

## **INSPECTION REPORT**

**Finningley CE Junior and Infant School  
Finningley**

**LEA area: Doncaster**

**Unique Reference Number : 106759  
Inspection Number: 195472**

**Headteacher : Mr J B G Marsden**

**Reporting inspector : T G Neat  
20007**

**Dates of inspection : 20 - 22 September 1999**

Under OFSTED contract number: 703779

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school :	Infant and Junior
Type of control :	Voluntary controlled
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Silver Birch Grove Finningley Doncaster DN9 3EQ
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Appropriate authority :	Doncaster Local Education Authority
Name of Chair of Governors :	Mr Tom Hughes
Date of previous inspection :	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Trevor Neat, RgI	Science Information technology Design and technology Equal opportunities	Attainment and progress Teaching Leadership and management Efficiency
Alison Birch, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Tony Clarke	English History Geography Physical education Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources
Margaret Hatfield	Mathematics Art Music Religious education Under-fives	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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**Data and indicators****MAIN FINDINGS****What the school does well**

Pupils attain good standards in science. Attainment is sound or better in all subjects.

- The quality of relationships is excellent. Everyone associated with the school feels valued.
- The school is very well led and managed. Members of staff work very well as a team.
- The overall quality of teaching is good.
- Pupils' attitudes, behaviour and personal development are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The school uses the resources at its disposal very well. The efficiency of financial control and administration is excellent.
- Levels of attendance are good.

**Where the school has weaknesses**

It lacks an effective scheme of work to guide its planning of work in information and communications technology.

- I. Subject co-ordinators are not fully effective in their monitoring role.
- II. Teachers make insufficient use of assessment information to adapt lesson plans.
- III. The provision for the physical development of children under five is unsatisfactory.
- IV. A number of health and safety issues need addressing.

**The school has many strengths which far outweigh any weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.**

**How the school has improved since the last inspection**

The school has improved well since the last inspection. The contribution of management to the quality of education has increased significantly. The efficiency with which resources are used has developed. Levels of attendance are now higher. The quality of relationships is now excellent. Pupils' attitudes, behaviour and personal development, have improved. The quality of the accommodation has improved markedly. The very good provision for pupils' spiritual, moral, social and cultural development has been maintained. Policies and schemes of work have been produced in nearly all subjects. There are now satisfactory procedures for assessing and monitoring the progress and attainment of pupils in the longer term. Improvements have been made to the targetting of work for the more able pupils. The inspection team judges that the school is well placed to make further improvements.

**Standards in subjects**

The table shows the standards achieved by 11 year olds in 1998, based on the National Curriculum tests:

Performance in:	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i>
			<i>above average</i> <i>B</i>
			<i>average</i> <i>C</i>

English	B	B
Mathematics	D	E
Science	B	A

<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

The table shows that in the national tests of 1998 attainment was above the national average for all schools in English and science, and below the national average in mathematics. Compared with that in schools of a similar character, attainment was well above average in science, above in English and well below average in mathematics. The small size of cohorts of pupils and the significant changes in the percentage of pupils with special educational needs make year on year comparisons of levels of attainment unreliable. Inspection evidence shows that the present cohorts of pupils in Years 2 and Year 6 attain sound standards in English and mathematics, and good standards in science. Those nearing the end of Key Stage 1 achieve above the expected level in music, and attainment in other subjects is in line with expectations. Those near the end of Key Stage 2 attain standards above the expected level in art, and well above in music. In other subjects their attainment is satisfactory. At both key stages, pupils' attainment is in line with national expectations in information and communications technology. In religious education, pupils at Key Stage 1 attain standards that meet the expectations of the locally agreed syllabus. At Key Stage 2, they attain above the expected level.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Satisfactory
Information and communications technology		Insufficient evidence	Insufficient evidence
Religious education		Satisfactory	Good
Other subjects		Satisfactory	Good

The quality of teaching is good, overall, with some examples of excellent practice. No unsatisfactory teaching was seen during the inspection. About three lessons in ten are satisfactory, four in ten are good, two in ten are very good and one in ten is excellent. The high quality of teaching makes a significant impact on pupils' attainment and progress.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.*

### Other aspects of the school

Aspect	Comment
Behaviour	Very good.
Attendance	Good. It is monitored very well.
Ethos* Leadership and management	There is a very good ethos, based on strong Christian principles. The school is led very well. The headteacher and staff are supported very well by the governors. However, the role of the co-ordinator is underdeveloped.

Curriculum	Broad and generally balanced. Further development of the curriculum for information and communications technology is needed. The use of assessment information to inform lesson planning is not fully effective.
Pupils with special educational needs	The provision made by the school is good.
Spiritual, moral, social & cultural development	There is very good provision for the spiritual, moral, social and cultural development of pupils.
Staffing, resources and accommodation	Sound provision.
Value for money	Good

*\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### **The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
<p>V. The school encourages them to play an active part in their children's education.</p> <p>VI.</p> <p style="text-align: center;">T h e i r</p> <p style="text-align: center;">c h i l d r e n</p> <p style="text-align: center;">e n j o y</p> <p style="text-align: center;">c o m i n g</p> <p style="text-align: center;">t</p>	<p>X. A few parents think that the an just their daily lessons.</p>



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VII.	They find it easy to approach the school with questions	
VIII.	The school's attitudes and values have a positive effect	
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Inspection findings confirm parents' positive opinions. The school makes every effort to welcome parents and to involve them in their children's learning. This contributes significantly to the progress that pupils make. The vast majority of parents does not share the concerns of the few, about extra-curricular activities, and are very pleased with the homework system employed by the school.

## **KEY ISSUES FOR ACTION**

The headteacher, governors and staff should now:

- [1] produce an effective scheme of work for information and communications technology, that clearly identifies how skills will be acquired in a progressive way; (paragraphs 36 and 119)
- [2] improve the effectiveness of subject co-ordinators in raising standards by: (paragraph 55)
  - (a) redrafting job descriptions to include details of their monitoring role;
  - (b) devising a strategy for them to regularly monitor the quality of teachers' planning and the standards that pupils attain;
- [3] make more consistent and effective use of assessment information to inform lesson planning, by ensuring that teachers: (paragraphs 28, 39, 105, 112 and 126)
  - (a) identify, more effectively in their weekly plans, how they will assess what has been taught;
  - (b) use the results of day-to-day assessments to adapt lesson plans so that tasks are matched more closely to the needs of groups and individuals.

In addition, governors should address the following minor areas of weakness:

- [1] improve the provision for the physical development of children under five by providing a suitably resourced, secure play area; (paragraphs 68 and 83)
- [2] address the health and safety issues brought to its attention. (paragraph 50)

## **INTRODUCTION**

### **Characteristics of the school**

1. Finningley is a rural village to the south east of Doncaster in South Yorkshire. It is part of the Southwell Diocese. Finningley is a Church of England controlled school, which is currently seeking to adopt aided status. It is smaller than most other primary schools. It has 130 pupils, compared with the average size nationally of 242. There are currently 72 girls and 58 boys. Most pupils live in privately-owned houses in the village of Finningley, but approximately 30 per cent come from other places. The percentage of pupils that are eligible for free school meals (3.1 per cent) is below the national average. The percentage of pupils speaking English as an additional language (0 per cent) is low. The percentage of pupils with special educational needs (23.5 per cent) is broadly average. The percentage of pupils with Statements of Special Educational Need (0.8 per cent) is below the national average.
2. The attainment of children on entry to the reception class is broadly average. There were 14 children under the age of five at the time of the inspection. The vast majority of children have pre-school experience at nursery school or playgroups. The size of pupil cohorts is small. The percentage of pupils with special educational needs varies significantly from year to year, and sometimes during the course of a year. The number of pupils at the school has increased steadily over the last few years.

3. The main priorities identified in the school development plan, this year are to:

- \* continue the implementation of the literacy strategy;
- \* implement the numeracy strategy;
- \* set targets for improving attainment;
- \* revise the format of records of pupils' achievements, and
- \* mark the millennium by improving the quality of the school environment.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	13	7	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	12	12
	Girls	7	7	7
	Total	20	19	19
Percentage at NC Level 2 or above	School	100 (64)	95 (78 )	95 (89 )
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	12	12
	Girls	7	7	7
	Total	19	19	19
Percentage at NC Level 2 or above	School	95 (65)	95 (83)	95 (78)
	National	81(80 )	85 (84 )	86 (85)

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<sup>1</sup>Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1998	10	6	16

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	4	8
	Girls	6	4	5
	Total	11	8	13
Percentage at NC Level 4 or above	School	69 (52 )	50 (61)	81 (61)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	4	3	4
	Total	8	7	8
Percentage at NC Level 4 or above	School	50 (17)	44 (26)	50 (61 )
	National	65 (63)	65 (64)	72 (69)

## Attendance

Percentage of half days (sessions)  
missed through absence for the  
latest complete reporting year:

		%
Authorised Absence	School	6.2
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the  
previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	27
Satisfactory or better	100
Less than satisfactory	0

<sup>2</sup>Percentages in parentheses refer to the year before the latest reporting year

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

4. 1998 is the last year for which national comparative data are available. The national tests and teacher assessments conducted in that year showed that at Key Stage 1 attainment in reading and writing was well above both the national average, and the average for schools of a similar character. The results for mathematics were very high compared to the levels found both nationally, and among schools of a similar nature. Teacher assessments carried out that year indicated that attainment in science was above the national average. At Key Stage 2, the tests showed that attainment in English was above both the national average and that for similar schools. Attainment in mathematics was below the national average, and well below the average for schools of a similar character. In science, results were above the national average and well above the average for similar schools. Year-on-year differences in the attainment of boys and girls reflect the natural variance in different cohorts of pupils.
5. Although no comparative data are available for the tests conducted in 1999, comparisons based on national results for 1998 indicate that at Key Stage 1 attainment in reading, writing, mathematics and science is at least above average. Using the same comparisons, at Key Stage 2, attainment is broadly average in English and science and in mathematics it is at least above average. Inspection evidence gathered by examining work samples of the pupils of last year's Year 2 and Year 6 cohorts, and through talking to pupils from the present Year 3, broadly reflects these levels of attainment.
6. The number of pupils in each cohort is small and the percentage of children with special educational needs varies significantly from year to year. As a result, there are fluctuations in the levels of attainment at the end of key stages, and comparisons between the test results for different years are statistically unreliable. The school sets appropriate targets for attainment and makes satisfactory progress in meeting them.
7. Since the inspection was carried out very early in the new school year, there was only limited evidence available on which to base judgements about the attainment of the present cohorts. However, inspection evidence indicates that at Key Stage 1, pupils attain well in reading, science and music. At Key Stage 2, attainment is good in science, religious education and art. It is very good in music. Attainment at both key stages is satisfactory in all other subjects.
8. Children enter school with greatly varying levels of attainment which, overall, are broadly average for their age in all areas of learning. By the time they are five, most achieve the expected outcomes for their age in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Attainment in personal and social development is above average. For example, the children develop excellent relationships with each other and the adults who work with them, and are eager to explore new learning. The progress made by the children is sound, overall, with good progress being made in personal and social development.
9. Inspection evidence indicates that pupils make at least sound progress as they pass through the school. At Key Stage 1, pupils make at least sound progress in all subjects, with good progress being made in reading, science and music. Pupils at Key Stage 2 make good progress in religious education, art and music. In all other subjects they make sound progress. The overall good quality of teaching has a positive effect on the progress that pupils make. Generally,

pupils of different levels of attainment make satisfactory progress. There is no reliable evidence that the progress made by boys and girls, differs significantly. In the lessons seen, pupils made good progress, overall. Most pupils with special educational needs make satisfactory progress. A significant number of them make better than expected progress.

