

INSPECTION REPORT

BARNBURGH PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106694

Headteacher: Mr Peter Oldale

Reporting inspector: Terry Elston
20704

Dates of inspection: 25 – 26 February 2002

Inspection number: 197978

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Church Lane Barnburgh Doncaster South Yorkshire
Postcode:	DN5 7EZ
Telephone number:	01709 893125
Fax number:	01709 881647
Appropriate authority:	The Governing Body
Name of chair of governors:	Gill Knight
Date of previous inspection:	October 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20704	Terry Elston	Registered inspector
9399	Roger Watts	Lay inspector
23290	Ros Wilson	Team inspector

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barnburgh is an average sized primary school with 209 full-time pupils on roll, and 28 children who attend the Nursery mornings only. There are similar numbers of boys and girls. The school is situated in a rural area seven miles from Doncaster, and takes pupils mostly from the immediate area and the two nearby ex-mining towns of Goldthorpe and Mexborough. Less than four per cent of full-time pupils are eligible for free school meals, which is below the national average. Around 23 per cent of the pupils are on the register for special educational needs, mostly with moderate learning difficulties, and six pupils have statements of their special educational needs; these figures are about average. Unlike most other schools, there are no pupils from ethnic minority backgrounds, nor with English as an additional language. When pupils enter the school, their skills are generally above the levels found nationally. During the last school year, 10 pupils entered the school other than at the usual time of first admission, and eight left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is not unusual.

HOW GOOD THE SCHOOL IS

This is a good school, where the very good leadership and management, and good teaching, account for pupils' high standards in the national tests. Links with parents are very strong, and they have high opinions of the school. Relationships are very good and pupils behave well, and this makes for a happy and successful school. These important strengths, and the efficient way the school manages its funds, mean that it provides good value for money.

What the school does well

- By Year 6, pupils' standards in English, mathematics and science are well above the national average.
- The headteacher's very good leadership and management are important reasons for the school's success and very good rate of improvement.
- The quality of teaching is good, and this is why pupils make such good progress.
- The links with parents are very good, and they are delighted with the school's provision.
- The provision for pupils with special educational needs is very good, and they make very good progress.

What could be improved

- The curricular provision for children in the Reception class, which is too formal, and does not focus sufficiently on developing their independence.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection in 1997, and has addressed the main issues from that report very well by working to a well-structured Action Plan. Better monitoring of teaching has improved its quality significantly, particularly for pupils in Years 3 to 6; this ensures that all groups of pupils do well, and standards of behaviour are now good. The school has raised standards significantly in English, mathematics, science, art and design, information and communication technology and history since the last inspection. Parents are much better informed about their child's progress. There is now a good link between the management of the school's funds and the planning for future developments. The curricular planning has a much tighter structure, and this, together with more effective assessment procedures, is helping to raise standards. In view of the strengths in the leadership and teaching, the school is very well placed to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	A
Mathematics	A	A	A	A
Science	A	C	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

This shows how successful the school is in raising pupils' standards, and the grades comparing Year 6 pupils' results with those from similar schools (with equivalent proportions eligible for free school meals) are particularly impressive. The school exceeded its challenging targets in both English and mathematics in 2001, and looks set to do so again this year. The results by Year 2 pupils in the 2001 national tests were just as good, and were well above the national average in reading, writing and mathematics. The upward trend in the school's results at Year 2 and Year 6 is in line with that found nationally. This inspection shows that the school has maintained these high standards with the current groups of pupils who, by Year 2, are well above average in reading, writing, mathematics and science, and average in all other subjects. By Year 6, standards are well above average in English, mathematics and science, above average in design and technology and music and average in all other subjects. All groups, including high attaining pupils, achieve well, and those in Years 1 and 2 achieve very well. Pupils with special educational needs make very good progress. By the time children leave the Foundation Stage*, their number, reading and creative skills are above average, as is their knowledge and understanding of the world. Children's physical skills are average. Their personal and social skills are at an average level, but few develop their independence as well as they could because of the lack of opportunities to work and play without an adult's direction.

* Foundation Stage children are those in the Nursery and Reception classes

Aspect	Comment
Attitudes to the school	These are very good. Pupils enjoy their work, and always try to do their best.
Behaviour, in and out of classrooms	Good, both in class and outside in the playground. Pupils listen very carefully to their teacher and each other, and this is an important reason for their success.
Personal development and relationships	Pupils' personal development is very good. They are keen to take responsibility, work independently when required and are eager to show initiative. Relationships are very good, which is why this is such a happy school.
Attendance	Below average, and affects the progress of the relatively small numbers of pupils involved.

