

## INSPECTION REPORT

### **MATTERSEY PRIMARY SCHOOL**

Thorpe Road, Mattersey

LEA area: Nottinghamshire

Unique reference number: 122655

Headteacher: Mrs J Beech

Reporting inspector: Mrs K Charlton  
1718

Dates of inspection: 10 and 11 June 2002

Inspection number: 198418

Short 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

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Thorpe Road  
Mattersey  
Nr Doncaster

Postcode: DN10 5ED

Telephone number: 01777 817265

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Appropriate authority: The governing body

Name of chair of governors: Mr Robert Fisher

Date of previous inspection: 3 - 6 November 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Mattersey Primary School, which is south of Doncaster, serves the village of Mattersey and the surrounding villages. Virtually all of the housing in the immediate vicinity is privately owned. About a third of the pupils come from the village of Mattersey Thorpe where much of the housing is owned by a housing association. The percentage of pupils who are eligible for a free school meal is in line with the national average. The great majority of pupils are of white European origin and only one pupil speaks English as an additional language. The percentage of pupils who have been identified as having special educational needs is average. The school is very popular and numbers have increased significantly in the last two years. There are now 103 pupils on roll compared to 61 at the time of the last inspection. There are 19 pupils in the current Year 6 and over half of these have joined the school since the age of seven. The size of cohorts leaving the school has usually been less than ten in the past. Children's attainment on entry to the school is very varied but taken overall is just below the levels expected at age four.

None of the present teaching staff were in post at the time of the last inspection. Of the four class teachers three have been appointed within the last two years. The headteacher has been in post for four terms. There are four classes. Class 1 caters for children of Nursery and Reception age, and for a small number of Year 1 pupils. The Nursery children attend on a part-time basis. Class 2 caters for the remainder of Year 1 pupils and all of the Year 2 pupils. Class 3 caters for pupils in Years 3 and 4 and Class 4 for pupils in Years 5 and 6.

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

This is a good school. The quality of teaching is good and this results in pupils achieving well and attaining standards that are above average overall. The headteacher provides clear direction for the work of the school and very effectively leads a team of conscientious and hard working staff. She has taken very effective action since her appointment in 2001 to ensure that the school has moved forward during a time of significant change. The school provides good value for money.

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

- Pupils make good progress and achieve well in the core subjects of English, mathematics and science.
- The quality of teaching throughout the school is good.
- Pupils have very good attitudes to school.
- Relationships are very good and pupils gain high levels of confidence and maturity as they move through the school.
- The staff team work together very effectively and are very well led by the headteacher.
- A particularly wide range of activities enhances the curriculum.
- All staff ensure that pupils are cared for very well.

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

- Pupils' achievements in information and communication technology (ICT) and its use across the curriculum.
- The opportunities for the Reception children to take part in play activities which provide sufficient challenge for their age.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good improvement since the last inspection in 1997. At that time, pupils were making satisfactory progress in the core subjects of English and mathematics, whereas now they make good progress in these subjects. Policies and planning have been developed in all subjects and these ensure continuity in pupils' learning. In design and technology, a regular programme of teaching has been introduced and pupils currently make satisfactory progress, whereas this was judged to be unsatisfactory at the time of the last inspection. Assessment procedures have been significantly

improved as have the procedures for the identification of pupils with special educational needs. In the year 2000, the school was awarded beacon status.

## STANDARDS

The results of the national tests taken by pupils at the end of Year 6 are not published because there have usually been ten or fewer pupils in each cohort. The results of the tests taken by the present cohort of pupils, where there are more than ten pupils, are not available for publication as they have not yet been validated. The following is a summary of the inspection findings:

Pupils of Nursery and Reception age settle into school very well and overall make good progress in all six areas of learning. They are well on course to attain the nationally expected standard for children as they start Year 1 of the National Curriculum.

The pupils in Years 1 and 2 continue to make good progress in the core subjects of English, mathematics and science and by the end of Year 2 they achieve well against their previous attainment. Virtually all attain or exceed the expected standard in these core subjects. Pupils' attainment is above what is normally expected by the end of Year 2.