10. Pupils near the end of Key Stage 1 attain standards in speaking and listening that are in line with national expectations. A significant number attain good standards. Most engage with growing confidence in discussions; for example, pupils in Year 2 were observed describing clearly their homes and families. Pupils near the end of Key Stage 1 attain standards in reading that are above national expectations. Most read with increasing accuracy and fluency. They apply their reading skills in using simple wordbooks and dictionaries to assist their written work. Many can discuss what they have read and they are able to talk about the kinds of stories they prefer. However, their knowledge of authors popular with their age group is not well developed. Pupils' attainment in writing is in line with national expectations. They can spell common monosyllabic words accurately and write legibly. Most letters are correctly formed, although the script is not yet joined. Generally, they use capital letters and full stops appropriately, as in the holiday postcards, written by Year 1 pupils, which were seen by inspectors.
11. Those near the end of Key Stage 2 attain in line with national expectations in speaking and listening. Most listen attentively, respond appropriately and answer questions effectively. Pupils were able to converse easily with inspectors and talk about their excitement or worries about moving to secondary education. In reading, overall, attainment is in line with national expectations. Many pupils attain good standards. Most read independently from a wide range of texts. Many are able to read aloud to an audience, confidently, accurately and fluently. Pupils can express opinions about the books they read and the characters in them. They are able to use different skills to access information, but many are unaware of the use of number systems to classify and locate library books. Writing standards are in line with national expectations. Some pupils achieve standards that are well above expectations. Most are able to write effectively in a variety of forms. Poetry writing is of good quality. For example, pupils in Years 3 and 4 create graphic poems after the style of John Mbiti, and those in Years 5 and 6 compose concrete poetry well. In most forms of writing, pupils use punctuation effectively and employ a wide range of vocabulary. However, more able pupils do not produce enough extended pieces of writing.
12. In mathematics, pupils near the end of Key Stage 1 attain standards in line with national expectations. They develop appropriate counting skills and increase their understanding of place value satisfactorily. For example, pupils in Year 1 know what both numerals in a two-digit number are worth. Most recognise odd and even numbers, and are able to use the mathematical names for common two and three-dimensional shapes.
13. Those nearing the end of Key Stage 2 attain in line with national expectations. Most develop appropriate facility with addition, subtraction, multiplication and division. Pupils understand how to use numbers to two decimal places, and recognise both reflective and rotational symmetry. They use line graphs to obtain information about, for example, the distance between different towns.
14. The attainment of pupils near the end of Key Stage 1, in science, is above national expectations. Pupils are able to carry out experiments suggested by their teachers, such as those concerning the growth of plants undertaken by those in Year 2. Most know about the life cycles of animals and can name the parts of a flower. They learn about different materials by trying to dissolve them and they understand how a simple electrical circuit works. Those near

the end of Key Stage 2 attain standards that are above national expectations. Their knowledge and understanding of experiments and investigations is well developed. They can predict the outcomes of experiments using their scientific knowledge. They understand the need for fair testing and the importance of variables. Most are able to compile 'fact files' about habitats and recognise the forces at work in everyday events, such as modelling clay. However, a scrutiny of work samples from last year shows that older pupils' knowledge of the properties of materials is underdeveloped.

15. The oldest pupils at both key stages attain standards in information and communications technology that are in line with national expectations. In religious education, the attainment of the oldest pupils in Key Stage 1 meets the expectations of the locally agreed syllabus. The oldest pupils in Key Stage 2 exceed those expectations. Pupils at Key Stage 1 attain above the expected levels in music and, in other subjects, achieve standards in line with those normally found. At Key Stage 2, pupils' attainment is above the expected level in art and well above in music. It is in line with the standards usually found in all other subjects.

### **Attitudes, behaviour and personal development**

16. Pupils' attitudes, behaviour and personal development have improved since the last inspection.
17. Children under five respond and behave well. They develop positive attitudes to learning. Their social and personal development is good and they enjoy coming to school. They develop excellent relationships with staff and each other, are eager to explore new learning and are well motivated. They co-operate readily and show respect for others; for example, in learning to take turns when using apparatus in the sand tray. By the age of five children achieve above the expected outcomes for their age in this area of learning.
18. At both key stages, pupils, including those with special educational needs, display very good attitudes to learning. They respond very positively, showing interest and sustaining concentration. They listen attentively to their teachers and to each other, applying themselves willingly to their work. They are very well motivated and enjoy their lessons. They join in discussions, with confidence and enthusiasm. For example, in a literacy lesson, using the book 'Owl Babies', pupils in Year 2 were eager to talk about why baby owls are frightened. The majority of parents agree that the school's values and attitudes have a positive effect on their children. There were no permanent or fixed exclusions during the school year prior to the inspection.
19. The school is a very orderly community. The behaviour of the pupils in lessons and around the school is very good. They respond very well to the school's high expectations of behaviour, and to the reward and sanction systems incorporated into its Behaviour and Anti-Bullying Policy. Pupils are friendly, courteous, trustworthy and show respect for property. Most parents are happy with the school's standards of behaviour, and support its behaviour policy.
20. Throughout the school, the quality of relationships between pupils, staff and parents, is excellent. It is a strength of the school and is effective in motivating the children. Pupils demonstrate very high levels of co-operation and can work independently, as well as collaboratively, when required. For example, in a religious education lesson about the Bible, pupils in Years 5 and 6 work very well together, finding out about different purposes of religious writings. Pupils show great respect for other people's feelings, values and beliefs. They develop an increasing understanding of the diversity of beliefs and cultural traditions, as seen in a Class 3 lesson on Judaism. Pupils reflect with growing confidence on, and talk about their own behaviour, feelings and experiences. This was evident when pupils in Year 1



discussed how a little boy felt about his baby sister, after listening to a story about 'Something Special'.

21. Pupils' personal development is very good. They willingly take responsibility; for instance, as register monitors, or by assisting with lunchtime procedures or ringing the bell at the end of playtimes. Older pupils support younger children at playtimes, help to look after them during wet playtimes and are responsible for collecting team points. Pupils show initiative; for instance, in organising a stall at the school's Summer Fayre to raise money for disadvantaged Guatemalan children. The quality of the arts provision makes a significant contribution to the pupils' personal development. For example, in a music lesson, groups of pupils in Years 3 and 4 take responsibility for their own learning by composing a musical piece about holidays, organising the activity independently, to perform to the class.

### **Attendance**

22. Attendance is good. Registration is carried out promptly. Since the last inspection the school has achieved consistency in the completion of registers for late attenders. Also, registers are now completed in alphabetical order. Registers are kept with the teachers in the classrooms as part of the fire procedures. Parents are usually diligent in notifying the school of their children's absence. However, there is a very good follow-up procedure employed by the secretary, when no notification has been received by the school. Most children arrive promptly, and those that arrive late follow set procedures that result in minimum disruption for the class.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

23. The quality of teaching is good, overall, with some examples of excellent practice.
24. No unsatisfactory teaching was seen during the inspection. Overall, teaching is satisfactory in approximately three lessons in every ten, good in approximately three in ten, very good in about three lessons in every ten, and roughly one in ten is excellent. This is a high proportion of good teaching and it has a positive effect on the standards that pupils achieve.
25. The quality of teaching for the children who are under five is good, overall. Teachers' knowledge and understanding are secure and planning is good. Expectations are high and the activities are appropriately challenging and meet the needs of all the children. Members of staff provide a suitable range of activities to achieve the nationally-agreed Desirable Learning Outcomes for children of this age. Excellent relationships between staff and children contribute to the children's good levels of motivation and involvement. Class control and organisation are very good and the pace of lessons is brisk. Day-to-day assessment is used well to inform planning.
26. At Key Stage 1, the quality of teaching is satisfactory in just over half of the lessons seen, good in just over a third and very good in about one tenth. Generally, teachers have a secure knowledge of the subjects they teach. They have appropriate expectations of what pupils can do and they plan their lessons effectively, overall. Their ways of working with pupils are good. For example, in a science lesson for reception and Year 1 children, the quality of the teacher's questioning had a positive effect on the progress that was made. The control and management of pupils are secure and often good. Learning resources are used appropriately to improve the

quality of learning. A good example of this was seen when younger pupils were encouraged to use magnifying aids to assist their investigations in their work on 'senses'.

27. The quality of teaching at Key Stage 2 is satisfactory in approximately two lessons out of ten, good in more than three lessons in ten, very good in about a quarter of lessons and excellent in more than one in ten. The excellent teaching was from the teachers of pupils in Years 3 and 4 and was notable for - among many other strengths - the enthusiasm which teachers transmitted to the pupils. Sound levels of subject knowledge were evident in most lessons. When the quality of teaching is excellent, teachers show extremely good understanding of the content and the methods employed. Teachers, generally have high expectations of what pupils can attain and of their behaviour. This was clearly evident in the challenging nature of the tasks in an English lesson for pupils in Years 3 and 4. Teachers plan lessons effectively, overall. They organise pupils and materials well, and employ good methods. The very good management and control of pupils contributes significantly to the progress made in many lessons. Brisk pace was a positive feature of much of the good or excellent teaching. This was noted during a science lesson for pupils in Years 5 and 6.
28. Generally, teachers have a good understanding of the needs of their pupils, but they do not always make the most effective use of opportunities to use assessment information to adapt lesson planning. The majority of marking is carried out regularly and there are examples of good marking indicating ways in which pupils might progress. However, the marking of pupils' work sometimes fails to indicate how work can be improved, and simply records completion. At both key stages, the constructive use of homework to consolidate and extend the work done in lessons is a strength of the teaching. A high percentage of parents are happy with the school's system of providing homework through the provision of 'activity sheets'.
29. Teachers make good provision for pupils with special educational needs. This has a positive effect on the progress they make.
30. The quality of teaching has improved since the last inspection. The provision of relevant in-service training and the continued development of subject policies and schemes of work have impacted well on the quality achieved. So too, has the implementation of the National Literacy and Numeracy Strategies.

