

INSPECTION REPORT

TICKHILL ESTFELD PRIMARY SCHOOL

Tickhill

LEA area: Doncaster

Unique reference number: 106725

Headteacher: Mr T Atkinson

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 11 - 13 June 2002

Inspection number: 198452

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 - 11
Gender of pupils:	Mixed
School address:	Common Lane Tickhill Doncaster
Postcode:	DN11 9JA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Ranson
Date of previous inspection:	3 November 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tickhill Estfeld Primary School is situated in the small town of Tickhill, which lies seven miles southwest of the town of Doncaster. The school provides education for pupils between the ages of four and eleven. With 235 pupils, with more girls than boys, the school is of average size. All pupils are of white U.K. origin and none are at the early stages of learning English. The percentage of pupils who claim free schools meals is below the national average. The number of pupils identified by the school as having special educational needs is below the national average, although the number of pupils who have a statement of special educational need is average. Pupils enter the school with a broad spread of ability although overall attainment is above average.

HOW GOOD THE SCHOOL IS

The school is very effective. By the time pupils leave the school, they attain very high standards in English, mathematics and science and pupils achieve well. Pupils have excellent attitudes to learning and levels of motivation are very high. Behaviour is excellent as are the quality of relationships. The quality of teaching is very good and many teachers are extremely creative in how they plan to extend pupils' literacy and numeracy skills through other subjects. The headteacher provides the school with incisive leadership and together with a hard working and committed team of staff and governors is effective in ensuring that pupils receive a high quality of education. The school provides very good value for money.

What the school does well

- Pupils achieve well above average standards in English, mathematics and science in Years 2 and 6
- Standards in art and design are exceptionally high.
- Teaching is very good and many teachers are creative in developing pupils' literacy skills through other subjects of the curriculum.
- Pupils are provided with rich and varied opportunities to develop their speaking and listening skills that positively contribute to their personal development.
- The planning of the curriculum skilfully links subjects to reinforce pupils' learning.
- Planning for pupils' spiritual, social, moral and cultural development adds greatly to their understanding of the world in which they live.
- The quality of leadership and management is very effective in ensuring that pupils receive a high quality of education.

What could be improved

- There are no key issues for the school to address.

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 progress since it was last inspected in 1997. All the key issues from the last report have been successfully tackled and the leadership and management of the school have been instrumental in introducing further measures to ensure that pupils' achievements in many subjects of the curriculum continue to be raised. The national strategies for literacy and numeracy have been effectively implemented. The school has also ensured that the many positive features of the last report continue to feature prominently and contribute much to the education pupils receive. Further improvements include better provision for information and communication technology and for outside play for children in the Foundation Stage. The school is very well placed to build on its many strengths and improve further still.

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	A	A	A*	A
mathematics	A*	A	A*	A
science	A	A	A	A

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

In English and mathematics, standards in 2001 were in the top five per cent of schools nationally. The trend in attainment over three years has been consistently high and the school has kept pace with the progress seen nationally in National Curriculum tests.

The findings of the inspection are that pupils in the current Year 6 cohort are on track to reach well above average standards in English, mathematics and in science. The findings closely reflect attainment in last year's National Curriculum tests. Many pupils in all three subjects reach the higher levels in the National Curriculum tests. Pupils make good gains in their learning in these subjects and pupils' demonstrate a high level of confidence in using their speaking and listening skills, the standards in which are well above average. Standards in literacy and numeracy are well above average and the school has many teachers who are skilled in ensuring that pupils' literacy and numeracy skills are effectively promoted through other subjects of the curriculum. Standards in information and communication technology are in line with expectations and pupils make satisfactory progress.

The 2001 national tests results at the end of Year 2 indicate that pupils' attainment in reading, writing and mathematics was well above the national average. Standards in all three areas have been well above average for the past three years. The end of Year 2 national teacher assessments in science indicate that pupils' attainment is well above average. The findings of the inspection match the results of the Year 2 National Curriculum tests and teacher assessments. Pupils enter the school with above average skills and continue to make good progress in developing these.

Children make good progress in their first few terms at the school and are on course to achieve the expected Early Learning Goals by the time they finish the reception year. In communication, language and literacy skills and early mathematical development children often exceed the expected Early Learning Goals. Pupils are very well prepared for exploring the National Curriculum when they enter Year 1.