Overall, in Years 3 to 6, pupils make good progress and achieve well in the core subjects. Those in Years 5 and 6, including pupils who speak English as additional language, make particularly good progress. By the end of Year 6, almost all pupils attain standards that are at least in line with or above those expected at the age of 11. Overall, attainment is above average.

The school sets challenging targets for pupils and these are met. Pupils with special educational needs make good progress towards the targets in their Individual Education Plans. More able pupils are challenged effectively in their work. Both girls and boys achieve equally well.

In ICT, there has not been a sufficiently systematic development of pupils' skills over time. Most are now making good progress and catching up quickly. However, particularly in the area of control, pupils can still achieve more. Also, ICT is not used to its full extent across all curriculum areas.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They come in eagerly each morning and are enthusiastic about their learning.
Behaviour, in and out of classrooms	Good throughout the school. The vast majority of pupils behave very well. A few pupils have identified behavioural needs and they are making good progress in developing self-discipline.
Personal development and relationships	Very good relationships and personal development. Older and younger pupils work together very well, with the older ones often looking after younger ones. As they move through the school, pupils show increasingly mature attitudes and carry out their tasks very responsibly.
Attendance	Very high. Well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery/Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Overall, the quality of teaching is good throughout the school and this has a positive effect on pupils' learning. Good teaching was seen in every class in the school and no teaching was less than satisfactory. Teaching in Years 5 and 6 is very good.

All staff in the school, including the support staff, work together well and make up a strong team. Teachers are knowledgeable about the subjects they teach and their planning is very good. In all classes they set work which is effectively matched to the pupils' level of understanding. Particular attention is given to challenging those pupils who attain highly and those pupils identified as having special educational needs. Taken overall, the needs of all pupils are met. There is good quality of questioning by staff and they set high expectations of pupils' work and behaviour; the pupils respond to these well. Staff give constant feedback to pupils and use marking well to help pupils know what they should do to improve their work. In the very good lessons, staff demonstrate noticeable enthusiasm in their work and imaginative use is made of problem solving to challenge the pupils' thinking. The pupils respond to this very well and make very good progress.

Throughout the school, staff pay good attention to the development of pupils' basic skills in literacy and numeracy. However, there are times when they miss opportunities to extend pupils' thinking in ICT and also to challenge the Reception age children through play activities. Occasionally, in Class 3 when staff spend time ensuring that pupils with identified behavioural needs are fully involved in their work, the pace of learning slows. These situations are managed well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is a systematic approach to planning which ensures continuity in pupils' learning through the school.
Provision for pupils with special educational needs	Good. Procedures are very well organised. Pupils receive high quality extra support and overall make good progress against the targets set out in their Individual Education Plans.
Provision for pupils with English as an additional language	The school takes good account of the needs of pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good. There is strong emphasis on pupils learning how to work and play together well and they show respect for others' feelings, values and beliefs. A particularly wide range of activities enhances the curriculum.
How well the school cares for its pupils	All staff take a very active part in ensuring that pupils are cared for very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She is hard working and determined and provides very clear educational direction for the staff team. She sets a very good model of teaching in a classroom situation. Co-ordinators are effective and have played an important part in developing policy and planning.
How well the governors fulfil their responsibilities	Good. Governors have a strong commitment to the school and have a clear strategic view. All statutory requirements are met.



The school's evaluation of its performance	Good, overall. The evaluation by the headteacher is very good and this has contributed effectively to the continued improvement of the school at a time of significant change. Monitoring of the school's performance by the governing body is recently much improved and is now carried out on a systematic basis.
The strategic use of resources	Good. The school makes the most of its resources. It applies the principles of best value well and ensures good value for the money it spends.

Overall, the school is well resourced. The high level of carry forward in the budget is appropriately being used to provide extra staffing and resources, and there are plans to develop a community room to alleviate the pressures on the use of the school hall. The accommodation is adequate, but the increased number of pupils on roll, along with significant use of the hall by the community, means that space is at a premium. However, this situation is managed well.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school expects children to work hard.</li> <li>• The school helps pupils become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of activities outside lessons.</li> <li>• The information about their child's progress.</li> </ul>

The vast majority of parents are pleased with all aspects of the school's provision, but a small minority would like to see improvements in particular areas.