### **The curriculum and assessment**

31. Provision for children who are under five is good. The curriculum is broad and balanced, and links effectively with the Key Stage 1 National Curriculum. The children are prepared well for the Key Stage 1 curriculum. Although there is an appropriate and very detailed policy, there is no structured scheme of work, addressing a timescale for teaching the areas of learning, based on the recommended Desirable Learning Outcomes for children of this age. The school has plans to review its planning in the light of the proposed national guidelines on the goals that should be achieved in the early years. The assessments undertaken when children start school are used to plan suitable programmes of work. Assessment procedures are good and assessment informs the planning of future work appropriately. Record keeping is effective. All children have equal access to the curriculum and equal chances to succeed.
32. At Key Stage 1 and Key Stage 2, the overall quality of the school's curriculum is satisfactory. As at the time of the previous inspection, it makes a positive contribution to the quality of education and the standards that pupils attain. It is broadly based with a strong emphasis on English and mathematics, and meets the statutory requirements of the National Curriculum. However, in view of the status of religious education as a core subject, insufficient time is

allocated to it at both key stages. The school has allocated appropriate time each day for the teaching of literacy and numeracy. This time is used effectively. The daily literacy hour has been implemented successfully and its effects are being realised across the school. The numeracy hour is timetabled appropriately and teachers are working hard to implement it successfully.

33. The provision for personal and social education is good. Personal development is promoted on a day-to-day basis through the very good care and attention members of staff pay to all pupils. The school has an effective programme of health education that includes sex education and teaching about drug use and misuse.
34. The curriculum successfully promotes the intellectual, physical and personal development of the pupils, and prepares them well for the next stage of their education. Links with the local secondary school are good and ensure the effective transfer of pupils at the end of Year 6.
35. Pupils have equal access to the curriculum and the provision for those with special educational needs is good. All pupils on Stage 2 or above of the national Code of Practice have appropriate individual education plans. However, a few targets in these plans are too general and do not focus sufficiently on the crucial small steps necessary to ensure progression and learning. There are effective assessment procedures for pupils with special educational needs and they get good support from teaching and non-teaching staff.
36. The quality of curriculum planning procedures is satisfactory, overall. All subjects now have comprehensive policy statements, and the development of schemes of work in all subjects has been overseen by subject co-ordinators. Planning in mathematics now includes learning objectives that are clear, manageable and relevant to the needs of the pupils. These are improvements made since the last inspection. However, the current scheme of work for information and communications technology is insufficiently developed. It fails to fully address the National Curriculum Programmes of Study and does not indicate how skills will be developed systematically. Some foundation subject schemes of work are currently under review as the school prepares to adopt the national planning guidance provided by the Qualifications and Curriculum Authority as the basis for long-term planning. Science and topic activities follow a two-year rolling programme to ensure that there is appropriate progression in learning in classes where there is more than one age group. In science, the school is aware of the need to complete the implementation of the recently adopted national planning guidance from the Qualifications and Curriculum Authority, and to adapt this to meet the specific needs of pupils and the context in which the school operates. In all subjects, teachers plan each half term's work in detail, showing effectively, the main learning objectives and activities planned. Weekly plans, particularly in English and mathematics, give ample detail of the content and progression of lessons, but do not indicate sufficiently often how teachers will assess what has been taught. Good use is made of the locality and educational visits to enhance the curriculum. Older pupils are given opportunities to go on residential trips, which contribute significantly to their personal and social development.
37. The procedures for recording and monitoring assessment are satisfactory and meet the statutory requirements. These procedures are implemented more consistently, notably in English and mathematics, than at the time of the last inspection. A range of regular school assessments is used. These are employed in the setting of targets, although they do not appear to be focused on specific areas of development.
38. The school has an informative assessment and recording policy. Collections of samples of assessed work, intended to inform teachers' judgements about pupils' attainment in relation to

national expectations, have been compiled. However, the collections have not been updated recently and, currently, are not used sufficiently in the assessment process.

39. There is evidence that the analysis of national test results has been used to modify the curriculum. However, except in the case of pupils with special educational needs, there is insufficient evidence of the assessment of previous work being used to differentiate and modify planning for individuals. Teachers do not systematically and consistently record whether what they plan to teach has been learned. Consequently, information about what pupils know, understand and can do is not always used effectively in day-to-day planning. This makes it difficult to ensure that tasks are matched effectively to the needs of groups and individuals, and may result in limiting of the progress of some pupils.

## **Pupils' spiritual, moral, social and cultural development**

40. The very good provision for the pupils' spiritual, moral, social and cultural development has been maintained since the last inspection.
41. Provision for pupils' spiritual development is very good. The school's Christian ethos, aims and mission statement permeate the life of the school and contribute effectively to this aspect of pupils' development. They are given clear insight into values and beliefs in assemblies and lessons. For example, in a Year 4 lesson, seen by inspectors, pupils learned about the Jewish festival of Sukkoth. Very good opportunities are provided for pupils to reflect on feelings and values. For example, a Key Stage 2 assembly about helping others and a whole-school assembly about the value of sharing worries, very effectively contributed to pupils' spiritual development. Pupils sometimes show a real sense of wonder, as observed during a 'listening walk', when children under five heard the splashing of rain in a puddle. A strong spiritual message was given to pupils in Years 3 and 4 in a science lesson about the eclipse of the sun. Most parents feel that the school's values and attitudes have a positive effect on their children.
42. Pupils, staff and parents are highly valued by the school. This has a very positive impact on the very good provision for pupils' moral development. The school values the uniqueness of the individual, consistency, fairness, justice, honesty and forgiveness. Pupils are taught to distinguish between right and wrong through sensitive discussion of incidents in the class and playground, and through stories and assemblies. In a religious education lesson about the Bible, pupils in Years 5 and 6 are taught about the importance of rules. The positive approach to behaviour management in the school's behaviour policy contributes very effectively to the pupils' moral development. The majority of parents are happy with the school's standards of behaviour. Well-chosen stories and activities teach children under five to show respect for others and to know the difference between right and wrong.
43. The excellent quality of relationships in the school has a very positive effect on the pupils' social development. Children under five are taught the importance of taking turns to speak, sharing equipment and caring for each other's property. Very effective opportunities are provided for pupils to think of others; for example, in raising funds for charities, such as the Royal National Institute for the Blind and support for Kosovan refugees. Pupils are encouraged to take responsibility by helping with lunchtime procedures and by organising resources. Older pupils are given responsibilities; for instance, for helping younger pupils at playtime, and organising the collection of team points. Pupils' understanding of community is fostered through strong links with the Church, through regular contact with the local policeman and by a programme of lessons about citizenship. A programme of educational visits, for all pupils, enhances social development very well. In addition, there is very good provision for older pupils to undertake residential visits. For example, Year 4 children stay overnight in Austerfield and those in Years 5 and 6 make two trips to stay at Scarborough and in the Yorkshire Dales. Social development is further promoted when pupils are encouraged to work together in different subjects; for instance, in group work in music.
44. The provision for both cultural and multi-cultural development is very good. Pupils develop an appreciation of their own culture through literature, art, music and assemblies. This is enriched through visits to places, such as the local church, the Toy Museum and the Archaeological Research Centre at York. Visitors to school also contribute very well. These people include an artist in residence, groups of musicians, the Bishop's Visitor and the local rector. The pupils' understanding of cultural diversity is promoted through topic work, history, geography, religious education, art, music and literature. In addition, further visitors, such as a Kosovan refugee and an Asian visitor speak to pupils about their respective cultures. Events,

such as a Jewish Week held by the school, also help to foster multi-cultural awareness very effectively. This aspect is also enhanced by visits to a mosque and a synagogue. Pupils encounter major world faiths through religious education. Effective displays about Judaism and of multi-cultural musical instruments also raise the pupils' awareness. Children under five hear a good range of appropriate stories about other cultures; for instance 'Jessie's Flowers'.

45. The policies for personal and social education, and for multi-cultural development provide useful guidance for staff. However, specific planning for spiritual, moral, social and cultural development is not always evident in the curriculum. The school has recently reviewed and increased its multi-cultural resources. These include a good range of musical instruments, compact discs and tapes of music of other cultures and art resources. The pupils benefit from the good use that the school makes of the local Museum and Art Loans Service to borrow artefacts, such as Greek urns and plates.

### **Support, guidance and pupils' welfare**

46. The procedures for monitoring progress and personal development are satisfactory. Pupils create their own records of progress from their academic work throughout school and take ownership of them when they leave. The records are readily accessible for parents and pupils to read. All members of staff interact well with the pupils and are responsive to their needs. The informal monitoring of pupils' progress by teachers is effective. Their progress is appropriately recorded in the annual reports to parents and is accurately reported during parents' consultations with teachers. The support the school gives pupils with special educational needs has been sustained since the last inspection. The governing body has resourced extra staffing and materials to ensure this support is continued. The school has recently made arrangements with other local schools to discuss how they can help pupils with special educational needs. The local education authority is very helpful in training, reviewing and advising the school about improvements to the individual education plans and special educational needs provision. As a result of this, nearly all of the targets identified in the plans are appropriate and realistic. This has a positive effect on the progress of the pupils concerned.
47. The policies and procedures for monitoring and promoting discipline and good behaviour are very good. The maintenance of good standards of behaviour is an important element of the strong school ethos. This is achieved well through the consistent use of rewards, such as team points and stickers, and the prompt and effective use of sanctions. Bullying is rare, but when it does occur it is dealt with immediately. A few parents have asked the school to inform them of the action taken to address incidents of misbehaviour involving their children.
48. Attendance is promoted and monitored very well. Parents are regularly reminded of the attendance procedures through meetings and regular letters home. The excellent relationships forged by the school with the parents ensure that nearly all of them promptly notify the school of their children's absence. The procedure for contacting parents in the rare case of an unauthorised absence is diligently carried out by the secretary.
49. The manner in which the school promotes the health, safety and well-being of the children is good. The very caring, Christian attitudes shown by the teachers and support staff contribute greatly to the welfare of the pupils. Procedures for child protection continue to be adhered to in accordance with the school's comprehensive policy. The first-aid procedures are very good. Health education includes lessons in personal hygiene and healthy eating. The school nurse and dentist offer good support. The cleanliness and hygiene of the school are excellent.
50. The school provides a good range of health and safety educational activities such as cycling

proficiency, railway safety, drug awareness and pedestrian training. The health and safety co-ordinator now undertakes thorough risk assessments, prior to residential visits, to ensure that pupils are protected from accidents and injury. The health and safety, sites and premises committee is very active in implementing the very good health and safety policy. The governors and the co-ordinator regularly monitor the school for any potential problems. However, the health and safety assessment and recording systems are inadequate. Although previous health and safety concerns have been addressed by the resurfacing of large areas of the playground, the remaining, untreated part offers a serious threat to the health and safety of the pupils. The surface is very worn and uneven with potentially dangerous obstacles. Also, the structure of the playhouse needs to be examined regularly to ensure the safety of the pupils. As identified by the governors, the flooring in Class 2 is slippery when wet. This also constitutes a potential safety hazard to pupils.