Although the school has fewer than average pupils with special educational needs, those that have are identified early by the school and are given well-targeted and sensitive support. As a result, they often make good progress towards the targets identified for them in their Individual Education Plans. Pupils with a high level of special need are very supported both academically and socially. Higher-attaining pupils are equally well supported in many lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have a thirst for learning and are highly motivated to

	produce work of very high quality.
Behaviour, in and out of classrooms	Excellent. Pupils' behaviour in and around the school is exemplary and all pupils have a very good understanding of how their action can impact on the welfare of others.
Personal development and relationships	Very good. Pupils are offered many varied opportunities to develop their independent learning skills. The quality of relationships among pupils is excellent.
Attendance	Attendance rates are very good and well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 and learning in all parts of the school is very effective. Teaching in the Foundation Stage is very good, with teachers making good use of structured play to develop children's skills in many areas of learning. The teaching of English, mathematics and science is very successful and is characterised by detailed planning, the quality of which is often exemplary, and by teachers having high expectations of pupils. In mathematics and science, pupils of all abilities make good gains in their learning and in their confidence in approaching tasks that are open-ended in structure. Many teachers are highly creative and talented in developing successful approaches to promoting pupils' literacy and numeracy skills through other subjects. The teaching of art and design is very good and this has a strong impact on the high standards many pupils achieve. Pupils with special educational needs are effectively supported, ensuring that they make equal gains in their learning to their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets with all statutory requirements and a full and extensive range of visits and visitors to the school considerably enriches pupils' learning in all classes. The range of extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are given good support by teachers and support assistants. The quality of the pupils' Individual Educational Plans are good and they are closely based on the good knowledge and understanding adults have of pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Teachers devise interesting and varied ways to promote pupils' spiritual, social, moral and cultural development. This has a strong impact on the quality of pupils' learning.
How well the school cares for its pupils	Teachers have a very good knowledge and understanding of the pupils and procedures to monitor pupils' personal and academic in the core areas of the curriculum progress are good.

Links with parents are very good. A thriving home and school association provides good support and makes a valuable contribution to the life of the school. The quality of written information to parents is very good and the qualities of pupils' annual reports effectively ensure that parents are provided with clear information about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with very clear educational leadership and management and is a pivotal figure in maintaining the school's success. He is ably supported in helping to ensure that the school's aims are fully met by a hard working and able staff.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and they have a full and a clear understanding of the school's many strengths. They are very effective in fulfilling their responsibilities.
The school's evaluation of its performance	There are effective procedures to gauge the quality of teaching and learning and the leadership and management of the school by careful evaluation of the information from Year 2 and 6 National Curriculum tests and teacher assessments. The information is used thoroughly to plan future gains in pupils' learning.
The strategic use of resources	The school makes good use of the resources to support pupils' learning.

There are sufficient teachers to ensure that the National Curriculum is effectively taught. Resources to support learning are good and the school makes creative use of its accommodation to support pupils' learning.

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 quality of teaching that their children receive. • How the school is led and managed. • The quality of information they receive about their children's progress. • The part they are encouraged to play in the day-to-day life of the school. • The high degree of care shown towards their children. • The range of learning opportunities planned for their children. • Standards of behaviour and how the pupils are encouraged to become more mature as they grow older. 	<ul style="list-style-type: none"> • The range of extra-curricular activities for all pupils.

Parents are justifiably proud of the school. Inspectors fully support all of the positive comments expressed by the parents. Inspection findings indicate that considering the very good range of activities offered to pupils over and beyond the statutory curriculum, particularly in the extensive range of residential trips for many year groups in Years 3 to 6, inspectors do not support parents' views on this issue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well above average standards in English, mathematics and science in Years 2 and 6

