is limited, but in some classes teachers are beginning to explore the potential for this in order to speed up the process of producing a quality finished product. Pictures are incorporated with text as pupils make posters, for example, advertising the importance of regular brushing of teeth or regular exercise. There is some helpful use of ICT for research, for example in using a reference program to find out about the Victorians. Information gathered in science or geography is sometimes presented in graph form; Year 5 collated information on resting pulse rates and Year 4 presented findings on a litter survey in graph form. The introduction of the school's own website gives pupils good experience of contributing and accessing information on their class and school activities and is used well to celebrate work and achievements. A 'congratulations' board acknowledges the achievements of individual pupils; there is information on forthcoming events and activities in circle time – 'you can play games and you still learn'. A digital camera is being used to enhance displays and to support aspects of work; Year 3 pupils, for example, were helped to incorporate their photographs into 'passports' being made in a literacy lesson.

11. Good use is made of visits and visitors to extend pupils' experiences across the curriculum. Year 3 go to the Environmental Studies Centre in Doncaster and the Eureka Centre in Halifax to support their work in science. Year 4 visit Haddon Hall in connection with their study of the Tudors. Both Years 5 and 6 make residential visits to local centres; Year 6 pupils have good opportunities to experience adventurous activities and to work in teams on their visit to the Kingswood Centre. Visitors include artists who have demonstrated a variety of techniques, including making pots and tapestries and using recyclable materials for model-making. During the inspection, book week was being celebrated by a range of events including the visit of Willy Wonka from 'Charlie and the Chocolate Factory'. The provision of a stage and seating in a quadrangle has also extended learning opportunities; pupils use the space for drama, collaborative group work and performances.

Help pupils to attain high standards in science

12. Throughout the school, pupils achieve well in all aspects of science. Results of standardised tests dipped in 1999 but showed good improvement in 2000; results in 2001 are not quite as good but nevertheless the vast majority of pupils reached at least average levels in the tests and over a quarter achieved the higher level. The reasons for the good standards are the clear guidance that is available to support teachers' planning, a good range of activities to promote learning across all aspects of the subject and good teaching in the majority of lessons. The subject benefits from strong leadership.
13. Planning is based on national guidance and the subject co-ordinator has worked hard to develop helpful material for teaching and learning based on units of work for specific aspects of science. Each topic starts with an opportunity for pupils to share and reflect on what they already know so that they are aware of how new learning will build on earlier experiences. They are also given a clear view of what they should know by the end of the unit of work and how their learning will be assessed.
14. Work in each unit incorporates a broad range of experiences, involving, for instance, some direct teaching, research using CD-Roms or the Internet and some investigations and experiments. So, for example, pupils in Year 4 have been studying animals and their habitats; this has involved research into the habitats of different animals, observation of different parts of a tree and the creatures to be found there, and some simple classification of observations and findings. Higher attaining pupils use their knowledge to explain in detail the selection of habitats by different living creatures; lower attainers record their findings on simple worksheets that show that they recognise that different animals live in different habitats and what these animals need to survive. Work with Year 6 pupils on the topic of light has provided good opportunity for research and experimentation. Almost all pupils show understanding of the impact of light on different types of materials and the ways in which light moves. Higher attainers clearly explain the main functions of parts of the eye and their work indicates that, even at this stage of the academic year, they are working at above average levels. Pupils use diagrams to represent their findings in experiments, for example to explain how we see things through a periscope. This shows good understanding by pupils at all levels, with lower attainers able to add simple captions to their diagrams while higher attainers give a more detailed explanation of how light is reflected.
15. Observation of lessons and a scrutiny of pupils' work show that teaching is generally good. Teachers make good use of resources to engage pupils' interest and to explain and demonstrate scientific principles and phenomena. There is a strong emphasis in many lessons on first-hand or practical experiences, so that there are good

opportunities to promote pupils' skills in observation and deduction. Pupils are encouraged to record their findings and to draw conclusions based on scientific evidence. In a lesson in which Year 6 pupils were testing the impact of air resistance, they worked sensibly in pairs, predicting and recording the results of dropping pieces of paper in different forms. Many were able to explain the effect of a reduction in the surface area of the paper. Many pupils in this lesson showed a good understanding of the principles of fair testing and could clearly explain the importance of constants and variables. The teacher helped to clarify pupils' scientific thinking by encouraging them to categorise statements related to their experiments into descriptions and explanations. Appropriate questions were asked to extend pupils' learning and the teacher stressed the importance of explaining what is observed. The most effective lessons are set in a clear context, often starting with a brief revision of previous work on a particular topic and ending with a discussion to consolidate what has been learned and explaining how pupils' knowledge will be used in later activities. Many teachers use good strategies to support the process of recording so that this does not impede pupils' work in science; key word lists for a topic are provided and pupils are often encouraged to use notes and simple diagrams to show their findings. Nevertheless, weaknesses in literacy skills have some impact on the ability of many pupils to explain in a written form their often secure knowledge of a particular aspect of science.