### **Partnership with parents and the community**

51. The partnership with parents is good. The school actively strives to improve standards by conducting surveys of parents' opinions and implementing their suggestions, or by taking corrective action in the case of any concerns. For example, parents have requested information about how incidences of misbehaviour have been handled. The school prospectus and weekly letters home are comprehensive. Since the last inspection there are many more parents' meetings offering information on the topics being taught in each year group and about their children's progress over the year. These are well received by the parents. The school makes good provision for working parents by holding a second series of meetings in the evenings, in addition to the ones immediately after school. The pupils' work is always available for parents to look at. Most parents believe that the teachers are approachable and handle concerns well. They appreciate the fact that the teachers know each child well and relate to their individual needs accordingly. The annual reports on the children's progress are helpful and informative. However, the governors' annual report to parents does not give sufficient information about the provision made for pupils with special educational needs. Although the Home/School Agreement has been created in conjunction with the pupils, parents and governors, it has yet to be distributed.
52. The communication about, and support for, pupils with special educational needs are good. The teachers, support staff and parents liaise well when working towards the objectives set out in individual education plans.
53. The parents' involvement in their children's learning is good. A particular strength of the school is the excellent homework system. In addition to regular reading at home, activity sheets for each year group are meticulously planned, written and distributed every three weeks so that parents and children can work on the tasks together. There are very clear guidelines for parents to follow, and as some of the tasks are open-ended they can be developed further to suit each child's ability. The headteacher supplements these sheets with regular meetings for parents, to assist them in various techniques to support their children's learning. Parents find this system very valuable. They are actively encouraged to be involved in the life of the school through assisting in class, helping on educational visits and raising funds for the school through the highly dedicated 'Friends of Finningley School' association. In addition to the Summer Fayre and regular events, some individual parents have raised funds through running the Dublin Marathon and cycling along the Jordan Valley. This strong involvement of the parents contributes significantly to the quality of learning and to pupils' personal development.
54. The school has very good links with the community, local schools and businesses. There are good relationships with the police and the local church. The pupils raise funds for charities

such as Leukaemia Research. The school still works to improve the environment in its own large wildlife area and in the village, especially the flowerbeds. It recycles stamps and aluminium foil collected from the community. The pupils visit the local post office and shop, when opportunities arise in the curriculum. Local businesses have provided funds for the printing of the Home/School Agreements, and plants for the school's hanging baskets and troughs. The school frequently enters the Doncaster In Bloom competition, and recently received a Very Highly Commended award. It enjoys visits from local dignitaries such as the mayor and visiting artists, such as musicians and storytellers. The school has close links with the local secondary school, ensuring that the pupils are well prepared for the transition to the next phase of their education.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

55. The leadership and management of the school are of very good quality. The governing body fulfils its role in strategic planning very well. It is organised very effectively into a series of committees, which have clear terms of reference and provide detailed information for the main governing body. It is very supportive of the school and gathers information very effectively through visits to the school and talking to staff. The headteacher has worked very effectively to create strong teamwork based on a shared vision for the development of the school. The school is very well lead and organised by him. He has a significant teaching commitment and provides a very positive professional role model. The pupils, staff, parents and the local community hold him in high esteem. The headteacher provides clear educational direction to the school and knows well how policies are put into practice in the classroom. Subject co-ordinators work very effectively to provide colleagues with advice and support. Recently revised job descriptions are in place for all staff. However, those for subject co-ordinators do not specify their monitoring role sufficiently well. As a result, co-ordinators do not contribute as effectively as they should to raising the levels of attainment by monitoring the quality of teachers' planning and the standards that pupils attain.
56. The governing body, headteacher and co-ordinators are actively involved in monitoring teaching and curriculum development. For example, several governors, the headteacher and the co-ordinator for English have all been involved in assessing the implementation of the National Literacy Strategy and the teaching of the literacy hour. The curriculum committee of the governing body provides detailed information for other governors, allowing them to maintain an effective overview of this aspect of the school's work. A programme to allow co-ordinators, for subjects such as physical education and design and technology, to monitor and support teachers by working alongside them and by giving demonstration lessons, has led to improvements in standards.
57. The school has highly appropriate, Christian aims of care, concern for others and partnership, which very clearly permeate its life and work. The effectiveness with which they influence the conduct of everyone in the school is clear in the excellent quality of relationships. The aims were formulated as a result of discussion with staff, governors and parents. They are kept under review. Both those parents replying to the inspection survey, and those who attended the meeting with the registered inspector, showed strong support for the aims and values promoted by the school.
58. The school development plan is a very effective device for school improvement. It identifies very appropriate targets, which have been agreed by the governing body and staff. The



expenditure needed to achieve the targets is noted and success criteria chosen. The in-service training required to achieve the objectives is also identified and costed. There are effective measures in place to review the success of the plan.

59. Excellent relationships between all members of the 'school family', a clear commitment to raising standards and the provision of an effective learning environment contribute to the school's very positive ethos.
60. The management of provision for pupils with special educational needs is good. The governing body maintains effective supervision of this aspect of the school's work. A particular strength of the school is the extent to which everyone, including parents, feels valued. There is a clear commitment to providing equal opportunities for all pupils and appropriate action is taken to create additional groupings to reduce the size of classes where possible. However, suitably challenging tasks are not always provided for more able pupils.
61. The governing body meets all its statutory obligations, except for providing sufficient information about special educational needs in its annual report to parents.
62. The school has improved well since the last inspection. Improvements have been made to many areas of school life, including leadership and management. The inspection team judges that, thanks to the shared insight as to what needs to be done and the very good teamwork and leadership, the school is well placed to continue to improve.

#### **Staffing, accommodation and learning resources**

63. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately, there are co-ordinators for all subjects, special educational needs, and assessment. Due to recent staff changes and the appointment of a newly qualified teacher, some of the co-ordinating duties are being temporarily undertaken by the headteacher.
64. All members of staff have clear job descriptions identifying most of their roles and responsibilities. These are discussed with the headteacher at regular intervals. Responsibilities are, generally, matched well to the interests and specialisms of the teachers.
65. The well-qualified and experienced support staff members work closely with the teachers and give high quality support to all pupils, particularly those with special educational needs. The school secretary carries out her administrative duties extremely effectively. The acting caretaker maintains the school in very good order and the cleaners, cooks and midday supervisors perform their roles in a friendly, capable way. All are valuable members of the school team. The school has had no direct involvement with the initial training of teachers over the last few years, but it regularly makes provision for people intending to train as teachers to help and observe in classrooms.
66. Arrangements for the professional development of staff are very good. They are overseen by the headteacher and reflect both the identified needs of the school and the personal needs of the staff. Newly qualified teachers are supported effectively by the satisfactory induction procedures and by an experienced mentor. A suitable appraisal scheme is in place. All members of staff have attended relevant courses in the recent past.
67. These factors have a positive impact on the quality of education provided.

68. The accommodation is adequate for the numbers on roll and provides a stimulating learning environment for the National Curriculum to be taught effectively. Deficiencies in storage mentioned in the last inspection report have been addressed. The school has ample playground areas and grassed playing fields. The provision of a relatively large area of uncultivated land within its grounds acts as a very good resource for learning about plants and other living things in science lessons. The buildings are maintained well. They are clean and effectively enhanced by displays of pupils' work. However, provision for children under five is unsatisfactory. The school lacks a secure outdoor play area in which the children can have daily access to opportunities for physical development.
69. Overall, learning resources throughout the school are satisfactory. The library is adequately stocked with both fiction and non-fiction texts. Equipment is, generally, stored well and accessible. However, the quality and number of computers is unsatisfactory and the range of software is not sufficiently wide. Also, there are insufficient resources such as wheeled toys for children under five to engage in outdoor play.

### **The efficiency of the school**

70. The school makes very good use of the resources at its disposal. Since the last inspection, the school has improved this aspect of its performance.
71. Financial planning is of very good quality. The school development plan includes an effective appraisal of costs, and expenditure is very clearly targeted on agreed priorities, designed to raise standards. Outline plans for expenditure over the next four years are in place. The staff and governors are actively involved in deciding spending priorities under the leadership of the headteacher. The governing body is very closely involved in the process of setting the budget, and is kept well informed through its finance committee. Detailed financial information is made available to governors at regular intervals. Very good teamwork is evident in this aspect of the school's performance and everyone is sure about how any disposable income will be spent. The school makes very good use of the information and advice made available by the local education authority. Monies provided for specific purposes, such as those to meet special educational needs, are spent wisely. Measures are in place to track pupils' progress and judge school effectiveness. However, procedures for assessing the cost-effectiveness of spending decisions are underdeveloped.
72. The teaching and classroom support staff are deployed very well. The very good quality training of classroom support staff, including those with responsibility for pupils with special educational needs, makes them more effective in their roles and is a strength of the provision made by the school. Learning resources and equipment are used well to improve the quality of lessons and to raise standards. The school also makes good use of resources outside the school; for example, its grounds and the local environment. The accommodation is used very well. For instance, the school makes flexible use of spaces such as the annexe to the hall, to teach groups during the literacy and numeracy hours.
73. Financial control and school administration are excellent. Computers are used extremely effectively to monitor and record income and expenditure. There is clear and appropriate separation of duties in ordering and receiving goods. The headteacher and governing body receive excellent support from the school secretary in the administration of funds. The last auditor's report made four minor recommendations. The governing body's response to them was entirely satisfactory. The accounts for money raised by the school are audited annually by a qualified accountant. Day-to-day organisation and administration are of excellent quality, due in part to the extremely good work of the office team. A notable strength of the school's

provision is the removal from the teaching staff of all responsibility for the collection of monies. This allows them to concentrate fully on their teaching duties.

74. Taking into account the good standards achieved, the good quality of education and the effectiveness with which staff, learning resources and the accommodation are used, the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

75. Since the previous inspection, the good provision for children under five has been maintained. There is one class of 16 reception children who attend full time, together with nine Year 1 pupils. Fourteen of the 16 new entrants were under five at the time of the inspection. Half of the children had been in school for only a week, and the other half for nine days, when the inspection began. The reception class is taught by a qualified teacher, who is supported by a classroom support assistant for one hour each day. The classroom provides a stimulating learning environment and is organised well, with effective displays. The classroom accommodation is good, with an adjacent toilet area. There is direct, easy access to the school hall and to the outside playground area which is the main playground for all pupils. Most new entrants have experienced some form of pre-school education.
76. Children enter school with greatly varying levels of attainment which, overall, are broadly average for their age in all areas of learning, although a number of children have underdeveloped speaking skills. Some do not know colours and some cannot count to five. The overall progress made by the children is sound. By the time they are five, most achieve the expected outcomes for their age in language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Attainment in personal and social development is above average and the children progress well in these important areas. Children settle into school well with the help and encouragement of teaching and support staff. Adults work well together. This good teamwork has a positive effect upon children's attainment and progress.