1. The 2001 Year 2 national test results indicate that pupils' attainment in reading, writing and mathematics was well above the national average. When the results are compared with similar schools, standards were well above average in reading and writing and above average in mathematics. This pattern of high attainment in National Curriculum tests is one that has been consistent from year to year. Inspection findings support the data of the tests and indicate that standards in English, mathematics and science are well above average. Although pupils enter the school with above average levels of attainment, they continue to make good progress and all pupils, including those with special educational needs, achieve well.
2. The 2001 Year 6 national tests and teacher assessments indicate that pupils attained standards that were well above average in English, mathematics and science. In mathematics and science, standards were in the top five per cent of schools nationally. When the results are compared with similar schools, based on the number of pupils who claim free school meals, standards were well above average in English, mathematics and science. As in Year 2, this pattern of high attainment is one that has been evident in Year 6 for a number of years. The inspection findings very much reflect the attainment in National Curriculum tests; inspection findings indicate that pupils attain standards that are well above the average in English, mathematics and science.
3. The school pays good attention to the development of pupils' literacy skills in Years 1 and 2 and this has a positive impact on the pupils' progress. By the end of Year 2, many pupils, including those with special educational needs, are fluent and accurate readers. Teachers carefully select interesting and challenging reading materials to support their teaching in the literacy hour to which pupils respond well. For their age, they have a wide knowledge and understanding of different authors and are confident in their ability to express their views and preferences as to why they might like the style of one author to another. When reading non-fiction, pupils are able to use index and contents pages to good effect to locate the information they require and examples were seen during the inspection of many pupils in Years 1 and 2 being able to use dictionaries to support their writing. By the end of Year 2, pupils' attainment in reading is well above the national average and all pupils, including those with special educational needs who need additional support, make good progress.
4. Pupils continue to make good progress as they move through Years 3 to 6. Teachers continue to challenge and motivate the pupils to read fiction that extends their capabilities and interests. Pupils read widely and talk confidently about modern day authors as well as the writers of more classical children's literature. Teachers have high expectations of pupils using non-fiction materials to support their day-to-day learning. As a result, pupils use higher-order reading skills such as skimming and scanning to support their learning. This proves effective in supporting pupils' learning in other subjects. Pupils are encouraged to read widely at home and parents continue to give their children good encouragement by ensuring that their children are frequent visitors to the local library or purchasing books for them. In literacy sessions, effective use is made of the group reading sessions to push and extend pupils' reading skills. Teachers also use these sessions to monitor pupils' progress and to ensure that they are making the progress of which they are capable. By the time pupils are ready to leave the school, they attain standards that are well above the average.
5. Writing is very well taught in all classes and by the end of Years 2 and 6, pupils attain standards that are well above average. By the end of Year 2, many pupils are confident writers and are aware of the need to use punctuation to demarcate their work. Higher attaining pupils are confident in their use of speech marks that they use accurately. Many pupils, including those with special educational needs, write in depth and use rich and interesting vocabulary to give their

work added impact. As they move through into Year 3, increased attention is paid to giving pupils frequent opportunities to extend their writing repertoires and their understanding of the writing process itself. Pupils are encouraged to plan, draft and edit their work and this gives them a good understanding of the various stages that are involved in producing writing of a high quality. Pupils are given frequent opportunities to write in different styles and to piece together writing with a different audience and purpose in mind. Standards of presentation are very good as are standards in spelling. Standards in handwriting are exemplary. Pupils are effectively taught to join their writing at an early age and the many opportunities pupils are provided with to develop their writing skills across the curriculum enable them to develop their proficiency in handwriting as they mature. In Years 3 and 4, for example, pupils often reach standards in handwriting that are more in keeping with pupils in Year 6.