The inspection findings confirm the parents' positive views of the school. Inspectors also found that the amount of homework which is set is appropriate and in line with national recommendations. The range of activities undertaken outside lessons is much better than that seen in other schools of a similar size. The school keeps parents well informed about their child's progress through parents' meetings and through the child's annual progress report. Parents can also approach the school to find out about how well their child is doing on an informal basis.

## **PART B: COMMENTARY**

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

#### **Pupils make good progress and achieve well in the core subjects of English, mathematics and science.**

1. Pupils' achievements in English are good and they make good progress in developing their skills of speaking and listening, and in reading and writing in all year groups.
2. Pupils' skills in speaking and listening are developed well. In Class 1 especially, staff pay particularly good attention to ensuring that, by the end of their time in Reception, children establish a firm foundation from which they can move forward. Throughout the school, pupils of all ages listen carefully in lessons and contribute ideas with confidence. They show respect for each other's ideas. Particular attention is given to ensure that pupils who speak English as an additional language establish correct grammar and pronunciation. Older pupils are very articulate, for example, when describing what they feel are the most noticeable features about their school. They contribute very effectively to informed debate, as was seen when they discussed their personal responses to poetry. Pupils develop a wide range of vocabulary and in Year 6 a number of pupils use words such as 'consternation', 'hermaphrodite' and 'obese' with good understanding.
3. A strong emphasis is given to reading and, overall, pupils make good progress. Pupils of all ages develop a good sense of enjoyment in reading. By the end of Reception, children handle books carefully, they know that text is read from left to right, and they use illustrations well to aid their understanding. By Year 2, they learn to read simple text, such as a book about 'Cats', with accuracy and understanding. They understand that different books are organised in different ways and can explain that information books have many features that are different to those in story books. They learn to use a range of strategies to help them make sense of the text including 'building up' letter sounds. The more able pupils read fluently and with expression and are good at predicting what might happen next in the story. Year 6 pupils show good levels of comprehension and are developing clear ideas about their favourite authors. There is some appreciation of the underlying ideas and subtleties in the text. Pupils can explain clearly why they like certain books and give informed reasons for their choice, for example because they enjoy fantasy or humour. They can also refer to what they consider to be successful use of writing techniques by the author with one pupil explaining very clearly why she thought the use of the word 'thunderstruck' was particularly effective. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books.
4. Writing is developed well through the school. Pupils of all ages are benefiting from the school's systematic teaching using the National Literacy Strategy. By the end of Reception, pupils develop enthusiasm for writing and have a good understanding about the reasons for writing. In Years 1 and 2, they develop further understanding about the importance of writing in sentences and good understanding about the need to include different characters to make a story interesting. In Years 3 to 6 pupils' writing continues to develop well. They widen their understanding about the need to write in different styles for different purposes and show good understanding of this in their work. Good examples were seen in the poems written in the style of Christina Rossetti in Years 3 and 4 and in the stories written in the style of Beatrix Potter in Years 5 and 6. Progressively pupils learn to draft and redraft their work in order to achieve a final copy. Spelling and punctuation are generally good, and care is taken with presentation and handwriting. Pupils use vocabulary in imaginative ways to suit the purpose of the task. Good examples include the work of a pupil in Year 4 who had written a poem about gold where she referred to 'a cheetah being like gold when on the wavy grass it rolled'. Another pupil in Year 6 had clearly appreciated the need for a different style when writing a 'job application' where she wrote: 'I have significant experience of working with younger children, and I am very reliable and capable'.
5. In mathematics, there is a high emphasis on numeracy throughout the school. By the end of Reception, children effectively learn to recognise numbers, they count to ten and well beyond this, match and sequence numbers, undertake simple calculations, make up some of their own,