#### **Personal and social development**

77. Children behave well and develop positive attitudes to learning. They work co-operatively, as well as independently, as when making models out of play dough. They learn the importance of taking turns, for example, when answering questions in large groups. They share equipment fairly when experiencing sand play, and develop respect for other people and property. Children listen attentively and follow instructions sensibly, often showing high levels of concentration; for instance, when learning letter sounds on the computer. They develop excellent relationships with staff and each other, and are eager to explore new learning. They respond very positively to well-established, daily classroom routines, which give them confidence and a sense of security. Most children make good progress and many make very good gains. By the age of five most children achieve above the expected outcomes for their age in this area of learning.

#### **Language and literacy**

78. Provision for language development is good, overall. The quality of teaching is good. Members of staff manage children well. The teacher's expectations are high. The quality of talk has a positive impact on children's speaking and listening skills. Planning is detailed and structured. Resources are used efficiently. Although effective revision of previous learning generally reinforces phonic skills, some opportunities are missed to consolidate the learning of sounds such as 'c' and 's'. The structured use of books and letter games contributes well to children's knowledge of initial sounds and some commonly used words. The school has adapted a literacy hour style of planning for young children. This is effective. It provides a good balance of reading and writing activities and closely matches children's needs. Opportunities for children to develop language skills through role play in the 'veterinary

surgery' are good. Children make sound progress and overall, attainment is in line with that expected by the age of five. They experience a good range, of both activities led by the teacher, and those that they choose themselves. They listen attentively to stories, respond willingly to questions and talk about their activities. They use a growing vocabulary with developing confidence. They begin to know that print carries meaning and how books are organised. Some higher attainers know the names and sounds of some letters of the alphabet and recognise some common words.

79. When reading in groups, they follow the text as their teacher reads the Big Book 'I Love Animals' and 'read' aloud, with her. Children experience appropriate, pre-writing activities and 'make marks'. Some copy over their teacher's writing, and higher attainers copy words under her writing. Many develop sound pencil control, practising letter formation with increasing skill, but some find this difficult. Many alphabet and word displays, and displays such as 'Rosie's Walk' and 'I can see ...' on the 'Word Wall' enhance development in this area.

## **Mathematics**

80. The quality of teaching, overall, is good. Although not always in terms of the Desirable Learning Outcomes, planning is detailed, with specific, clear objectives. The school has adapted a numeracy strategy style of planning which is effective. Expectations are high. Good class management, organisation and use of resources, contribute well to consolidating and extending an understanding of numbers. Very effective use is made of the story 'Kipper's Toybox', with appropriate soft toys, as a stimulus for counting. A feature of the good teaching is the involvement of all children in discussion, effectively enhancing mathematical language development. The plenary session is particularly valuable in consolidating the main points of the lesson. Day-to-day assessment is used effectively to inform planning. By the age of five, attainment, overall, is in line with that expected for this age group. Most children make sound progress and some make good progress. Some are unable to count, some count to three, many to five and some higher attainers to ten. Overall, children develop sound counting and ordering skills through a wide range of practical activities, through purposeful play, number rhymes and songs such as 'Five Little Speckled Frogs' and 'Three Little Leaves'. Some are able to match the digit to the number of little model 'frogs' in the sand tray, up to three and some can count with help, using abaci. They are familiar with mathematical language, and begin to use it correctly. Some start to understand the question 'How many?' Some know the names of numbers. They begin to use magnetic numbers to order up to three, with limited success. Some are able to order numbers, hanging them on the 'washing line', with support. They identify basic shapes and explore capacity through sand play.

## **Knowledge and understanding of the world**

81. The quality of teaching is good. The support assistant is deployed well and briefed effectively. This was evident when groups of children were taken on a 'listening walk' during the inspection. In lessons, thorough preparation, clear explanations and open-ended questions contribute positively to children's understanding. Every opportunity is taken to emphasise learning points. For example, by going outside, children become familiar with the layout of the school grounds, adding to their sense of direction, as well as developing their confidence. Appropriate expectations ensure that the levels of challenge in activities meet the needs of pupils of all abilities. Planning is effective, with clear aims. It is designed to achieve the nationally agreed Desirable Learning Outcomes for children of this age. Resources, including computers, are used effectively.
82. Children's attainment is, overall, in line with that expected by the age of five. Their progress is

mainly sound. Some high achievers attain above average standards for their age and make good progress. Children investigate the school grounds with great excitement and listen intently to sounds they can hear outside. A real sense of wonder is observed when the children hear raindrops splashing in a puddle. They observe and touch a fir cone to feel its texture. They explore the properties of play dough while making 'plates', extending their vocabulary with 'squeeze', 'pull', and 'stretch'. They listen to the story of 'Grandpa Bodley and the photographs'. This enhances their awareness of the passing of time and motivates them to talk about their own families and past experiences in their lives. However, some are reluctant to join in discussions. Children gain confidence in using information and communications technology to support their learning, developing sound computer skills, with help. They can explain, simply, the meaning of the symbols on the class weather chart.

### **Physical development**

83. No physical education lesson was observed during the inspection. However, during other lessons, there is good provision made for the children's development of fine motor skills. A range of appropriate tools, such as pencils, crayons, paintbrushes and a variety of constructional apparatus, sand tray, computer and play dough are organised well and available for children to use. The quality of teaching is generally good in the lessons where children experience using the small apparatus; for example, in pre-writing and creative activities. Children are managed well and the teacher's positive interaction and high expectations ensure that they are supported well and suitably challenged. However, the lack of wheeled toys limits the opportunities to develop whole body skills. There is no separate, safe area where children who are under five can experience free play. Most children progress satisfactorily and achieve appropriately by the time they are five. The children move confidently around school, with improving co-ordination. They show increasing awareness of space and of others, and travel around the classroom with growing control and confidence. They handle small tools, such as pencils, and paintbrushes satisfactorily and safely, with increasing dexterity.

### **Creative development**

84. The quality of teaching is good. Many effective opportunities are provided for children to explore different elements of art. They are encouraged to develop decision-making skills through choosing appropriate coloured paints, materials and tools for their tasks. Resources are used efficiently and are easily accessible for the children to use. Some opportunities are missed for developing their independence; for example, when they are not required to help to clear away equipment. Children are managed well. Good group organisation means that equal opportunities are assured for all children to experience all activities. Overall, the attainment of most children is in line with the Desirable Learning Outcomes, by the age of five. Most make sound progress and many make good progress. On starting school, a number of children do not know the primary colours. Through art, stories and imaginative play, they show an increasing ability to listen, observe and use their imagination. They observe the work of Vincent Van Gogh and paint effective sunflower pictures in his style. They use a wide variety of materials and tools to create collage pictures of themselves, using cardboard plates. They paint pictures of animals, as well as self-portraits, exploring colour, texture shape and form and experimenting with mixing colours. With support, they make very effective models of hedgehogs from clay. They develop their imagination through roleplay in the 'veterinary surgery' in the classroom.

## **ENGLISH, MATHEMATICS AND SCIENCE**

## English

85. The national tests of 1998 indicate that pupils' attainment in English was well above average at the end of Key Stage 1, in comparison with national averages and in comparison with attainment in schools in similar contexts. It was well above national averages in speaking, listening, reading and writing. In those tests, the percentage of pupils achieving the expected Level 2, and the higher Level 3 was well above the national average. National comparisons are not yet available for the 1999 tests. However, the results when compared with the 1998 national figures, would appear to indicate that attainment remains above average. The limited inspection evidence available very early in the academic year, shows that pupils in the current cohort achieve in line with national expectations in speaking, listening and writing, and above national expectations in reading. At Key Stage 2, the 1998 national test results indicate that the percentage of pupils achieving the expected Level 4 in English was in line with national averages and that the percentage of pupils achieving the higher Level 5 was well above the national average. Compared with the national average for 1998, the results of the 1999 tests show that the attainment of last year's Year 6 was close to the national average. Inspection findings indicate that the attainment of pupils nearing the end of Key Stage 2 is in line with national expectations. The small numbers of pupils taking the tests annually make year-on-year comparisons of attainment statistically unreliable. The current Year 6 has a significantly larger percentage of pupils on the special educational needs register than in previous years. The very positive effect of the introduction of the literacy hour has yet to be reflected in test results at Key Stage 2.
86. The detailed whole-school planning for the literacy hour has a positive impact on attainment in speaking and listening, and a very positive impact upon reading. By the time pupils leave school, almost all read with fluency and understanding and are very well prepared for secondary school.
87. At Key Stage 1, progress is satisfactory and the standards attained in speaking and listening are in line with national expectations. However, whilst a significant number of pupils achieve good standards, others lack confidence and have a limited vocabulary. The youngest pupils are beginning to listen to stories and rhymes, joining in where appropriate and responding to teachers' questions. Older pupils have gained assurance in language activities, and they can engage in simple discussions, such as suggesting alternative narrative texts for the story 'Little Red Hen'. Many pupils speak with growing confidence. They can communicate ideas effectively and, with encouragement, recall experiences with humour and detail. During the inspection, pupils in Year 2 talked about their favourite subjects and were able to describe with clarity their homes and families. The literacy hour provides many opportunities for pupils to listen carefully, and the attention paid by teachers to encouraging active listening has a positive effect upon pupils' listening skills.
88. At Key Stage 2, pupils continue to make satisfactory progress in speaking and listening. Those nearing the end of the key stage achieve standards that are in line with national expectations. A few pupils are very confident communicators, able to vary the content, expression and style of their language according to the purpose and audience. Most of them listen attentively, answer questions and respond appropriately to what others say. During the inspection pupils talked easily and readily with inspectors about many topics, including their hobbies and their impressions of living in a village like Finningley. They discussed their excitement, and in some cases apprehension, about moving on to the secondary stage of their education.
89. As a consequence of the introduction of the literacy hour and extra targeted support, pupils' attainment in reading at the end of Key Stage 1 is above the standards expected nationally and

they make good progress. During the key stage, pupils extend their reading skills, with a strong emphasis on phonic recognition and word building. Most average and higher attaining pupils read well, with increasing accuracy and fluency from the range of books available. They can repeat the alphabet accurately and use simple dictionaries and wordbooks. Some pupils can state and justify their book preferences, recounting in detail what they have read; although, overall, their knowledge of popular children's authors is limited.