6. By the end of Year 2, pupils' attainment in mathematics is well above the national average. Many of the pupils enjoy the numeracy hour sessions and work hard to complete the challenging work that is often set for them. Pupils have a good understanding of number and their mental agility skills are very well developed, as is their mathematical vocabulary. A key feature of their mathematical proficiency is the pupils' ability to undertake, explore and solve problems of an open-ended nature. Pupils approach such work confidently and this enables them to make good gains in their understanding of how different approaches to solving problems may sometimes be required. Teachers are effective in planning pupils' learning that cuts across different subjects and this helps to reinforce pupils' understanding of different mathematical concepts. Art and design lessons, for example, provide pupils with opportunities to sew symmetrical patterns of butterflies onto hessian thereby reinforcing pupils' learning of pattern and symmetry.
7. Pupils continue to make good progress in mathematics as they move through Years 3 to 6 and by the end of Year 6 they attain standards that are well above the national average. In all elements of the planned programme of work for mathematics, pupils continue to develop a very secure knowledge and understanding of different mathematical concepts. In solving problems involving number, pupils use their skills of estimating and rounding to good effect and many understand and demonstrate the skills of 'partitioning' in order to solve more complex problems. Pupils solve problems involving fractions, decimals and percentages and accurately work out what savings may be made on a washing machine bought for £330 if a 15% discount was offered on the original price. Pupils have a very good understanding of shape, space and measure and many pupils are able to explain the similarities and differences between different parts of a circle. Pupils continue to make good progress in their skills of solving open-ended problems and the excellent attitudes many pupils demonstrate effectively contribute to the high standards that pupils achieve.
8. By the end of Year 2, pupils attain standards in science that are well above the national average. Pupils of all abilities make good progress as they move through Years 1 and 2 and the careful planning by teachers effectively ensures that many pupils make good gains in their learning of different scientific vocabulary. By the end of Year 2, pupils have good understanding of what is meant by a 'fair test' and know that changing the conditions in an investigation may very well alter the results found. Pupils understand that certain materials are reversible but that others, such as plastic bags, cannot be returned to their original state if they are stretched too much. Pupils continue to make good gains in science as they move through Years 3 to 6 and often produce work that is of a high quality. Teaching is often very good and pupils benefit greatly by their teachers' appreciation and understanding of the importance of ensuring pupils learn through investigative work and deriving their answers by taking part in challenging practical work. In one excellent Year 5 lesson seen during the inspection, for example, pupils in developing their understanding of seed dispersal were given the challenge of making a model fruit that would carry a 'seed' (a paper clip) as far as possible using wind power. Pupils had to test different types of materials that could prove to be the most suitable for the task at hand. They then discussed the method for testing the 'fruits' and how they were to be released and the time that the pupils were to be given to 'blow' their fruits as far as possible. Such creative use of investigative work proved highly successful in developing the pupils' understanding that seeds must be dispersed to help new plants grow.

9. Pupils of all ages and abilities, including higher attaining pupils and those with special educational needs, make good progress as they move through the school. Pupils with special educational needs receive good support and those with a high level of need are fully included in all activities. This ensures that they make just as good progress in towards the targets outlined for them in their Individual Educational Plans. Since the last inspection, the school has made good progress in raising standards attained by pupils in National Curriculum tests.

Teaching is very good and many teachers are creative in developing pupils' literacy skills through other subjects of the curriculum.

10. Across the school, the quality of teaching and learning is very good and a strength of the school. During the inspection, the quality of teaching and learning was very good or excellent in over half of lessons and good in the remainder. The quality of teaching has improved since the previous inspection.
11. In the reception classes, both teachers have a very good knowledge and understanding of the needs of young children. Good use is made of structured imaginative play to support and extend pupils' learning and this effectively ensures that pupils develop personally, socially and emotionally as they learn to play and share resources and equipment in a fair and equitable manner. Although the children enter the school with above average levels of attainment, teaching is effective in moving them on in many aspects of their learning. Relationships are warm and purposeful and this ensures that children settle quickly into the school and their new surroundings. The children are assessed at regular points during the term and a key strength of the teaching is the way that the teachers make use of the assessment information to plan the next steps in pupils' learning. Equally effective is the way that children's learning is organised and, after introductory sessions, the learning support assistants that work alongside the teachers effectively support the children in the various groups that are organised. Children have excellent attitudes to learning, persevere with the tasks that are set and make good strides in their learning.
12. In Years 1 to 6 a key strength of teaching is the way that literacy skills are taught and promoted by many teachers. Many are highly creative in devising interesting and inventive ways to ensure that pupils' literacy skills are promoted in other subjects. This enables pupils to learn their skills in meaningful contexts. All teachers have a very good knowledge and understanding of the structure of the literacy hour and effectively use the principles outlined in this to support pupils' learning. Planning is detailed and teachers are careful to ensure that all pupils undertake work that matches their ability. Objectives are shared with pupils and this enables pupils to understand what they are expected to learn during the course of a lesson.
13. Teachers make excellent use of a whole range of literature to stimulate pupils' learning of literacy. In the reception classes, for example, the story of 'Andrew's Bath' was used creatively to develop the children's understanding of floating and sinking. In a very good Year 2 science lesson seen during the inspection, the teacher made very good use of 'The Blue Balloon' by Mick Inkpen to illustrate how materials can be changed, stretched and converted back to their original shape. After using the story as a stimulus, the pupils effectively developed their perception of the concept of how certain materials can be reversed to their original state yet others cannot. In a Year 5 science lesson, the teacher made good use of 'The Tiny Seed' by Eric Carle to stimulate pupils' curiosity and understanding the life cycles of plants and the importance that wind plays in this process. In history, for example, teachers often make good use of children's literature to raise pupils' awareness of the past and how people lived.
14. Teachers are also effective in ensuring that pupils' reading and writing skills are extended by exploring and researching information on the Egyptians and then presenting that in an attractive way. In Years 3 and 4, pupils have researched the Tudors and have made a board game based on the Spanish Armada and then write explanations of how to use the game they have devised. In one Year 4 lesson seen during the inspection pupils were given opportunities to write detailed accounts and explanations of the implications of land use for recycling materials attributes of a river as part of their geography work. By working in groups, pupils were given scope to note down their group findings and then present them back to the rest of the class. Other subjects also