and learn about shapes and measures. By Year 2, pupils use mental recall well in problem solving and they show good appreciation of estimation, for example when working in kilogrammes. They recognise number patterns and produce ones of their own. They acquire a good base of skills in using shape, measures and data handling. They develop good understanding in solving problems with larger numbers, for example when working with money. In Years 3 and 4, pupils' work shows continued development of their skills in using the four rules of number with good work on decimals and fractions, and in using symbols to indicate 'more than' and 'less than'. Pupils in Years 5 and 6 say 'we love mathematics' and this is evident in the way they approach their work. When describing different ways of solving problems pupils are keen to debate the effectiveness of different strategies and many of the Year 6 pupils demonstrate good understanding of the use of brackets, for example when suggesting  $(7356 \times 10p) + 10p - [(3 \times 7p) - (2 \times 10p)]$  as the answer to a particular problem. These older pupils show clear enjoyment in using big numbers, such as 31,842,720, in problem solving exercises and use mathematical vocabulary well to discuss their work. Almost all pupils show good understanding of adding, subtracting, multiplying and dividing both in their head and on paper. They use calculators effectively to multiply large numbers and check their answers. More able pupils explained clearly what is meant by the 'commutative' features when working with a series of numbers.

6. In science, pupils undertake a wide range of practical activities, which ensure that they are very interested in the subject. This includes exploration of the immediate environment, for example when pupils from Reception age to those in Year 2 searched for plants and animals that are located in different parts of the school's grounds. Another successful practical activity was seen when pupils in Years 5 and 6 represented the process of fertilisation in plants using drama techniques. A scrutiny of pupils' work and discussions with them about it, along with an analysis of the school's planning, show that a wide range of topics is covered. Pupils demonstrate particularly good understanding of investigative work using increasing scientific skills of observation, prediction, testing their theories and recording in detail what they have found out. As they progress through the school they communicate their findings by drawings, diagrams, bar charts, graphs and short and finally longer well thought out reports. Recorded work shows a developing understanding of science. Pupils can identify patterns in data, give reasons for their conclusions and sometimes use information and communication technology to record results. Their developing knowledge of scientific vocabulary was evident, for example, when older pupils explained about the purposes of parts of a plant such as the 'style', 'stigma' and 'stamens'. It was also demonstrated well, along with their understanding of materials, when they discussed work they had undertaken about solids, liquids and gases.

### **The quality of teaching throughout the school is good.**

7. Teaching is good and a strength of the school. All teaching is at least satisfactory. The great majority of teaching is good and teaching in Class 4 is very good. All staff in the school, including the support staff, contribute well to the good quality teaching and make up a good team. Good use is made of their individual strengths. Lessons are very well planned and this ensures that, taken overall, the needs of pupils of all ages and abilities are met and they make good progress. For example, a well-qualified Nursery nurse ensures that the children of Nursery age receive a high level of support and throughout the school there is a particularly good support given to pupils who have been identified as having special educational needs. This works well and helps to ensure that these pupils make good progress against the targets set out in their Individual Education Plans. Also, a member of the support staff, who is very talented musically, makes a significant contribution to the school's work in music. In all classes, teachers set work that is effectively matched to the pupils' level of understanding and particular attention is given to challenging those pupils who attain highly. Good links with the local secondary school are also providing suitable extension work for more able pupils in Year 6.
8. A particularly noticeable feature of the teaching is the good use of questioning by staff that takes good account of pupils' individual needs. All staff set high expectations of pupils' work and behaviour and give a good level of feedback to challenge the pupils' thinking. In the very good lessons, staff demonstrate noticeable enthusiasm for the work and use problem solving techniques imaginatively to inspire pupils in their learning.