90. Pupils make satisfactory progress in reading at Key Stage 2. The attainment of those nearing the end of the key stage is in line with national expectations. However, the significant number of pupils on the special educational needs register has a negative effect on the percentage of pupils reaching the average level. Pupils read independently from a wide range of texts, which include fiction, non-fiction, reference books and poetry books. Many are confident, fluent and accurate when reading aloud to an audience, and the more able read with expression. Pupils are able to discuss what they read and express opinions about books and characters.
91. Many understand the purpose of a reference library, and can explain an alphabetical searching system, but few are aware of the numerical classification system for locating books. Pupils in Year 6 know the importance of pictures, captions and titles when accessing information, and a number are able to retrieve information from a range of sources. For example, they were seen using a CD-ROM program, in which they pretended to be Victorian detectives, to develop their work in history.
92. The attainment in writing of those nearing the end of Key Stage 1 is in line with national expectations, and pupils make satisfactory progress. The school has recently focused on spelling, and considerable support is directed towards improving standards. Spelling is taught through structured phonic work, which emphasises links between reading and writing. Many pupils spell common monosyllabic words correctly and most recognise simple spelling patterns. Pupils write legibly, but not in a joined style. At the end of the key stage, pupils know that a sentence needs a capital letter and full stop, and they generally use these correctly in free writing and work sheet exercises. A few are developing an understanding of how to use speech marks. Pupils in Year 1 demonstrate sound spelling and punctuation skills when writing holiday postcards, and when writing to explain why grandmothers and grandfathers are special.
93. Pupils make satisfactory progress in writing throughout Key Stage 2, so that in Year 6, most of them achieve standards that are in line with national expectations. A few pupils achieve standards that are well above expectations. Skills of punctuation have been learnt systematically and spellings are taught, and regularly tested. Pupils write in a variety of forms including topic work, poetry, flow diagrams, letters, lists and notes. At the end of the key stage, some writing, especially poetry, is good. Pupils in Years 3 and 4 write autobiographies to accompany self-portraits and create graphic animal poems in the style of John Mbiti. Pupils in Years 5 and 6 create Haiku, shape and concrete poems of good quality. They use punctuation well when writing reports of an Aztec battle as part of a history project, and demonstrate a good range of vocabulary when devising an advertising campaign slogan for a new chocolate. However, whilst there are examples of high-quality texts containing good use of advanced language skills, there are limited opportunities for pupils to write from their direct experiences. In addition, the more able pupils do not produce enough of the lengthier pieces of writing of which they are capable. Standards of handwriting are average. However, some pupils near the end of the key stage still form letters incorrectly and many do not write in ink.
94. Overall, the progress made by pupils with special educational needs is satisfactory, with a significant number of pupils making good and better progress. Class teachers and experienced learning assistants give good support to pupils. Staff work hard to address the targets in



individual education plans. They generally provide well-matched activities and extra support to help pupils acquire skills at an appropriate level. Parent and other adult helpers giving directed reading support are also very effective in helping to raise standards in reading. A few targets in the individual education plans, however, are too general. Learning is not broken down sufficiently into the small steps needed by these pupils to achieve success. The teamwork of all concerned in this support, including good, regular liaison with the special educational needs co-ordinator, makes a valuable contribution to pupils' progress.

95. Pupils demonstrate good use of standard English, and of technical terms in both science and technology lessons. Their literacy skills contribute positively to work in other subjects such as history, geography, religious education and physical education.
96. Generally, pupils' attitudes to English and their behaviour in lessons are good throughout the school, and this contributes to the standards achieved. They enjoy lessons, and most pupils respond well to the new structure and organisation of the literacy hour. Pupils are positive about their work and prepared to discuss it with adults. At both key stages, pupils are able to work independently and co-operatively, mainly sustaining concentration and enthusiasm for the tasks they are set. They listen with respect to others and show pride in their own ability and in the achievements of others. The relationships between staff and pupils are excellent and contribute significantly to the very good behaviour observed.
97. The quality of teaching is satisfactory at Key Stage 1, and good at Key Stage 2. Teachers have a secure knowledge of the content and requirements of the English curriculum and the National Literacy Strategy. This enables them to make good use of questioning to develop understanding and extend learning. Close attention is paid to teaching the vocabulary needed for different subjects, and there is clearly enthusiasm for teaching the English. The effective management of pupils and support staff, close attention to the development of active listening skills and high expectations, all have a positive effect on progress and attainment. In the best lessons, teachers plan effectively and choose appropriate learning objectives. Their organisational skills enhance the progress made and they encourage all pupils to use and extend the literacy skills they have acquired.

## **Mathematics**

98. The 1998 National Curriculum tests results at the end of Key Stage 1, indicate that attainment was very high in comparison to the national average and in comparison with attainment in schools in similar circumstances. Although the national averages for the 1999 tests are not yet available, compared with those for 1998, the Key Stage 1 results for the latest tests show that attainment is at least above average. The limited inspection evidence gained very early in the school year indicates that the attainment of pupils currently near the end of Key Stage 1 is in line with national expectations. The results of the 1998 National Curriculum tests for 11 year olds were below the national average, and well below the average for schools in similar circumstances. The percentage of pupils achieving the higher grades in the tests was close to the national average, but above average compared with figures for schools in similar circumstances. Compared with the national average for 1998, the results of the 1999 tests show that the attainment of last year's Year 6 was at least above average. Taken over the last three years, attainment has shown an improving trend. However, the small number of pupils in each cohort and the fluctuating percentage of pupils with special educational needs, make the comparison of year-on-year attainment unreliable. The attainment of the majority of pupils currently nearing the end of the key stage is in line with national expectations.
99. The attainment of those nearing the end of Key Stage 1 is in line with national expectations.

Younger pupils count up to ten and beyond, using apparatus. Most pupils in Year 1 know what each figure in a two-digit number represents. Many partition numbers to 20 into tens and ones, but some find this difficult. Pupils in Year 2 recall addition facts to ten, orally. They add three single digit numbers, using number cards and lines. Higher attainers add different combinations of pairs of numbers to make 100. From the scrutiny of pupils' work, it is evident that pupils understand that the position of a digit signifies its value. They solve simple problems, using the four rules of number. They recognise odd and even numbers and understand simple fractions such as halves and quarters. They solve space and measurement problems, using practical apparatus and use mathematical names for common two and three-dimensional shapes, describing their properties. Pupils understand and use mathematical terms, such as 'add on', 'subtract' and 'multiply'.

100. Most pupils nearing the end of Key Stage 2 attain standards in line with national expectations. Pupils in Year 3 develop a sound understanding of addition to 20. The more able understand the value of digits up to 1000. Pupils in Year 5 add pairs of numbers, understanding that their order can be reversed, but the total remains the same. Most can provide number bonds to 100 and use their knowledge of multiples of 50 to complete number equations to 1000. Pupils in Year 6 learn about addition by adding the most significant digit first, with varying success. Higher attainers can explain the strategies used in this work. Some have quick mental recall of number facts to a hundred, but many find this difficult. Most pupils use and apply the four number operations to solve problems, including monetary ones. They extend their understanding of the number system to working with decimals to two places. Many pupils understand the use of percentages to estimate, describe and compare proportions of a whole. They develop a sound understanding of reflective and rotational symmetry. They become familiar with metric weights and length. Many have a satisfactory knowledge of data-handling and use line graphs, Venn and Carroll diagrams to obtain information to answer questions; for example, on distances between towns. Pupils use and apply their mathematical knowledge appropriately to solve problems.
101. Pupils make sound progress throughout Key Stage 1. The mixed age group classes are separated into year groups for mathematics. Skills, knowledge and understanding are consolidated and extended appropriately. Sound progress is made in the different aspects of the National Curriculum Programmes of Study: Using and Applying Mathematics, Number and Algebra and Shape and Space and Measures. At Key Stage 2, pupils are grouped by ability, in mixed age groups. Pupils make satisfactory progress in the different aspects of mathematics, including Data Handling. However, there is some variation between year groups. Many pupils in Years 3, 4 and 5 make good, and sometimes, very good progress, both in lessons and over the long term. However, because of the higher proportion of pupils with special educational needs, fewer make good or very good progress in Year 6. Inspection evidence indicates that the introduction of the National Numeracy Strategy at the beginning of the term, is having a positive effect on raising standards.
102. Pupils with special educational needs make sound progress at both key stages. Work is linked appropriately to their prior attainment and they are effectively supported. They have equal access to all activities.
103. Pupils develop very positive attitudes towards mathematics, throughout the school. Their relationships with each other and with adults are excellent, and this impacts positively on pupils' progress. Most are eager to talk about their work and explain their strategies. They concentrate well, applying themselves confidently to their work. They are able to work collaboratively, as well as independently, enjoy the subject and take pride in the presentation of their work.

104. Pupils' use of numeracy in other areas of the curriculum is very good. For example, line graphs are used to show the effect of upthrust in an experiment on forces in Year 6 science work, and in history, to give information on population changes and school attendance. In religious education at Key Stage 1, pupils use their numeracy skills in saying and counting the days of the week, and in music, in tempo and rhythm activities.
105. At Key Stage 1, the quality of teaching is sound, overall. It varies from good to satisfactory. A third of the teaching is good. At Key Stage 2, the overall quality of teaching is good, varying from satisfactory to very good. Half of the teaching is very good, a quarter is good and a quarter is satisfactory. At both key stages, teachers' knowledge of the National Numeracy Strategy is very secure. They use correct mathematical vocabulary, such as 'digit' and 'addition'. Detailed planning, with clear learning objectives, provides effectively for pupils' differing needs. Teaching methods are effective, with an appropriate balance between direct teaching and pupil activity. Time and resources are used very efficiently. Homework is used very well to support learning. However, the quality of teachers' day-to-day assessment varies and it does not always effectively inform planning. Key Stage 1 teachers' expectations of their pupils are mainly appropriate, but some activities lack challenge. Class management is satisfactory overall, but some pupils are not kept on task, which limits opportunities for them to make progress. Features of good teaching are effective questioning which aids understanding and the constructive use of praise to motivate pupils effectively. Teachers in Key Stage 2 have high expectations of their pupils' behaviour and involvement. Mental and plenary sessions provide good opportunities for pupils to consolidate and practise skills. Very good teaching is characterised by the sharing of learning objectives with pupils, clear exposition and questioning to promote pupils' ability to explain their own strategies and workings. Teaching is less good when pace is lost and where adult help is under-used.

## Science

106. The last national tests and teacher assessments for which there are national comparative data, administered in 1998, show that at both key stages, pupils attained standards that are above the national average. At Key Stage 1, the percentage of pupils achieving the higher Level 3 was below the proportion found nationally. At Key Stage 2, attainment was well above the average for schools of similar character. The percentage of pupils reaching the more difficult Level 5 was well above the national average. Although there are no comparative data available, early indications are, that in the 1999 tests, pupils at Key Stage 1 attained above average standards, and the attainment of those at Key Stage 2 was broadly average. However, since the number of pupils in each cohort is relatively small, the year-to-year comparison of test and teacher assessment outcomes is unreliable. The limited evidence available to the inspection team, very early in the current school year, shows that, at both key stages, pupils attain above national expectations. Over the period 1996 to 1998, the performance of boys in science tests at Key Stage 2 was better than that of the girls. This difference was significantly greater than that found nationally. Inspectors noted that at both key stages pupils' skills of investigation were developed well. However, at Key Stage 2, a scrutiny of work samples from last year shows that older pupils do not know enough about the properties of materials.
107. Pupils at Key Stage 1 are able, with some assistance, to carry out investigations and explain how they have made the tests fair. This was evident in the recording of experiments about the growth of plants carried out by pupils in Year 2. In a lesson observed, younger pupils confidently used magnifying aids as part of their work on using their senses to investigate different objects. In their study of living things, pupils learn about the parts of a flower, and the life cycles of animals such as sheep. Pupils know about the nature of different materials.