Pupils' very good attitudes to learning and enthusiasm are significant strengths of the school, and only let down by the poor attendance of a few pupils.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	aged 5-7 years	Aged 7-9 years
Lessons seen overall	Good	Very good	Good

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

The quality of teaching is good, and ensures that all groups of pupils make good progress. There are particular strengths in the teaching in the Nursery, Years 1 and 2 and Years 5 and 6 where there was a high proportion of very good teaching. Children in the Foundation Stage make a very good start because the teaching in the Nursery focuses well on the needs of very young children. As a result, children settle easily into the school routine, and learn important early skills quickly. In the Reception class, while the teaching is satisfactory, and often good, the curriculum is too structured to give the children sufficient opportunities to find things out for themselves and develop their independence.

In Years 1 and 2, the teaching of the basic skills of literacy is very good, and nearly all pupils read fluently by Year 2. The teaching of numeracy is also very good, and pupils soon develop confidence working with numbers. Pupils learn quickly in these classes because teachers have such high expectations of pupils' work and behaviour, and make lessons fun. This encourages pupils to put considerable effort to their work and to strive for even higher standards. Other strengths are the high quality of planning and skilful questioning techniques that make pupils think hard as they search for answers. In Years 3 to 6, the literacy and numeracy lessons build well on the start made in the infants, and this is why pupils' reading and number skills are so good by Year 6. Only one lesson was unsatisfactory. The teaching in Years 5 and 6 is very good; it is very demanding, and lessons move at a fast pace, keeping pupils motivated. In all classes, thorough assessment of pupils' attainment and progress enables teachers to plan challenging work so that the needs of all pupils, including those with special educational needs and the gifted and talented, can be met.

Strong features of pupils' learning are the ways they relish the challenge of meeting teachers' high expectations, their enjoyment of lessons and their willingness to learn from mistakes. As a result, they learn quickly and attain high standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is well organised with very good provision for literacy and numeracy, while giving pupils a rich variety of experiences. There is a good range of activities after school to enrich the curriculum for older pupils but not so much for Years 1 and 2. Good provision for personal, social and health education teaches pupils how to live healthily and value the opinions of others.
Provision for pupils with special educational needs	This is very good. Pupils are very well supported, and all attain, or come close to, national standards by Year 6 in the national tests.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, and contributes significantly to pupils' learning. Good spiritual provision in times of prayer, and many opportunities to appreciate the beauty of art, music and nature. The good provision for social and moral development shows in the way pupils behave and work productively together. Good provision for multicultural development enables pupils to appreciate the rich diversity of the world.

How well the school cares for its pupils	The school cares for its pupils well. Their academic progress and personal development are monitored systematically, and this helps teachers provide good support for pupils' all-round development.
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The well-balanced curriculum ensures that pupils develop a wide range of skills, and attain high standards in the important areas of literacy and numeracy. All subjects meet the requirements of the National Curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Very good leadership and management from the headteacher, whose very high expectations of pupils and staff encourage all to aim for high standards in their work. Very good management ensures that all staff are supported well and work together as a team. Very good support from senior staff and subject co-ordinators; all lead very well, have a strong commitment to succeed and know how to raise standards.
How well the governors fulfil their responsibilities	They do this well, and are led effectively by a very knowledgeable Chair. Governors take a keen interest in the school, and have a good understanding of its strengths and weaknesses. They support the headteacher and staff well, and all statutory requirements are met.
The school's evaluation of its performance	Very good. Pupils' results in the national tests are examined rigorously, and this helps teachers to see where improvements can be made. The quality of teaching is monitored systematically, and teachers benefit from very good guidance as to how they can improve. Very good performance management procedures focus clearly on the development of teachers' skills and pupils' learning.
The strategic use of resources	Good. The financial planning is good, and the school makes efficient use of all its resources to promote pupils' progress and maintain a good balance between cost and effectiveness. The forward planning has appropriate targets that are helping to raise pupils' standards. Funds for pupils with special educational needs are used very well to provide knowledgeable and cost effective support.