contribute significantly to the pupils' literacy development. Teachers effectively ensure that information and communication technology, religious education, design and technology and art and design lessons offer such opportunities. In art and design, or religious education, for example, pupils are asked to write about how a piece of art may make them feel or the atmosphere they felt when they entered Durham Cathedral as part of a residential trip. Teachers' imaginative planning enables pupils to better understand how reading and writing can often be used to complement one another, and how they can be used to extend their knowledge, insight and skills in other subjects.

Pupils are provided with rich and varied opportunities to develop their speaking and listening skills that positively contribute to their personal development.

15. In all classes, pupils are provided with many varied and rich opportunities to develop their skills and confidence in using their speaking and listening skills. This has a strong impact on the development of their language skills and on their personal development.
16. In the Foundation Stage classes, teachers are mindful of the need to provide children with well planned opportunities to learn through structured play. In planning learning, therefore, teachers effectively ensure that classroom organisation supports this. For example, an 'Ice Cream Parlour' enables the children to 'order' an ice-cream and pay for it with the 'correct' money. Children thoroughly enjoy such work and co-operate effectively when playing there. Such a strategy is effective in promoting skills of co-operation, listening and sharing equipment. In many lessons, children are provided with good opportunities to talk and express their opinions about a particular story or character, for example, and this has a positive impact on the children's learning.
17. In Years 1 and 2, teachers carefully plan to ensure that all pupils, regardless of their ability, are given opportunities to talk about, listen and express their views on matters of interest to them. In science lessons, for example, pupils are given frequent opportunities to explore what might happen in an investigation or in literacy sessions, give their opinions about a part of a story, say what might happen next or compare the work of one author with that of another. Pupils are provided with frequent opportunities at the start of lessons to explain what they learned in a previous lesson. In addition, during the course of many lessons, pupils are often paired with a friend to confer about an issue and then present their conclusions back to the rest of the class. Teachers effectively promote the notion of listening carefully to the views of their classmates and pupils respond and listen sensitively to those who may not be as confident in speaking aloud to a wider audience. As a result of such teaching, pupils continue to develop their self-assurance in their speaking and listening.
18. As they move through Years 3 to 6, pupils continue to be provided with a diverse range of opportunities to develop their self-confidence through speaking and listening. Pupils are provided with opportunities for 'hot-seating' where they are asked to take on the role of a character and answer impromptu questions put to them by the rest of the class in a way that would best fit their character. In many science and mathematics lessons, pupils are provided with productive opportunities to discuss what might happen as a result of a course of action and in religious education and art and design pupils are again given ample scope to discuss how they may feel or express their opinion about a piece of art work. As they move into Year 6 pupils are presented with more formal opportunities through educational drama to develop their understanding of and take an active part in debates and discussions and how proceedings within these have an air of formality. Many of the pupils respond well to the challenge presented in taking part in such discussions and many are quite adept at 'stepping into the role' of a character whether this may be a 'chair' of a committee or a 'farmer' arguing about the impact that the building of a new airport would have on their day-to-day lives.
19. Many teachers in their planning of lessons effectively ensure that pupils understand vocabulary often associated with a particular subject. All teachers make good use of open-ended questions such as 'how', 'why' or 'what do you think' to extend and push pupils in their thinking. In addition, all teachers are mindful of how the concluding part of a lesson can be creatively used to extend pupils' speaking and listening skills. Many sessions end with pupils given good scope to summarise what they have learned or share back their findings to the rest of the class. This