9. Teaching of English is good. Teachers have good understanding of the most effective ways to teach literacy and they are successful in supporting pupils to develop skills in this area. This was seen in a Class 2 lesson when the distinctive features of non-fiction text were drawn out very well by creating a 'concept map' about what the pupils already knew about this type of text. Across the school, teachers explain to pupils what is to be learned, giving a clear focus to the lesson and making their expectations clear. Lessons are usually concluded with an effective plenary to assess learning, tackle any difficulties encountered and celebrate pupils' successes. Teachers use class and group discussions well to extend pupils' skills in speaking and listening. Teachers regularly encourage pupils to explain their thinking. Particularly good use is made of the wide range of out-of-school activities to support the work undertaken in English. This is seen in the quality of the extended writing undertaken by Class 3 pupils after their visit to Sherwood Forest and in the writing of Year 6 pupils in preparation for their visit to the Lake District.
10. The quality of teaching in mathematics is good. Lessons start off with oral and mental 'starters', which are conducted at a quick pace, and pupils rise to meet this challenge, for example, in a Class 1 lesson as pupils learned about the properties of different shapes. Teachers make particularly good use of technical vocabulary and often encourage pupils to give explanations; this helps significantly in improving pupils' understanding. Pupils respond very well to the tasks set and are keen to complete their tasks. Teachers set time limits for activities and these help to instil a sense of urgency. In a Class 4 lesson, the teacher probed pupils' understanding very well indeed. Also, by being prepared to acknowledge that the class had used their calculators accurately to come to the correct answer whilst she had made a mistake in her working out, she gave them even more determination to succeed. In this lesson, the teacher showed keen appreciation of the needs of the group and was prepared to amend her planning to take account of this.
11. Science teaching is good, with a high focus given to practical work and to the development of pupils' skills in scientific investigation. Teachers capture and sustain pupils' interest. They plan interesting activities that make pupils enthusiastic about science. Planning is carefully thought out so that questioning and tasks are matched to pupils' different abilities. This ensures that all pupils have the opportunity to make progress at their own rate, building up their knowledge and understanding in science. Learning is also effective because teachers use questioning well to establish how much pupils have remembered from earlier lessons and to ensure they understand the scientific vocabulary they will be using.
12. In the few lessons where teaching was satisfactory rather than good, opportunities were missed to extend pupils' thinking in ICT. Also, there were occasions where the Reception age children were not challenged sufficiently through play activities.

**Pupils have very good attitudes to school. Relationships are very good and pupils gain high levels of confidence and maturity as they move through the school.**

13. The pupils enjoy coming to school and this view is strongly supported by parents in their questionnaire returns. Pupils come in eagerly in the morning and quickly get involved in the activities. They are enthusiastic about their learning and usually concentrate very well both in lessons and during more formal occasions such as assemblies. This was particularly noticeable in a whole-school assembly where the school celebrated individual pupils' good work and the special efforts they had made to improve. This high level of concentration was affirmed by the way in which pupils reflected in silence and thanked God for their own talents. Attendance is very high and is a clear indicator that pupils want to come to school each day.
14. Very good relationships are formed and pupils develop very good social skills. Those pupils asked about particular strengths of the school all confirmed that 'it is a friendly school'. Older and younger pupils work together very well, with the older ones often looking after younger ones, for example at lunchtimes and in the school playground. Pupils of all ages develop friendships and as they enter in the morning they chat happily about events of interest to them. In class, pupils work together successfully, giving a good level of support to each other, for

example when Year 2 pupils helped Reception age pupils record details of plants and animals seen in the outdoors. Children with special educational needs are valued members of the community. Sensitivity to others is developed very effectively so that pupils are aware of the need to show respect to others' feelings, values and beliefs. The link which the school has developed with a school in Nottingham is particularly effective in helping them appreciate cultural differences. Activities which take place out of lessons, including clubs and residential visits, are all used very well to develop pupils' social skills.

15. Personal development is very good and pupils develop high levels of confidence and maturity as they go through school. They take initiative and demonstrate responsibility for their learning. They develop confidence in expressing opinions and, through the work of the newly formed school council, are beginning to have a significant influence on school developments. Pupils in Class 4 are very mature for their age and able to express their views in an 'adult way' showing a particularly good level of sensitivity for the feelings of others, as, for instance, when a Muslim boy explained to the class the significance of the Qur'an to him. Pupils effectively learn the importance of being part of both the school and wider community and effectively increase their understanding about the fact that they need to take responsibility for the part they have to play in each.
16. Pupils learn what is right and what is wrong very effectively, and they are keen to see justice done. The school's code of conduct is given a high profile and pupils appreciate what is meant by this. Teachers talk openly about events which happen in and around the school to help pupils understand what is acceptable and what is unacceptable.