These strengths in the leadership and management of the school account for the good quality of teaching and pupils' high standards. It is the reason that the school keeps improving. The school has good procedures for securing the best value from its spending and monitoring the effect this has on pupils' standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The rapid progress made by pupils of all abilities.• The very good quality of teaching.• The effectiveness of the school's 'open door' policy.• The high quality of the school's leadership.• The high expectations of pupils' attainment and behaviour.• The very good Nursery provision.	<ul style="list-style-type: none">• The range of activities outside lessons.

The inspection agrees with parents' positive comments. The range of activities outside lessons is satisfactory, but there is not so much for pupils in Years 1 and 2 apart from trips out of school and visiting artists and musicians.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By Year 6, pupils' standards in English, mathematics and science are well above the national average.

1. The school's previous inspection report judged pupils' attainment in English, mathematics and science as average by Year 6. In all three subjects, the marked improvement in standards has been achieved by teachers planning more thoroughly to address pupils' weaknesses identified in the national tests. Rigorous analysis of pupils' answers to questions showed which they found most difficult, and this enabled teachers to provide more work targeted at these areas. In English, this has led to improvements in pupils' writing, particularly that of boys, and in their use of punctuation. In mathematics, 'booster' classes helped pupils who were just below national standards to make up lost ground, and many did well in the tests as a result. In science, the co-ordinator saw the need to improve pupils' understanding of scientific language, and their work now shows a very good awareness of the correct terminology to use in their writing. Alongside these specific measures, the school worked hard to raise the standards of higher attaining pupils, by planning more work to give them a deeper understanding of the subjects. The success of these strategies can be measured by the big improvement in the standards reached by this group of pupils since the last inspection, and the fact that, in the 2001 national tests, the percentage of Year 6 pupils attaining the higher levels in the national tests was above in national average in English and science and well above in mathematics.
2. In English, pupils in Year 6 have very good speaking and listening skills. Teachers use effective resources and open-ended questioning well to stimulate pupils' own thoughts of enquiry and promote good listening skills. The school has also developed effective use of times when pupils speak to the whole class in 'Circle Times', drama sessions and in role play. The benefits of these measures were evident when Year 6 pupils led an assembly, and acted out a play. They spoke clearly, and adjusted their speech very well to suit the young audience. Even in practical subjects, such as art and design, pupils experiment with words to describe their pictures, as was illustrated when one pupil remarked when talking about tones of colour, "*...shades are important because they brighten up your day.*"
3. Pupils read very well. They enjoy reading the shared text in the literacy hour, and read with appropriate expression and understanding. Teachers impart a love of books well to pupils and the emphasis on the enjoyment of reading is successful in developing positive attitudes towards books. From Year 1, teachers emphasise the need to be aware of punctuation when reading, and pupils quickly learn to understand how to change the tone of their voices when they see, for example, a question mark at the end of a sentence. They are keen to name their favourite authors, such as Roald Dahl, J. K. Rowling and Shakespeare. Pupils evaluate the texts they read confidently, and discuss characters with a good level of detail. A good number of higher attaining pupils in Year 6 read challenging material, and use the more advanced reading skills of inference and deduction very well.
4. Standards in writing are well above average in Year 6. Pupils write in a wide range of styles including poetry, reviews, instructions, newspaper reports and stories. They organise their writing in a logical sequence, and show a good understanding of grammatical structure. They use paragraphs appropriately and consistently in their writing. Pupils are encouraged to plan, draft, edit and refine their written work, which

is helping them to achieve well. They discuss and appraise their own and other's writing, which is good, as this helps them to develop and extend their ideas. They respond sensitively to classic works of literature, and enjoy experimenting with language. They use imagery particularly well, as was illustrated when one pupil wrote about his grandfather:

*My grandad's a sofa, cosy and warm,
When outside there's a fearful storm,
Snoring like a sleeping dog,
As shrill and delicious as a chocolate log.*