Ensures that pupils have positive attitudes to work and are very well behaved

16. Pupils have very good attitudes to work, they enjoy school and work hard. In the great majority of lessons pupils are quick to settle to work and generally maintain a high level of concentration. They listen well; this is often effectively encouraged by the teachers who are skilful in developing listening skills. For instance, several teachers remind pupils about maintaining eye contact with the person they are listening to. In many classrooms there are 'rules' for active listening and these are clearly having a positive impact on pupils' attention spans. In the introduction to lessons pupils are eager to respond to questions and enthusiastically participate, helping to ensure lessons are successful.
17. The older pupils are very responsible and mature. They are articulate and in conversations respond sensibly to what other pupils say. They are very positive about the school. They feel that they are being successfully helped to learn and enjoy the relationships that they have with their teachers. When asked about what they particularly like about the school they have no hesitation in identifying the teachers and circle time! The only thing they can think of that would improve the school is the swimming pool moving a little closer!
18. A particularly successful feature of many lessons is the manner in which pupils work together. They enjoy collaborating and are very open and comfortable in helping each other. They share equipment, for instance in numeracy lessons pupils share digit cards, taking turns to select a card and then working together to calculate the answers to the sum they have created. The high standard of co-operation is further evidence of the successful impact of strategies taught in circle time.
19. The school is very successful in encouraging pupils to be positive about what they might do and achieve. Pupils do not lack ambition; several had written that they wanted to be vets, archaeologists and roofers as well as the usual pop or sports stars. Pupils are encouraged to have self-belief and to be personally responsible.
20. The standard of behaviour is very good. In lessons pupils are very well behaved; they pay attention to the teacher, do as they are asked and play their part in ensuring that

lessons take place in a calm and constructive atmosphere. The school's behaviour policy is well set out and gives parents a very clear picture of the school's expectations. This goes some way to explaining the parents' positive views of the standards of behaviour and their support for the way the school deals with any behaviour that is unacceptable. During the inspection there was no hint of any oppressive behaviour either in lessons, during the breaks or at lunchtimes. Pupils move around the school sensibly, the prefects help to maintain orderliness in the long corridors and pupils enter and exit the building sensibly and with due care and attention to the safety of others.

Has very successfully integrated a large group of pupils into the school

21. There has been a recent and significant change in the character of the school. Due to re-organisation, the school has grown rapidly in size and integrated a large number of pupils into each year group at the start of the term in September 2001. The successful manner in which this has been done is indicative of how sensitive and aware the head teacher, senior manager and governors are to ensuring that all pupils feel welcomed and secure.
22. The head teacher gave plenty of opportunities for both the new pupils, and their parents, to visit the school and become familiar with the school routines. Several parents commented how reassuring this had been. A sensible decision was taken to review the make up all classes from the beginning of term and make sure that each was made up of a range of pupils including some that were new. The most recent prospectus included comments from pupils at the school to those who would be soon joining them. These comments were all very positive and reassuring and included 'Don't worry, you'll never get lost because the school is square'. During the inspection there was no hint of any pupils being identified as having joined the school recently or in any way being 'labelled' as a 'new pupil'. This is also a credit to the pupils who have welcomed new children into the school and quickly made them feel very much a part of the community.
23. The pupils who joined the school in September are very positive about the way in which they have been welcomed. They spoke enthusiastically about their new school and already see themselves as full members of the school community. When asked about the move to a new school they commented 'I am very happy here', 'Everyone has been very kind' and 'This school has a good reputation'.
24. New pupils with special educational needs were also well integrated. The close, professional co-operation between the responsible teachers ensured that their learning was not interrupted. Records were sent across to the new school and new pupils were given good support to settle into the school with a minimum of disruption to their learning.
25. The arrival of the new pupils also brought about a further change in the character of the school. Among the new pupils is a small number who are learning English as an additional language. Again the school response to this is very positive. Before the pupils were admitted, a range of signs in English and pupils' first languages appeared around the school. The pupils continued to receive the effective support from a visiting teacher and the school began to introduce books written in English and in other languages. For instance, in one Year 4 class, there are books written in English and Turkish; all pupils are interested in the books and they are learning some phrases and words of Turkish. This is very beneficial in ensuring that the pupils learning English as an additional language maintain a positive attitude to their first language as well as making good progress in learning English.