**The staff team work together very effectively and are very well led by the headteacher.**

17. The headteacher sets high expectations for pupils and staff. She has a sense of pride in the school's achievements and is continually striving for improvement. She has taken very effective action since her appointment in 2001 to ensure that the school has moved forward during a time of significant change. She provides very clear direction for the work of the school and is well supported by a team of staff who also show a strong commitment to taking the school forward.
18. The staff team work together very well. Since the appointment of the new headteacher they have effectively revised policy and planning and have improved assessment procedures. Thorough planning and assessment now ensure a good focus to the development of pupils' knowledge, skills and understanding in each subject and that the wide range of pupils' needs in each class is met. The effectiveness of provision is being monitored very well by the headteacher and increasingly so by co-ordinators. Through these monitoring and evaluation strategies there is clarity about the strengths and weaknesses in the provision and this is reflected in the school improvement plan, which is very well matched to the school's needs. This plan is a meaningful document to which all staff and governors have made an active contribution. It is suitably costed and appropriate priorities and targets have been set. The headteacher has undertaken a careful analysis of the school's results and initiated a very useful system to target improvement for each pupil and this is playing a vital part in informing future whole-school planning.
19. The headteacher and all staff ensure that the aims and values of the school are reflected very well in its work. There is a strong commitment to ensuring equality of opportunity, particularly to ensuring that all pupils are included in the curriculum, and this is evident in practice. There has been a good focus on ensuring that the procedures for pupils with special educational needs have been improved and these pupils are very well integrated into the life of the school. More able pupils are challenged well and also pupils who speak English as an additional language.
20. Staff are valued and their individual strengths are used to advantage. They make a significant contribution to school improvement. The school's performance management policy has been effectively introduced. It is rigorous and focused on improving standards and on developing a culture of reflection amongst staff. It is directly linked to the school improvement plan and ensures a good level of support for staff in their professional development.

21. The headteacher, staff and governors work together well. The governing body, with its valuable range of expertise, is committed to ensuring the best possible standard of education for all pupils and is working closely with all who work in the school to achieve this objective. Governors understand their role clearly and are active in keeping themselves well informed. Working with the headteacher they have recently established a more systematic procedure for their monitoring of the overall performance of the school.

### **A particularly wide range of activities enhances the curriculum.**

22. A very good range of activities that take place outside of lessons enriches the curriculum. There are clubs for football, cricket, basketball, 'High 5', reading, maths, the 'web' club, French, chess, choir and four recorder groups. The school takes part in local friendly sporting events. Throughout the year, the school runs a series of performances, which are much appreciated by all who attend, for example, 'Joseph and his Coat of many Colours'. Residential visits, like the one recently undertaken to Sherwood Forest, are a valuable addition to the school's curriculum. Visits of all kinds, from walks around the village to visits to museums in York, Halifax and more local venues such as Cusworth Hall, all give further enrichment to the school's basic curriculum. A wide range of visitors come to school to further enhance the range of opportunities provided.
23. The range of clubs provided by the school is much better than is usually seen in schools of this size. In common with most schools, they are aimed primarily at the pupils of junior age. All staff are involved. Pupils respond to these opportunities very well and the majority take part in at least one activity. A level of competition is encouraged through work undertaken in the clubs and pupils rise to the occasion. For example, the 'web' club have just won prizes for their contributions to a local Internet competition.
24. Music enhances the curriculum very well. Pupils thoroughly enjoy their music lessons and develop enthusiasm for the subject, as was evident in the whole school's singing of the hymn 'Rejoice, rejoice' in a round. The choir and recorder groups are very well attended and pupils show clear gains in performance and also in their ability to understand and compose music. The whole-school musical performances are a strong feature. Every pupil takes part and these events make a significant contribution to the gains in confidence which the pupils make.
25. Visits of all kinds are organised; these include residential. Pupils are involved in planning and organising these events as well as in taking part. For example, in one Class 4 lesson pupils used ICT very well to plan out the route they would be taking as they set off for their residential visit to Ambleside. Visits are organised to help support pupils' understanding of many different subjects and also to develop their understanding of life in a multi-faith society. This is exemplified well by reference to some recent visits. The one to BLC Textiles had an art focus, and the ones to Retford Fire Station and the Doncaster Dome had a PSHE focus. That to Eureka had a science focus and that to the Northern Ballet Company had both a physical education and a literacy focus. Visits to the 'link school' in Nottingham focused on raising pupils' awareness of different cultures. Good links are established with the local church and visits are organised where weddings and christenings are re-enacted. These contribute well to pupils' understanding of different faiths.
26. A wide range of visitors come to school to further enhance the range of opportunities provided. For example, regular inputs are given in assemblies by local people, including the vicar. Representatives from many groups visit school, for example the Drug Abuse and Resistance Education group and representatives of the Bassetlaw District Sports Development and Rural Activity programme.