5. Pupils have a very good awareness of their audience when writing, and construct good arguments. By using phrases such as "...we are discussing whether animals should be kept in zoos," and "...having looked at both sides of this argument," they write in a persuasive way, and encourage the reader to share their thoughts.
6. The development of pupils' literacy skills in other subjects is very good. Pupils use these skills well, when solving problems in mathematics, for example, and writing about life in Ancient Egyptian times in history. They develop their research skills well when using the Internet to further their knowledge of history, and use word processing programs effectively to edit their writing.
7. In mathematics, Year 6 pupils' high attainment is best judged by the way they solve mathematical problems. They use their previous knowledge very well to judge which operation will find the solution, and then test their theories. In this way, for example, pupils quickly saw how to measure area without using squares by identifying the pattern created by a sequence of shapes. Their feel for number is very well developed because of the way teachers start each lesson by honing these skills. Pupils are confident with their multiplication tables, and multiply and divide whole numbers by 10, 100 and 1000 easily. They have a very good understanding of negative numbers, co-ordinates in four quadrants and equivalent fractions. They use protractors accurately to measure different kinds of angles to the nearest degree. They are very skilled at constructing and interpreting various kinds of graphs and diagrams which illustrate data, such as their favourite pop stars. They collect data systematically, and produce accurate frequency charts of their findings.
8. Pupils use their mathematical skills very well in other subjects, and this helps to reinforce the number work done in class. For example, in a science topic on insulation, Year 6 pupils drew accurate line graphs of the different melting rates of hot liquid, and used spreadsheets on computers to calculate the area and perimeter of shapes.
9. In science, pupils are very skilled at conducting experiments, and work in a systematic way. Teachers are good at asking the right questions to make pupils think carefully and use their scientific knowledge to investigate a problem. In this way, pupils develop a scientific mind; they know how to formulate a hypothesis and then test out their theories. Pupils have a good understanding of the human body and, through links with personal, social and health education lessons, have a very good knowledge of how exercise and a balanced diet are necessary elements of a healthy lifestyle. Their work on micro-organisms is of a high quality, and shows a very good understanding of bacteria. Here, pupils used computers very effectively in one lesson to explore the Internet to see which bacteria are helpful and which are harmful. They developed their scientific knowledge further in mathematics when they investigated how quickly bacteria multiplied when left in a warm room overnight. Pupils have a

very good understanding of how animals are adapted to their surroundings, and how plants and animals are inter-dependent. Their very good knowledge of how plants grow, and their effective use of language, were illustrated when one pupil explained that some plants struggle when growing "...under the parent plant."

10. Pupils have a very good knowledge of materials, and how they change when heated and cooled. They see clearly how some materials dissolve, and conduct good experiments to show how the process works. Their good understanding of electricity and forces is enhanced by exciting work using information and communication technology, as they construct 'traffic lights' controlled by computers.

The headteacher's very good leadership and management are important reasons for the school's success and very good rate of improvement.

11. The high standards found in this inspection are due in no small measure to the headteacher's vision and desire for improvement. He leads very well by communicating his ideas very clearly to staff, parents and pupils, while listening carefully to what they have to say. This creates an ethos where all members of the school feel valued, work very well as a team and share in the school's continued success.
12. The headteacher led the way very effectively in addressing the issues of the previous inspection with insight and rigour. The important area of evaluating the school's performance was improved quickly by giving subject co-ordinators and governors the encouragement and skills to monitor their areas of responsibility. In this way, they felt more confident to support staff, and were able to monitor in a very positive way. The impact of the enhanced role of co-ordinators can be seen when considering the improvement in standards since the previous inspection, when they were too low in writing, art and design, design and technology, information and communication technology, science and history. By analysing where the weaknesses were, and then supporting teachers through monitoring and curricular guidance, co-ordinators have raised standards in all of these subjects to at least average levels. Particularly notable are the big improvements in science and writing, where standards are now well above average.
13. The headteacher has developed a very effective process of self-evaluation, linked closely to the school's performance management system. Staff found it helpful that the headteacher was the first to take part in the process; they benefited from the way he scrutinised his own performance, and then set his challenging targets. The headteacher built well on this by using the skills of advisers from the local education authority, and then working together with other local schools to find the best system for this staff. In these very positive ways, the headteacher has created an atmosphere where all staff look for ways to improve their work, and know they will be supported. All staff learned about how to set themselves challenging targets, and that was an important first step. Now, staff agree targets with the headteacher based on priorities identified by him and themselves, and these drive the school forward and raise standards further. They also set targets with pupils, displaying them prominently in the classroom. These work very well, and act as constant reminders to pupils of what they need to achieve by a given time. All of these are effective measures that are driven by the headteacher's own philosophy that "*If you stand still, you are going backwards.*"
14. The headteacher improved the quality of teaching first of all by ensuring that the core skills of literacy and numeracy were taught effectively. Using the expertise of the local

education authority and the experience of leading schools in the area, the headteacher was able to ensure that literacy and numeracy lessons follow a consistent pattern, and that teachers know how best to teach the basic skills of reading and number. This is very good practice, and the improvement in pupils' standards in the national tests is a testimony to its success. The school has done much to improve pupils' behaviour, and teachers manage classes very effectively, using positive strategies that reward pupils for behaving well. Weaknesses in the setting of homework were addressed very well by producing a clear policy that set out to parents the arrangements for homework, and their responsibilities for supporting their children.