provides the pupils with good opportunities to gauge the degree and extent of what pupils have learned in order to plan the subsequent steps in their learning.

Standards in art and design are exceptionally high.

20. The school's previous inspection judged that standards in art and design were higher than national expectations and pupils of all abilities made good progress in their understanding of the different ways in which art can be created. Art and design features very prominently across the school and is used in many creative ways to extend pupils' learning of other subjects. By the end of Years 2 and 6, pupils reach very high standards in the subject and by the time they leave the school many pupils, including those with special educational needs, often produce art work using a wide range of media that belies their actual chronological age.
21. By the end of Year 2, pupils have a very good understanding of line, tone and shade and use this to good effect in producing their work. Pupils' drawing skills are good and many pupils have a good understanding of how paints can be mixed and combined to others. Pupils apply paint very carefully and their paintings of a local landmark in the village known as the 'Buttercross' were of a very good quality. Pupils are given frequent opportunities to create three-dimensional works of art and the well planned programme of work devised by teachers effectively ensures that pupils develop a good appreciation of the works and techniques employed by famous artists and craftspeople.
22. Pupils of all abilities continue to make good progress as they move through each of the classes in Years 3 to 6. One of the key features as to why pupils attain so highly is the good use that teachers make of the local environment, both past and present, to stimulate and enrich pupils' learning. Recent work by pupils in Year 6, for example, shows pupils drawing images of the local mining industry using pastels. Through exploring the Victorians in history, pupils successfully develop their skills of observation by using pencil, charcoal and pastels in drawing a range of everyday objects from the Victorian era, the quality of which was exemplary. Pupils are effectively taught to develop their perception of tone and texture and many pupils apply these skills well to their work. In one junior lesson seen during the inspection, for example, pupils had to draw a still life drawing of some fruit, bread and a bottle of wine. Many of the pupils pay very close attention to detail and captured the colour, shape and size of the still life objects very well. As in Years 1 and 2, pupils are given rich and varied opportunities to explore the work of different artists to develop their understanding of how art can be created from a wide range of sources. These range from the Impressionists, and by exploring the work of William Morris pupils have a good understanding of printing. Pupils have also explored the work of Lowry and evaluation of previous display work strongly indicates that the pupils' recreations of a 'typical' street scene that Lowry painted using both two and three-dimensional materials were visually stunning.
23. The quality of teaching and learning is consistently very good and has a strong impact on the pupils' own attitudes to the subject that are very good. Many pupils argue that art and design is one of their favourite subjects. They work with a great deal of care over their work and take a great deal of pride in their accomplishments. Their work is displayed with a great deal of care by teachers and the learning support assistants, who often work alongside pupils in the overflow areas adjacent to classrooms, give very good guidance and support. Art and design has a high status in the school and reflects the awareness that staff have on the importance that the subject can play in all pupils' personal development, regardless of their ability. The school has recently made very good use of a visiting specialist who has worked alongside pupils in producing a range of art using various metals. Once completed, the pupils' work was then arranged into a visually striking montage of an adult in the entrance to the school. Such work gives visitors to the school a very clear indication that art and design features prominently in many pupils' learning at Tickhill Primary School.

The planning of the curriculum skilfully links subjects to reinforce pupils' learning.

24. Across all classes, there is very effective planning of the curriculum. The school achieves a very good balance between the teaching of basic skills and in the pupils' intellectual and personal development. The curriculum is suitably enriched and made more meaningful for pupils in the extensive range of visits and visitors to the school to talk and explain about aspects and share with them their experiences of, for example, life in the past.