### **All staff ensure that pupils are cared for very well.**

27. The school provides a very good, supportive environment where the staff know individual pupils very well. This is particularly important for the youngest children, who quickly develop a sense of belonging. Throughout the school, all adults work closely together to ensure that pupils are happy and secure and feel valued as individuals. The care which pupils take of each other also

helps to make the school a successful and happy community. Parents stress how much they value the high quality of individual care and attention their children receive.

28. The school's procedures and arrangements for ensuring the welfare and safety of its pupils are very good. The school has good health and safety procedures and governors undertake regular risk assessments. Several staff have first aid qualifications and there are good procedures in place for dealing with playground accidents. The school appropriately follows the Local Education Authority guidance on child protection and the teaching staff are well qualified in this aspect. There are good supportive links with external agencies. The school has an effective healthy eating policy. The school cook is an extremely enthusiastic and effective promoter of healthy eating. Pupils' good manners and their caring attitudes to each other, as well as good lunchtime and playground supervision, help to make the midday break a very pleasant and civilised part of the day.
29. Procedures for monitoring and promoting behaviour are very good. Effective behaviour management around the school, in the playground and during the lunchtime meal ensures that pupils meet the school's expectations. There is consistent implementation of strategies by all adults throughout the school with effective use of the agreed rewards and sanctions. The school makes it clear to everyone that bullying is unacceptable and pupils understand they can approach their headteacher or class teacher if they have any concerns. Those pupils asked said that 'they are confident that any bullying gets sorted out'.
30. The school monitors attendance well and contacts parents immediately in the few instances when they fail to notify the school of their child's absence. There is a positive approach to ensuring further improvements in pupils' attendance.
31. Procedures for supporting and monitoring pupils' personal development are very good. The way in which the school supports pupils' personal development is one of its great strengths. Many aspects of the school's work contribute, such as the very good relationships, the way in which pupils are valued and trusted and the very good guidance provided in assemblies, through personal and social education and on an individual basis. Pupils' personal development is monitored carefully. Parents value the strong link established with the playgroup, which is based in the school to ensure smooth transfer for their children from one stage of education to the next. They also appreciate the arrangements which the school makes for pupils after school.

## **WHAT COULD BE IMPROVED**

### **Pupils' achievements in ICT and in its use across the curriculum.**

32. The school has appropriately highlighted ICT as a key priority for future development. By the end of Year 2, pupils attain standards in information and communication technology that are broadly in line with those expected. By the end of Year 6, pupils attain average standards in most aspects of the subject but, in common with many schools, few pupils attain the higher levels in developing their ideas about control technology. Over time, pupils' skills have not been developed on a sufficiently systematic basis. They are now making generally good progress but can still achieve more, especially in work associated with control technology. The school was in one of the later phases to receive the National Grid for Learning grant, which has helped schools to upgrade their equipment and also provided extra training for staff.
33. By Year 2, pupils have learned the basic operations of switching the computers on and off, they can load and save work and can control the computer by means of the keyboard and mouse. The school has developed a good range of appropriate software so that pupils enjoy using the computer and quickly learn how it can help them with their work. Pupils use the computer to write, draw pictures and play games. They know how to change the size and colour of text, and how to combine text and pictures. They have also had opportunities to use the Roamer programmable toy, giving it a series of commands in order to produce pre-planned movements. By Year 6, pupils are able to use the computer to present information and exchange information and ideas with others in a variety of ways, including through the use of e-mail and the Internet.