15. The headteacher has made significant improvements in the school's links with parents, and these are now among the strengths of the school. At the parents' meeting before the inspection, parents spoke very highly of the headteacher, making comments such as, *"he is excellent"*; *"very warm and caring"*; *"he knows all parents and children"*; *"he will drop anything to see you"*; and, *"it's amazing how he keeps so enthusiastic!"*
16. An important strategy employed by the headteacher to build these links with parents was the design of a questionnaire to see what they felt about the school, and what needed to be improved. This was very successful, and gave the headteacher a clear picture of parents' views. Parents identified several areas where they felt the school could do better, including the need for more sport, better information about their children's targets and the need for more equality in the way pupils were treated. The headteacher responded positively to these needs, and enlisted the help of staff and governors to keep parents better informed, provide more sport and investigate any inequalities in the way teachers interacted with pupils.
17. The headteacher has worked closely with the very knowledgeable chair of governors to develop the role of the governing body, and they now have a good involvement in the running of the school. Governors are well aware of the school's strengths and weaknesses, and are keen to support the headteacher and staff. For example, there were problems in one class last year with the behaviour of a few pupils; governors were quick to respond and supported the appointment of an extra classroom assistant. This worked well, and made a significant impact on the quality of teaching and learning.
18. The school has worked hard, and to very good effect, to improve the financial and strategic planning. The school's development plan now has clear targets, a statement of how much they will cost and regular procedures built in to monitor the plan's progress. Funds have been directed very effectively to areas of particular need, such as information and communication technology and boys' reading books, and this led to a rapid rise in pupils' standards. The cost effectiveness of the school's spending is monitored well by the governing body and senior staff, using measures such as comparison with similar schools, consultation with parents and the sharing of resources with other schools. These all help to direct the funds to areas that will improve the school, and provide a clear picture of whether spending is justified by better standards.
19. The headteacher is supported very well by senior staff with management responsibilities. The deputy headteacher is also the literacy co-ordinator and Key Stage 1 leader. She works closely with the Key Stage 2 leader and the headteacher, and they share a common vision for the development of the school. The deputy has done much to improve the curriculum, and this now gives staff a good structure upon

which to base their lesson planning. Her role in the analysis of pupils' results in the national tests, particularly in English, has been an important one, and has given very good direction to the teaching and planning. Realising that the provision in the Foundation Stage needed improvement, the deputy headteacher has attended training with the teachers to develop the curriculum for very young children. The Key Stage 2 leader co-ordinates the provision for pupils in Years 3 to 6 effectively and, as the numeracy co-ordinator, she has done much to raise standards in mathematics, especially in the way pupils' progress is tracked through the school. This has identified pupils, or groups of pupils, who are not making sufficient progress, and has enabled the co-ordinator to target resources accordingly. Importantly, both of these senior members of staff set very good examples by their own teaching.

The quality of teaching is good, and this is why pupils make such good progress.