WHAT COULD BE IMPROVED

The quality of monitoring and evaluation

26. The school is not sufficiently rigorous in the way in which it monitors and evaluates what pupils achieve as they move through the school. Key members of staff are not sufficiently involved in evaluating the work of the school. Although there is plenty of information about how pupils are progressing, there is not enough widespread use of the information to guide how the school develops and improves the quality of teaching.
27. The school has implemented the two national strategies for literacy and numeracy and these are aiding teachers' planning, but there is no systematic monitoring of the impact of the strategies on what pupils are achieving. For instance there is no regular monitoring of teaching, nor is assessment information used to identify the strengths and weaknesses in what pupils have achieved. Some work has been done in analysing the questions that some pupils have difficulty with in mathematics tests. Unfortunately, the information gained from the last round of tests has not yet been shared with the teachers, and so they are not in a position to adapt what they teach to address any weaknesses.
28. The school makes good use of ICT to keep a track of pupils' performance. There is a clear system that tracks pupils' progress in English and mathematics as they move from year to year. However, this information is not used as much as it should be to help identify what needs to be improved. For example, those pupils who have not made the expected progress are not regularly identified and given the support they might need to address problems. Class teachers and year leaders do not have ready access to the information about their own pupils that might help them in planning what to teach. Overall, there is a lack of clarity about how the information about pupils' performance will be used and by whom.
29. Pupils' responses to the literacy and numeracy strategies are monitored but there is no regular scrutiny of pupils' work to ensure that they are making the progress they should. This hinders the evaluation of, for instance, the quality of teachers' marking, the range of pupils' work and the standards of presentation.
30. There is some observation of teaching of literacy and numeracy but it is not done in a systematic manner. Teachers do not receive regular feedback about their teaching and weaknesses in teaching are not being identified and therefore are in danger of persisting.

The rate of progress and the level of achievement of a significant minority of pupils in basic skills

31. Whilst most pupils make steady progress in learning the basic skills of literacy and numeracy, weaknesses in some aspects of teaching is resulting in too many pupils not making as much progress as they could. This is evident both from the work that pupils do as they move through the school and from the assessment information the school maintains. This is often the case for the average or slightly below average attaining pupils. The quality of teaching of literacy and numeracy varies between satisfactory and very good but in too many lessons teachers' expectations are too low and lessons do not challenge pupils to achieve higher standards.
32. The inappropriate expectations are evident in some numeracy lessons where pupils

spend too much time being taught work that they already understand. For instance, in a Year 5 numeracy lesson, pupils spent a long time practising how to multiply by 10, even though most understood the idea. The progress they made in the lesson was very limited and they were not challenged to use what they knew to help them to solve more complex problems. Similarly, in a Year 4 lesson about the features of two- and three-dimensional shapes, the expectations about how much pupils would learn during lessons was very limited. Pupils made some progress, becoming more familiar with the features of shapes, but many of them could have moved on at a faster rate and been encouraged to use more technical vocabulary and focus on a greater range of features.

33. In literacy, the expectations of the quality of pupils' written work are not always appropriate. For instance, some work from Year 4 is not significantly different from that usually expected from much younger pupils. In lessons there is too little account given to meeting the needs of all the pupils. For example, in a Year 5 lesson pupils were finding synonyms for adjectives that occurred in a text they had studied. The lower attaining pupils found the work too difficult as they struggled to find words in the thesaurus and dictionary and the higher attaining pupils had no opportunity to extend their own researching skills and found the task too easy.
34. The quality of teachers' marking is very variable. In the best examples the comments are constructive, encouraging and give pupils a clear idea about what they need to do to improve. However, in too many books the marking is perfunctory and unhelpful and does not inform the pupils what they have to do to get better.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to raise the standards achieved and improve the quality of education further the governing body, working closely with the head teacher should:

Improve the quality of monitoring and evaluation by:

- making better use of the information available about pupils' performance;
- introducing systematic arrangements for monitoring the quality of teaching;
- evaluating the impact of the national strategies for teaching literacy and numeracy.

Improve the rate of progress and the level of achievement of a significant minority of pupils in basic skills by:

- raising teachers' expectations about what pupils might achieve;
- increasing the pace of learning during lessons;
- improving the quality of teachers' marking.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	10	1	0	0
Percentage	0	9	43	43	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils**Pupils on the school's roll**

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	521
Number of full-time pupils known to be eligible for free school meals	126

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	101

English as an additional language

No of pupils

Number of pupils with English as an additional language	9
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	15

Attendance**Authorised absence****Unauthorised absence**

	%
School data	8.0
National comparative data	5.6

	%
School data	0.4
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 6)

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	49	43	92
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	31	44
	Girls	32	22	37
	Total	66	53	81
Percentage of pupils at NC level 4 or above	School	71 (71)	57 (68)	87 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	33	43
	Girls	34	27	39
	Total	62	60	82
Percentage of pupils at NC level 4 or above	School	67 (71)	65 (71)	89 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	518
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	24
Number of pupils per qualified teacher	21.7
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	338.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	733,853
Total expenditure	709,613
Expenditure per pupil	1,765
Balance brought forward from previous year	32,734
Balance carried forward to next year	56,974

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	521
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	59	36	4	0	1
Behaviour in the school is good.	47	49	1	0	2
My child gets the right amount of work to do at home.	33	53	7	4	2
The teaching is good.	63	35	0	1	1
I am kept well informed about how my child is getting on.	47	37	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	33	1	1	2
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	38	47	7	2	5
The school is well led and managed.	54	42	1	1	1
The school is helping my child become mature and responsible.	53	44	1	1	0
The school provides an interesting range of activities outside lessons.	32	31	15	9	14