25. Teachers are highly skilled in ensuring that pupils' learning of one subject is suitably reinforced by careful exploration of another. Teachers plan carefully together sharing one another's ideas and suggestions when planning learning, and teachers benefit greatly from the experience and interest of their colleagues who share their ideas freely and openly. In the Foundation Stage, children are provided with good opportunities to extend their understanding of different ideas and themes through the use of structured play to support their learning across different aspects. In developing their early understanding of mathematics, for example, pupils are sometimes encouraged to play in an imaginary 'shop'. This gives the children clear opportunities to work in smaller groups, make decisions and play effectively with one another thereby developing their personal and social skills.
26. Examples of how teachers effectively plan pupils' learning include using a wide range of literature to support pupils' learning over and above that used as a stimulus in the literacy hour. In science lessons, for example, stories, non-fiction and poetry are often used as a basis for introducing new scientific themes to pupils and to give them chance to discuss points of interest. In history and geography teachers often find various pieces of literature to give pupils insights into the life and times of people from the past or into the customs and traditions of people from other cultures. In many subjects, pupils successfully develop their literacy and numeracy skills by making notes, writing up investigations, or in writing arguments and explaining their viewpoints over topical matters. In much science work, pupils are given many opportunities to use charts, diagrams and tree diagrams to explain their work and this successfully reinforces many pupils' understanding of how statistical data can be presented in different ways.
27. As preparation for a residential trip to Paris, for example, Year 6 pupils extensively research Paris, its landmarks, its history and in what ways the Parisians like to spend their leisure time. Older pupils are given the chance to learn French and this further reinforces their learning. In art and design, pupils explore the works and techniques of famous French artists and craftspeople and are given many opportunities to use their styles and techniques in their own artwork.

Planning for pupils' spiritual, social, moral and cultural development adds greatly to the their understanding of the world in which they live.

28. The provision for pupils' social and moral development is excellent and that for pupils' spiritual and cultural development is very good. All teachers plan carefully and creatively to ensure that many subjects of the curriculum make an effective contribution to this aspect of the pupils' learning. Social development is promoted in many different ways. In science and mathematics, for example, pupils in all classes are encouraged to work in pairs or small groups on open-ended investigation work and this ensures that pupils learn the importance of working together as a small group.
29. The provision for social development is further enhanced by the school concerts and plays and by the provision of a residential trip for pupils in Years 4, 5 and 6. The trip for Year 6 pupils has historically been to Paris and it contributes well to the pupils' cultural development. In preparation for this, the pupils spend some time exploring the customs, language and famous landmarks in Paris. This involves them undertaking personal research and sharing with their classmates. In other parts of the school, one Year 1 geography lesson seen during the inspection showed that pupils were given good opportunities to learn about which countries different foods come from. Year 3 pupils have explored the lifestyle of children in Botswana and how, for example, their education and home lives are in some ways similar but in others markedly different to their own. However, as the Year 3 teacher is acutely aware of the girls outnumbering the boys by four to one, she balanced this by exploring with the pupils the traditional 'Boys Day' that takes place annually in Japan. The subjects of religious education and art and design also effectively contribute to the pupils' cultural development. Pupils have explored many different customs and festivals as part of their religious education programme. In art and design, not only is there a regular programme of exploring the techniques and styles of artists and craftspeople from other countries, but also the village of Tickhill is frequently used as a stimulus for the development of pupils' drawing and painting skills. This effectively ensures that the pupils successfully develop their knowledge and understanding of their local culture.

30. Teachers astutely plan to promote pupils' moral development in a number of highly creative ways. Pupils in Years 3 to 6 have explored the concept of recycling and the importance this is in today's society. 'Circle Time' and personal and social education lessons also allow latitude for pupils to discuss topical issues and themes that pupils find relevant and interesting. Year 6 pupils prepared and took part in a debate about the potential impact of the planned development of Finningley Airport on the local environment. All these opportunities effectively ensure that pupils develop a strong perception of what is right and wrong and how the actions of others can impact on the day-to-day wellbeing of other people. Teachers are equally effective in planning provision for pupils' spiritual development. Assemblies make an effective contribution to this as pupils listen to a wide range of different music that is often played as a backdrop as they enter the hall and through the themes that are explored with the pupils. Through literacy, for example, pupils explore poetry, and the good range of fiction offered to pupils enables them to develop their understanding of how an author can explore relationships, feelings and emotions through the characters that are created. In writing, pupils are often presented with scope to write about their own emotions and feelings. This was seen in one Year 5 religious education lesson during the inspection when pupils had to write about their own 'Special Place' and why they judged it so.
31. The very effective manner in which staff promote pupils' spiritual, social, moral and cultural development ensures that pupils develop a good understanding of the contribution that many people, both past and present make to the world in which the pupils live.