20. The good quality of teaching is the reason that pupils do so well. Parents see quality of teaching as a strength of the school, and an important reason for them sending their children to Barnburgh Primary. There were weaknesses identified in the quality of teaching in the previous inspection, particularly in Years 3 to 6 where teachers' planning and management of pupils' behaviour lacked consistency. The school has worked effectively to address these issues; teachers now plan lessons very well, and have made good use of the format of the literacy and numeracy strategies to plan three-part lessons for other subjects. This works very well, and means that pupils learn skills, put them into practice and then review what they have learned at the end. More consistent ways of managing pupils' behaviour ensures that they behave well in nearly all lessons.
21. All teachers have high expectations of pupils. They produce lessons that are very challenging, but, because their assessments of pupils' skills and needs are accurate, all pupils can succeed at their own level. Nearly all lessons move at a fast pace, accelerating in Years 5 and 6, with teachers keeping pupils focused by reminding them of the time limits. This is very effective, and explains why, by Year 6, the highest attaining pupils are well above the national average, and those with special educational needs are at, or are close to, nationally expected levels. In the only unsatisfactory lesson, the pace was slow because pupils were not clear what to do and they soon lost interest.
22. Teachers maintain pupils' enthusiasm and concentration by providing interesting lessons, which make the best use of stimulating resources, and give opportunities for pupils to be creative in their work. They use questions carefully to ensure that all pupils are thinking hard about the topic. To make this even more effective, teachers pitch questions at appropriate levels to different groups of pupils, so that those with special educational needs make equally valid contributions to the lesson as talented and gifted pupils.
23. Children make a very good start at this school because of the high quality of the Nursery provision. Parents feel, with justification, that the Nursery is a strength of the school. Parents and children benefit from very good induction procedures that make the school's expectations clear. These ensure that children settle quickly into the Nursery's routines and are soon working and playing happily. The quality of teaching is very good, and helps children make a flying start to their education. The teacher and nursery nurse plan lessons together, and this makes for a consistent approach to teaching and learning. Sessions are planned carefully, taking very good account of children's own preferences, and provide a very good balance between activities directed by the adult and those chosen by the child. This is good, and teaches

children the skills they need, while giving them many opportunities to develop their independence. Both staff are involved in the regular assessment of children's progress. These assessments are very thorough, and enable the staff to track children's progress in all areas of their learning.

24. The quality of teaching in the Reception class is satisfactory, but limited by the restrictions placed by the curriculum; these are explored later in this report.
25. The quality of teaching and learning in Years 1 and 2 is very good. Both teachers show a very good knowledge of the subjects they teach, and this gives pupils the confidence to ask questions to gain a deeper understanding of the subject. Their direct teaching works well, particularly in literacy and numeracy lessons, and this ensures that pupils learn to read and write well and are comfortable with number. This explains why, by Year 2, pupils' results in the national tests are well above average in reading, writing and mathematics. At the start, teachers make a point of telling pupils what they should have learned by the end of the lesson; this is good practice, because it helps pupils focus on specific skills, and it enables teachers to assess their learning accurately in the summing-up session. Teachers' high expectations of these young pupils motivates them to do their best work, because they sense that the lessons are very demanding, and try hard to meet the challenge. In a literacy lesson where the learning was very good, rather than just read the shared text, the teacher divided up the class, and gave pupils roles so they could read the story as a play. The teacher made sure each group was clear about its role, and then let them read. Pupils were very excited, and could hardly wait for their turn to read. The teacher gave gentle prompting along the way, and occasionally asked a group to re-read a passage if it was very difficult. By the end, all pupils had enjoyed the lesson, and all learned valuable skills without even realising that they had been working.
26. The quality of teaching and learning in Years 3 to 6 is good. Teachers build well on pupils' early work, and require them to use them to delve further into subjects. Teachers are very good at encouraging pupils by supporting them when they take risks, by using unfamiliar words in their stories, for example, or attempting unusual ways to dissolve substances in science. This gives pupils confidence to experiment and learn new skills, and ensures that they make good progress. The teaching of literacy and numeracy continues to be very effective, and pupils grow in confidence as they tackle more demanding reading, for example, learn to skim text for information and solve complex mathematical problems.
27. The teaching is particularly good in Years 5 and 6, where teachers' expectations are very high, and pupils work hard to meet their challenges. The pace in these lessons is often breathtaking, and pupils move quickly from one task to another. This was exemplified well in a very good numeracy lesson in Year 5 when pupils were set the task of finding how to make 451 using six numbers to a strict time limit, along the lines of a television quiz show. Pupils worked feverishly at the task, knowing that it was very taxing, and they were all delighted with their efforts. The teacher maintained the pace by moving on to quick calculations of multiplication sums, and as soon as pupils could answer four times eight easily she lifted the challenge by asking them to find the cost of four chocolate bars at eighty pence each. All pupils rose to the challenge, and were very proud of their considerable achievements by the end of a whirlwind lesson.

The links with parents are very good, and they are delighted with the school's provision.