For instance, they test substances such as coffee and tea to see how well they dissolve in hot and cold water. They understand how simple electrical circuits work and can pick out, from a series of drawings, those that would not.

108. At Key Stage 2, pupils make predictions about the outcomes of investigations, based on their scientific understanding. For example, in an experiment to test objects travelling along a suspended cord, they were able to say that friction would reduce the speeds they recorded. In a lesson for pupils in Years 5 and 6, it was clear that they recognised the need for fair testing and understood the importance of variables. Pupils use keys to distinguish between creatures such as woodlice and earthworms and compile 'fact files' about the habitat of, for example, ladybirds. Pupils understand the forces at work in operations such as modelling clay and can measure pushes and pulls using a newton meter. They understand terms such as 'air resistance' and 'upthrust'.
109. Pupils make satisfactory use of their literacy skills in science lessons and very good use of their skills of numeracy at Key Stage 2. For example, they measure the volume of water carefully in evaporation experiments.
110. Pupils make good progress as they pass through the school, especially in the development of experimental and investigative skills. This is true for pupils of all levels of attainment, including those with special educational needs.
111. Pupils throughout the school have good attitudes to learning about science. They settle quickly to their tasks and happily take responsibility for caring for, and clearing away equipment. Their behaviour is very good and they relate extremely well to each other and to the adults who work with them.
112. The quality of teaching is consistently sound, or better, at both key stages. At both Key Stage 1 and Key Stage 2, half of the lessons seen were good and half were satisfactory. Teachers pay close attention to developing pupils' skills of investigation. They teach very well, the vocabulary associated with using these skills. For example, pupils at Key Stage 2 know and employ terms such as 'hypothesis' and 'variables'. Teachers, generally, have good levels of subject knowledge. They manage and control pupils well and maintain a good pace in lessons. Their planning of lessons is often clear and detailed. They choose learning objectives well and ensure that their pupils understand what is expected of them. These factors have a positive effect on the standards achieved. However, it is not always clear from lesson plans, how teachers will assess pupils' work and use that information to adapt subsequent work.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

113. The attainment of pupils nearing the end of both key stages is in line with national expectations. They make sound progress throughout the school. Those with special educational needs make satisfactory progress in relation to their prior attainment in using computers.
114. At Key Stage 1, pupils develop appropriate skills of communicating using computers. They are able to enter text, delete unwanted words and save their finished work. They use these skills for a variety of purposes; for example, to create labels for their topic folders. They know that numerical information can be handled using databases. They make use of computers in

this way when, for example, they record the results of traffic surveys carried out on a visit to Bawtry. Pupils can explore imaginary situations using simulation programs. They understand how to control events such as the creation of pictures on the computer screen.

115. Pupils at Key Stage 2 improve their skills of communication effectively. For example, they compose music as part of their topic work. The pieces they produce include titles such as 'Summer Stream' and 'Montezuma's Sacrifice'. They extend their use of word processing to include pictures within the text, and continue to draft and redraft prose and poetry. Pupils also refine their skills in controlling the 'screen turtle' to produce graphic effects on screen. They learn to make use of CD-ROM technology and to use programs to investigate topics such as 'The Victorians'. However, their understanding of how computer technology is used in the worlds of industry, business and commerce is underdeveloped.
116. At Key Stage 2, pupils make appropriate use of their information and communications technology skills in other subjects such as English, mathematics, art, geography, history and music. The application of these skills in mathematics and history includes the recording, on a database, of information about attendance at Finningley School in 1881. At Key Stage 1, these skills are used less extensively in other subjects.
117. Those pupils spoken to at both key stages showed enthusiasm for working with computers. They all said that they enjoyed their work in information and communications technology at school.
118. Although, overall, the school makes adequate provision for teaching information and communications technology, very little direct teaching was seen. As a result, it is not possible to make a valid judgement on the quality of teaching.
119. A teaching programme based on the use of a variety of software packages and types of equipment is in place, but the school acknowledges the need to produce a detailed scheme of work to guide teachers in their planning. This will also help to ensure that pupils gain skills in a systematic and progressive way. Although teachers record the use by pupils of particular programs, the absence of agreed procedures for assessing and recording their attainment and progress, means that it is difficult to ensure that tasks are matched closely to the needs of groups and individuals. Other factors that inhibit the improvement of pupils' attainment include insufficient monitoring of teachers' planning and the standards attained, and the lack of appropriate learning resources. The school does not have enough computers and many of the existing machines are out of date. The school has plans to buy equipment to cover that part of the National Curriculum Programme of Study that deals with monitoring external events. Also, a greater range of software is needed. For example, the requirements of pupils with special educational needs are not fully met through existing programs. In addition, pupils do not currently access a range of different types of information using CD-ROM technology, or have access to the Internet.

### **Religious education**

120. The attainment of the majority of pupils currently at the end of Key Stage 1 meets the expectations of the locally agreed syllabus. Pupils make satisfactory progress.
121. Pupils near the end of Key Stage 1 know the major Christian festivals, such as Easter, Harvest and Christmas. They gain an appropriate level of knowledge of Christianity and become aware of the beliefs of other religions through learning about Judaism. Pupils in Year 1 learn about being 'special'. They are able to reflect on, discuss their feelings and empathise with the way a

little boy felt about his baby sister when listening to a story entitled 'Something Special'. Pupils in Years 1 and 2 develop an awareness of other faiths. They learn about the Jewish festival, the Sukkot. They begin to see similarities between the festivals of different religions and compare the Sukkot with the Harvest Festival in the Christian church.

122. The attainment of the majority of pupils near the end of Key Stage 2 exceeds the expectations of the agreed syllabus and their progress is good. Pupils gain good knowledge of Christianity, Judaism and Islam. The majority of time is devoted to Christianity, while taking into account these other world religions. Studying these faiths gives pupils a good insight into other cultures and beliefs. Pupils in Years 3 and 4 study Judaism and learn how Jewish people celebrate Harvest. They talk about foods grown in Israel and taste some of them. They are able to name the date of the Sukkot Festival and confidently join in discussing the event. They learn Jewish songs with actions that become progressively more difficult. Pupils in Years 5 and 6 study the Bible as a collection of books. They develop a good understanding of the differences in the kinds of writing found in the Bible, poetry, laws, history and prophecy. They appreciate that laws and rules are important, and many are able to identify most of the Ten Commandments. Pupils in Year 6 understand that other people's beliefs are important to them, and that religious beliefs can affect the way people live. This makes a very good contribution to pupils' spiritual development. They learn about the significance of religious symbols to Christianity, Judaism and Islam. They talk about the Easter story with confidence and understand its significance.
123. Pupils with special educational needs are supported well. As a result, they make sound progress in relation to their prior attainment. They have equal opportunities to succeed and equal access to all activities.
124. Pupils use their literacy skills very effectively in their written work. Those in Years 5 and 6 identify the different purposes of writing in the Bible. Pupils in Years 3 and 4 write about the major Christian Festivals. In Years 1 and 2, pupils increase their vocabulary and record in writing, their work on the Sukkot.
125. At both key stages, pupils develop very positive attitudes to the subject. Most listen attentively and join in discussions with confidence and enjoyment. They behave and respond very well, sustain concentration and are interested in the subject themes that they study. Excellent relationships with adults and each other motivate the pupils well, and contribute very effectively to their development of respect for other people and their different beliefs.
126. The quality of teaching seen at Key Stage 1 is satisfactory, overall, with some very good practice observed in Year 1. Teachers' story-telling skills are very good. Teachers' class management and organisation, overall, are satisfactory, but this varies between classes. At Key Stage 2 the quality of teaching is good, overall, with some outstanding teaching seen in Year 3. Teachers' organisation and class management are good. At both key stages, teachers' knowledge of the locally agreed syllabus is very secure and their expectations of pupils are appropriately high. The teachers' use of a range of resources is good. Planning of lessons is effective. However, day-to-day assessment does not always effectively inform planning. Teaching is good where activities are organised to involve all pupils and provide opportunities for them to express their thoughts and feelings, and allow time for reflection. This has a positive effect on the attainment and progress of pupils. Where time is not used effectively and pace is slow, lessons are less successful.

## **Art**

127. During the inspection no art lessons were observed in Key Stage 1, and only one was observed

in Key Stage 2. Judgements, therefore, are based on the scrutiny of pupils' work, displayed work, a scrutiny of teachers' plans and discussions with pupils.

128. At Key Stage 1, most pupils, including those with special educational needs make satisfactory progress as they move through the school. They achieve standards commensurate with their ages. Pupils work with a range of tools, materials and techniques in different media, confidently recording their ideas with increasing skill. Younger pupils select materials to create collage self-portraits on a cardboard plate, effectively experimenting with shape, pattern and texture. Pupils in Years 1 and 2 observe and paint sunflower pictures in the style of Van Gogh, exploring colour, tone and line, with growing skill. At Key Stage 2, most pupils, including those with special educational needs achieve standards above those expected for pupils of their age. They make good progress. Pupils work in a variety of media, with increasing accuracy and attention to detail. They experiment with a range of materials, tools and techniques, demonstrating improving control. Those in Years 3 and 4 closely observe a wide range of designs on ancient Greek urns, vases, bowls and plates, linking their work with a history topic. They begin to create their preliminary designs, by making pencil drawings to explore tone, shade and line in preparation for making their own 'Greek' pot from clay. Pupils in Years 5 and 6 sew very effective spiral designs, inspired by an ammonite fossil. Some children have worked with the Bishop's Visitor to create large collage pictures of 'Joseph', a harvest mural and large paintings of the seasons of the church.
129. In the lesson seen at Key Stage 2, most pupils, including those with special educational needs, developed very positive attitudes, and responded and behaved very well. Enjoyment and enthusiasm were evident and they organised their work appropriately, presenting it with great care. When they realised that one of the Greek pots was a genuine ancient Greek relic, they were very excited. Excellent relationships with the teacher contributed very positively to their good progress. In the lesson observed, the quality of teaching was very good. Teachers' planning was very effective and pupils were very well managed. The teacher's very high expectations of pupils' behaviour and involvement had a very positive effect on their progress. It was evident that the teacher respected and valued the pupils and their work, and trusted them to handle the resources with care. A wide range of high quality art resources is used efficiently, including a selection of ancient Greek artefacts, borrowed from the local Art and Museums Loan Service. Pupils' literacy skills are promoted effectively through the extension of their vocabulary. They use numeracy skills appropriately in work on shape.