They use word processing packages, databases and spreadsheets effectively but their ability to use the computer to control events is less well developed.

34. Teaching is good overall. There are occasions where it is only satisfactory since staff do not feel fully confident to challenge pupils' thinking in this subject. Staff are using ICT to support work in other curriculum areas; for example, some particularly good work was seen in using ICT to plan route maps in a Class 4 geography lesson. However, the use of ICT across the curriculum is not developed to its full extent. Throughout the school, pupils talk about the activities they undertake with enthusiasm, and all say they enjoy using the computers. Pupils are also encouraged to work independently and they invariably concentrate and work productively, even when not closely supervised by an adult.

### **The opportunities for the Reception age children to take part in play activities which provide sufficient challenge for their age.**

35. Over the last year, the school has worked on the development of the provision for the children in Class 1 and recognises that there is still more to do, notably to extend the learning of Reception age children by providing more activities which present a good challenge for their age.
36. In Class 1, staff plan conscientiously taking suitable account of the school's whole-school planning framework and the very wide range of ability in the class. A good range of topics is undertaken which effectively broaden children's understanding in all six areas of learning. All adults, including support staff, are clear about the purposes of the activities and their roles and responsibilities and they question the children well. There are very good relationships and the children's behaviour is managed very well. Routines are established and these are well known so that the children feel safe and secure. Careful account is taken of individual children's needs and the majority of the activities match the children's levels of understanding. However, 'play situations' do not always extend the learning of the Reception age children, since they have generally been set up with the Nursery age children in mind. Also, there are occasions where the Reception age children work for too long on activities which are directed by an adult and opportunities for their thinking to be challenged through play are not maximised.
37. Significant development has taken place to improve the outdoor provision, including the laying of a safe surface on which the children can play. Further improvement is still needed in the balancing and climbing equipment to fully engage the older children and by providing an area for planting and growing. The school has plans to do this.

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

*The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.*

38. In order to raise standards further the headteacher, staff and governors should:
- (1) Improve pupils' achievements in ICT by:
- developing the school's provision for the use of control technology;
  - ensuring that staff have sufficient confidence in all aspects of the subject to challenge pupils in their thinking;
  - ensuring that ICT is used to its full extent across all subjects of the curriculum.

(12, 32, 33, 34)



(2) Improve teaching and learning of the Reception age pupils by:

- extending 'play situations' so that they challenge the thinking of children of this age and ensure that these are used to advantage;
- continued development of the outdoor environment for learning.

(12, 35, 36, 37)

These issues are highlighted in the school improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	13
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	5	6	2	0	0	0
Percentage	0	38	47	15	0	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 almost ten percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

## Attainment at the end of Key Stage 1

## Attainment at the end of Key Stage 2

Since most year groups consist of fewer than ten pupils, end of key stage test results are not published.

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	96
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### *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.

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	20.6
Average class size	25.75

#### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	110

### *Financial information*

Financial year	2000/2001
	£
Total income	234183
Total expenditure	294675
Expenditure per pupil	2274
Balance brought forward from previous year	51943
Balance carried forward to next year	41906

### *Recruitment of teachers*

Number of teachers who left the school during the last two years (FTE)	4
Number of teachers appointed to the school during the last two years (FTE)	4
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

FTE means full-time equivalent.

## Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	2	0	0
My child is making good progress in school.	48	41	7	2	2
Behaviour in the school is good.	32	61	7	0	0
My child gets the right amount of work to do at home.	34	52	11	2	0
The teaching is good.	48	45	7	0	0
I am kept well informed about how my child is getting on.	39	45	14	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	23	5	2	0
The school expects my child to work hard and achieve his or her best.	59	36	5	0	0
The school works closely with parents.	32	61	5	2	0
The school is well led and managed.	41	45	9	0	5
The school is helping my child become mature and responsible.	50	45	0	0	5
The school provides an interesting range of activities outside lessons.	52	34	14	0	0