28. The school has done much to improve the links with parents since the last inspection, and their enthusiastic responses to the questionnaire before the inspection show how this partnership has flourished. In their answers to the questions, parents are adamant that their children enjoy school, are making good progress and the staff welcomes parents' views. The school's own questionnaire, sent out last year, illustrates its commitment to working closely with parents. Parents' only real criticism with the school concerns the range of extracurricular activities; while there is a good variety of clubs after school for older pupils, it is true that little is organised for pupils in Years 1 and 2.
29. The previous inspection identified weaknesses in the annual reports of pupils' progress. These are now of good quality, and state clearly how well pupils are progressing, and what they need to do to improve. They make good comments on pupils' standards compared with expected levels, with one report stating, "...has made good progress in reading, but is still below average for her age." This is useful information for parents, who feel well informed about their child's strengths and weaknesses.
30. The school makes very good arrangements for parents to contact the headteacher and staff. Parents are made welcome at any time to discuss issues relating to their child, and teachers set aside ten minutes at the start of the school day to answer any specific queries. Within this system there is some excellent practice, particularly relating to parents of young children. This was evident at the start of the day in the Year 1 class when parents came in with their children, read through their work, listened to them read and chatted informally with the teacher. The teacher had created a welcoming atmosphere, where parents felt at ease, and pupils were proud to show their achievements. Parents of children about to start in the Nursery benefit from very helpful home visits, when Nursery staff make clear the school's expectations, make a start at assessing children's skills and make sure that parents have all the information they need. This is very good practice, valued highly by parents, that ensures that children make a smooth start to their school life.
31. The information that the school provides for parents is of a very good quality, and much improved from that criticised in the last inspection. This starts very well with the booklet 'Welcome to Barnburgh Nursery' that explains very clearly to parents how to prepare their child for starting school, what the child will do in the Nursery and how parents can help at home. Parents find this very useful, particularly the section about helping the child learn early reading and writing skills. This includes excellent advice, such as, *'Let your child see you reading; it's a good message to give when your child realises that reading is a pleasurable experience for you'*.
32. This makes a very good start to the school's partnership with parents. Parents are given very good information once their child has started in the Nursery, including clear information about the importance of play, such as, how they are encouraged to be creative and how they start reading and writing. The school builds well on this start by keeping parents informed about all areas of the curriculum followed by each class. This information is of a high quality, and includes very helpful guidance on how the school teaches basic skills. The booklet about reading is particularly good, explaining clearly what each National Curriculum level means in terms of what pupils should actually do at each stage of their learning. The School Prospectus is comprehensive, and presented in an attractive way, including photographs, so that parents enjoy reading about all aspects of the school.

33. The school has worked hard to make parents better informed, and the benefits are clear as they are supporting their child's learning more effectively at home, and the standards of pupils' work are improving year-by-year.

The provision for pupils with special educational needs is very good, and they make very good progress.

34. The school has maintained the very good quality of provision for pupils with special educational needs praised in the last inspection report. These pupils do very well at this school in relation to their previous attainment, and many attain, or come close to, nationally expected levels by the time they take the national tests in Year 6. The effectiveness of this provision can be best judged by looking at the Year 6 pupils on the special educational needs register who took the national tests in 2001, when, out of five pupils, four attained national standards in English, three did so in mathematics and, in science, three attained the expected Level 4 and one attained Level 5. This represents very good progress where pupils have responded very well to the support given.
35. Pupils are identified early as having special educational needs, and this ensures that teachers can immediately plan lessons to address their particular weaknesses. This planning gives pupils specific work to improve their skills, and is based accurately on pupils' individual targets. These are clear, realistic and good records are kept of pupils' progress in relation to their targets. The school makes effective use of the special educational needs assistant (SNA) to support and teach pupils. She is very knowledgeable, and is particularly good at teaching specific skills that pupils find difficult to master. In one session, pupils with special educational needs made very good progress in their writing because the SNA created a supportive atmosphere in the group that encouraged pupils to experiment with words. They started by suggesting very simple words for their story, but the SNA gradually teased out more adventurous expressions from them, such as *'terrified'* instead of *'scared'* and the story began to take shape. By the end, these pupils had produced an excellent, lively story that was more typical of higher attaining pupils, including sentences such as, *The sun beamed through the window and brightened up the room.*
36. Learning assistants in each class provide very good support for pupils. They have a good knowledge of pupils' difficulties, and work effectively with individuals and groups to make sure that they understand the work. The educational psychologist provides very good support, particularly in the identification and assessment of pupils with special educational needs. This comprehensive provision helps pupils make the best possible progress, and ensures that they are fully included in all school activities.
37. Parents of pupils with special educational needs are very much involved with their child's support, and are delighted with the provision made by the school. They are informed as soon as the school has concerns and they are consulted in all procedures. Parents are kept well aware of the school's targets for their child, and meet staff regularly to discuss how much progress is being made. The school works closely with parents of pupils with a Statement of their Special Educational Need, and they speak highly of the way the school includes their children in lessons while providing the specialist support they need.
38. The headteacher, as co-ordinator of the school's provision for special educational needs, carries out his responsibilities effectively and efficiently. He supports teachers and pupils well, and ensures that the school meets the requirements of the Code of Practice for special educational needs. There is a designated governor who