### **Design and technology**

130. Evidence gained from talking to pupils and examining teachers' plans and some artefacts, indicates that, at both key stages, the attainment of the oldest pupils is similar to that found nationally. Pupils make satisfactory progress at both key stages. Those with special educational needs make sound progress in relation to their prior learning.
131. At Key Stage 1, pupils design and make items such as musical instruments. They clarify their ideas through talking as they work. They learn about structures when, for example, they make wooden chassis for wheeled toys. Pupils have regular experience of food technology. Younger children made cakes during the inspection as part of their work in religious education. A scrutiny of work shows that pupils' skills of sewing and working with textiles are suitably developed. For example, pupils in Year 1 produce hand puppets that are stitched well and finished attractively. Their written work shows an increasing ability to recognise the needs of the users of products. For instance, they realise that babies may chew the toys made for them.
132. Those at Key Stage 2 design and produce relatively complex artefacts. Inspectors talked to

pupils about models they had made of a lifeboat station and a landing platform for helicopters.

In making these items pupils showed a sound understanding of frameworks, which they made from wood. They were able to cut and shape the various materials with satisfactory accuracy and use a number of techniques for joining the different parts. Both models incorporated electrical lighting. Pupils are also able to design and make artefacts, such as umbrellas, with moving parts. They can work, too, with malleable materials such as clay to produce, for example, Aztec masks as part of topic work. Like pupils at Key Stage 1, they have appropriate opportunities to work with textiles, food and construction kits.

133. The pupils interviewed enjoy design and technology lessons and are keen to talk about their work.
134. It was not possible to observe the design and technology lessons timetabled during the inspection. Consequently, a valid judgement on the quality of teaching cannot be made. It is clear from teachers' plans and discussions with pupils that, overall, a suitable range of activities is provided and that the importance of encouraging pupils to evaluate their work is understood. However, there is insufficient evidence that teachers develop systematically, pupils' designing skills.



## History and geography

135. As a consequence of the cyclical nature of the curriculum it was not possible during the three days of the inspection to observe all pupils taking lessons in history and geography. In both subjects, a scrutiny of pupils' past work, reports and photographs of educational visits, teachers' planning and records, displays and discussion with pupils inform inspection findings.
136. At both key stages, the attainment of the oldest pupils in history and geography is broadly in line with that found in most schools, and pupils make sound progress. Pupils with special educational needs take a full part in all history and geography lessons, and with informed and sensitive support, make expected progress.
137. Through the study of their own location and places of historical interest, pupils have developed an understanding of chronology and of how life and work have changed over time. The reporting of visits and the retelling of important historical events have made an appropriate contribution to improving pupils' literacy skills.
138. At the end of Key Stage 1, pupils have a sound awareness of places beyond their own area and can name a number of other countries. Some are able to recall European and world-wide locations visited on holiday. Pupils talk appropriately about their own environment, their proximity to the school and their various modes of transport. They can use simple geographic terms correctly, and are aware of some physical features and distant places. Through the topics of 'Our Village' and 'Journeys', pupils learn to compare Finningley with a coastal location and express their likes and dislikes. Pupils understand that the temperature varies in different countries, and that this has an effect on the way people live and dress. Pupils in Years 3 and 4 extend their knowledge of their own locality when considering the development of housing and different land uses. They are familiar with the techniques of observing and recording weather changes and patterns. Pupils in Years 5 and 6 use information from non-fiction texts well, to make informed observations and comparisons between their own village, and the Indian village of K V Kuppam.
139. Pupils at Key Stage 1 show that they are beginning to understand the passage of time when they discuss the changes to their own lives and those of relatives. They show enthusiasm when looking at photographs and artefacts. Pupils in Key Stage 2 learn about the features of past societies in their studies of ancient Greeks, Egyptians, Anglo Saxons, Vikings and Romans. They write about differences in housing and dress and can describe the significance and construction of Roman roads. Older pupils use a CD-ROM program to support their learning in topic work about the Victorian era. An impressive display in Class 4 on the growth of Finningley provides much information about the past population, school attendance statistics and housing development. Literacy skills allow pupils to access historical details and write detailed accounts of their findings.
140. The pupils' response to lessons is good, and their behaviour is very good. They work with interest and enthusiasm, co-operate well, and use and share resources sensibly.
141. Teaching is always satisfactory and sometimes good. Teachers prepare well, have sound subject knowledge and use a range of suitable resources to good effect. Pupils' attainment in history and geography is enhanced by the teachers' good use of the school, the local environment and by a number of visits to museums and places of interest. Residential visits also afford valuable opportunities for pupils to extend their historical and geographical understanding.

## **Music**

142. During the inspection no music lessons were observed in Key Stage 1 and only one lesson was observed at Key Stage 2. Judgements, therefore, are based on a scrutiny of pupils' work, hymn practices, a scrutiny of teachers' plans and discussions with pupils.
143. Most pupils, including those with special educational needs, make good progress as they move through the school. The attainment of pupils near the end of Key Stage 1 is above the expected levels. They develop a good understanding of rhythm, tempo, dynamics and pitch. In hymn practice, they sing a range of songs from memory, with confidence and enjoyment. They sing tunefully and begin to control the sounds of their voices effectively. They perform action songs well and some demonstrate these to the rest of the pupils. They are able to sing and to clap in time to, for example, the hymn 'Thank you, Lord'. Pupils near the end of Key Stage 2 attain standards that are well above the expected level. They demonstrate very good understanding of the different elements of music. In hymn practice, they sing very confidently and accurately, with controlled phrasing and expressive use of the musical elements. In an assembly seen by inspectors, a group of pupils in Year 6 played a range of percussion instruments, confidently performing an Aztec piece - their own composition. They are able to follow notation. The one lesson seen at Key Stage 2 was for pupils in Years 3 and 4. The pupils observed in the lesson performed confidently and accurately, singing and playing percussion instruments. They sang songs in two parts very well. Some pupils were able to accompany them on percussion instruments, achieving a planned effect, using the elements expressively. They listened to brass band music and identified changes of musical character. They could appreciate how its elements convey a happy mood and discussed this confidently. Pupils used a musical vocabulary with understanding and knew the terms 'ostinato' and 'crescendo', applying them effectively to their performance. They sang, very expressively, a range of songs from other cultures, ending with a Jewish song. This lesson made a significant contribution to the pupils' spiritual and cultural development.
144. Pupils' literacy skills are promoted through extending their vocabulary, by learning appropriate musical terms. Pupils use their numeracy skills appropriately in work on tempo and rhythm, when counting beats and in becoming aware of musical patterns. At both key stages, pupils listen attentively. They enjoy singing, composing and performing in groups. Attitudes, behaviour and response are excellent. In the lesson seen, which was taken by the music co-ordinator, the overall quality of teaching was outstanding. His subject knowledge is excellent and he is an accomplished pianist. Class management is outstanding, planning is excellent and the use of a good range of musical instruments is very effective. The co-ordinator's enthusiasm and very high expectations ensured that pupils were very well motivated and made very good progress. Excellent opportunities were provided for pupils to collaborate effectively and to take responsibility for their own learning in performing and composing independently. The pace was very brisk and careful organisation gave maximum practical, musical experience to all the pupils.

## **Physical education**

145. During the week of the inspection three physical education lessons were observed. Inspection evidence is drawn from the observation of these lessons, which included dance and gymnastics, and from watching pupils at play.
146. At both key stages, overall, the oldest pupils achieve standards in line with those expected of their age groups. All pupils, including those with special educational needs, make at least satisfactory progress.

147. Pupils nearing the end of Key Stage 1 have developed sound co-ordination when using large body movements. They move with control and make good use of general space. Pupils in Year 2 make good progress in gymnastics when creating movement patterns along different pathways using different levels. Most pupils move easily, confidently transferring weight from one to two feet and from feet to hands. Pupils use appropriate language to describe actions, such as stretching, turning and twisting. Many show appropriate awareness of shape and space.
148. Those near the end of Key Stage 2 move around the playground with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations, they show appropriate understanding of attacking and defending techniques whilst playing football. A few girls were seen taking a full and effective part in playtime soccer games. In gymnastics, older pupils demonstrated expected mobility and good control when performing rolls and turns in a limited space. The range of movements was appropriate, but many lacked quality. In an excellent dance lesson seen by inspectors, pupils in Years 3 and 4 demonstrated levels of attainment which were well above expectations when creating strong movement sequences in response to music by Holst.
149. The school provides an effective swimming programme, and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special educational needs are well supported. They make sound progress and achieve results that enhance their self-esteem.
150. Most pupils work with enthusiasm, enjoyment and commitment in physical education lessons. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good, apparatus is sensibly and responsibly used, and in competitive situations pupils show due regard for laws and fair play.
151. The quality of teaching is always satisfactory and often good or better. The teachers' enthusiasm for physical education is clear, and most of them change into appropriate clothing. This has a positive effect upon pupils' attitude to the subject. Generally, teachers' subject knowledge is adequate and occasionally it is extremely good. Teachers manage pupils well, and use pupil demonstrations successfully to encourage others. The best practice seen, teachers encouraged pupils to observe and evaluate their own actions, and those of others, in order to improve performance. Pupils are active for most of the time. Most lessons are soundly planned and appropriate activities are chosen.
152. The experience gained by pupils on residential visits to activity centres enhances the physical education curriculum, but the limited provision of extra-curricular activities restricts the opportunities for pupils to develop their games skills.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

153. The inspection of Finningley CE Junior and Infant School was carried out by a team of four inspectors, including a lay inspector. The team spent a total of ten inspector days in school. In addition to the 38 lessons or part lessons observed, school documentation was examined, assemblies and registration sessions were attended, the teaching of pupils with special educational needs was observed, interviews with governors and school staff were conducted and discussions held with groups and individual pupils. The work of a representative sample of pupils was scrutinised and a selection of pupils was heard reading. The views of parents were gathered by means of a questionnaire and from a meeting called for that purpose.

### DATA AND INDICATORS

#### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	130	2	24	4

#### Teachers and classes

##### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	25.3

##### Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	61

#### Average class size

Average class size

32.2

## Financial data

Financial year:

1999
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	£
Total income	22,5006.00
Total expenditure	22,1971.00
Expenditure per pupil	1,775.77
Balance brought forward from previous year	1,268.00
Balance carried forward to next year	4,303.00

## PARENTAL SURVEY

Number of questionnaires sent out:

129

Number of questionnaires returned:

36

### Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	56	42	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	47	0	3	0
The school handles complaints from parents well	19	47	19	6	0
The school gives me a clear understanding of what is taught	39	47	3	8	0
The school keeps me well informed about my child(ren)'s progress	22	61	11	6	0
The school enables my child(ren) to achieve a good standard of work	42	47	3	6	0
The school encourages children to get involved in more than just their daily lessons	19	50	17	14	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	56	3	6	0
The school's values and attitudes have a positive effect on my child(ren)	44	50	6	0	0
The school achieves high standards of good behaviour	36	58	3	3	0
My child(ren) like(s) school	50	47	3	0	0

Not all percentages in the table above will add to 100 because some parents did not respond to every question.