has a good involvement in the work of the school, and works hard to provide support for pupils on the special educational needs register.

WHAT COULD BE IMPROVED

The curricular provision for children in the Reception class, which is too formal, and does not focus sufficiently on developing their independence.

39. The curriculum for children in the Reception class looks more like provision for pupils in Years 1 and 2, with long periods of literacy and numeracy in the mornings, and physical education, information and communication technology and music in the afternoons. Literacy and numeracy lessons are very structured, starting with the teacher teaching children on the carpet for a long time, and then directing them to specific activities. Children become restless when they have been sitting for over 30 minutes, and their minds soon wander. These sessions do teach children valuable basic skills, and their number and reading progress well, but they are too long and do not develop their independence. Even in 'Activity Time' the groups are pre-determined and children move to the groups allocated to them. The effect of this was observed in one lesson that did require pupils to choose their group, and children found it very hard to decide which to select, and were still not satisfied once they had made their decision. The problem is made worse by the limited use of the outside play area that is not, as it should be, a continuation of the classroom. The area is not covered, and there is insufficient staff to supervise children who should be using as one of their 'choosing' activities. This limits the time that children can play to days when it is dry, and takes away another important way of developing children's independence.
40. This planning does not make the most of the skills of the Reception teacher, who is lively and inspirational, nor the Early Years co-ordinator, who is very knowledgeable. The school realises that this curriculum is unsatisfactory, and the Foundation Stage staff have started to attend training courses focused on the planning of activities for very young children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. To build on the school's many strengths, the governing body, headteacher and staff should improve the provision for children in the Foundation Stage, and develop their independence, by:

- ensuring that staff are trained in the education of very young children;
- developing a curriculum for children in the Reception class that gives them more opportunities to select their own activities;
- using the Early Years co-ordinator more effectively to monitor the planning of the whole Foundation Stage; and
- making more use of the outside play area by providing cover for when it is wet, and enough staff to supervise children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	5	4	1	0	0
Percentage	0	52	24	19	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	209
Number of full-time pupils known to be eligible for free school meals	1	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y1
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	1	55

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	14
	Girls	16	16	16
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	90(90)	90(93)	100(97)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	16	16	16
	Total	27	30	29
Percentage of pupils at NC level 2 or above	School	90(93)	100(97)	97(97)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	12	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	18
	Girls	12	9	11
	Total	29	25	29
Percentage of pupils at NC level 4 or above	School	97(82)	83(89)	97(89)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	11	11	11
	Total	25	25	27
Percentage of pupils at NC level 4 or above	School	83(57)	83(61)	90(61)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23.2
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	151

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	1
Total aggregate hours worked per week	16
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Recruitment of teachers

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

Exclusions in the last school year

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

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

Financial information

Financial year	
	£
Total income	454,452
Total expenditure	443,530
Expenditure per pupil	2,044
Balance brought forward from previous year	17,340
Balance carried forward to next year	28,262

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	223
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	1	1	0
My child is making good progress in school.	58	36	3	0	3
Behaviour in the school is good.	44	49	2	0	5
My child gets the right amount of work to do at home.	47	45	6	0	2
The teaching is good.	66	28	1	0	5
I am kept well informed about how my child is getting on.	45	44	7	3	1
I would feel comfortable about approaching the school with questions or a problem.	76	23	1	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	45	47	7	1	0
The school is well led and managed.	62	35	0	0	3
The school is helping my child become mature and responsible.	63	30	4	0	3
The school provides an interesting range of activities outside lessons.	20	36	15	9	19