The quality of leadership and management is very effective in ensuring that pupils receive a high quality of education.

32. The leadership and management of the school are very effective. The headteacher provides clear and sensitive educational leadership that is sharply focused on ensuring that the high standards pupils reach in many aspects of school life are maintained. He has a very good understanding of the school's strengths and governors, staff and parents see him as very much the pivotal figure for the school and its continued development. Parents and pupils attest to his warm and personable manner and this ensures, for example, that strong links with parents are promoted and are highly successful and have a strong impact on the pupils' learning. Relationships with the parents are based on mutual trust and many parents have full confidence in the school in dealing with any issues they may raise and in receiving full and regular information about their children's progress.
33. An effective senior management team comprising the deputy headteacher and the key stage co-ordinators ably supports the headteacher. This meets regularly to review developments and to ensure that the school is on course to meet the targets outlined in the school development plan. The monitoring of teaching and learning is frequent and procedures are well understood by staff and governors. These include regular monitoring of teaching and learning, evaluation of pupils' work and close evaluation of end of Year 2 and 6 National Curriculum tests and other assessments in order to highlight trends in attainment and set future targets. The role of the co-ordinator is well developed and much improved since the previous inspection. In addition to the opportunities provided for them to review provision in their areas of responsibility, a strong sense of camaraderie ensures that the school's aim of providing pupils with a high quality of education where all can achieve regardless of their age and ability is well met. All staff are highly committed to the school and are fully involved in many aspects of school management.
34. The school development plan is a very useful document for moving the school forward. It is clear in its vision for establishing the education vision for the school and clearly outlines what action is necessary to bring this about. The plan makes good links between national priorities and its own agenda for improvement. For example, the continued popularity of the school has enabled the school to recently create two reception classes for one year only. Before embarking on such an approach careful and thoughtful discussions ensued between staff, governors and parents in order to ensure that the implications of such a change would be well known to all involved and the impact they would have on the curriculum, staffing and the school accommodation. Early indications are that these new arrangements are working well. The plan is regularly evaluated in

order to measure the progress that the school is making and from such work come further ideas to move the school further forward in different ways.

35. The governing body is fully involved in many aspects of the school's management. It ably fulfils its statutory responsibilities and is very effective in many aspects of its work. The chair of governors is a frequent visitor to the school and both he and his colleagues give freely of their time in order to visit the school. This helps them to get a clear understanding of the quality of the school's provision. As a result, they have a good perception of the quality of teaching and learning and of the quality of work that pupils produce. At frequent intervals governors and staff meet to review the school's progress and to agree further avenues of school development. This helps to ensure that relationships between governors and staff are clear, visible and genuine. The governors' role as a 'critical friend' to the school is very well developed and they have supported the school well as it successfully addressed the key issues from the last report.
36. The school makes very good use of the resources and other available finances in order to support the pupils' learning. Although the school has a below average number of pupils with special educational needs, those that have well targeted support and this enables them to make comparable progress to their classmates. 'Booster' classes help those pupils who are just below the expected threshold of attainment to reach the standards of which they are capable. The additional grants given to the school to support staff development are well spent and this has helped to raise, for example, teachers' understanding and confidence in becoming increasingly aware of how computers and other information and communication technology equipment can be used to support pupils' everyday learning. The headteacher and governors closely monitor patterns of expenditure and give careful consideration to the principles of 'best value' before incurring expenditure. For example, the governors have carefully discussed the impact the recent decision to move to a two form entry for one year has had on the quality of life at the school.
37. The school has made very good progress since the last inspection. All the key issues have been thoroughly tackled. The role of the co-ordinator in supporting the leadership and management of the school is now more effective. Pupils' work is now more carefully geared to their academic needs and the school is making more effective use of assessment information to plan the curriculum. The school has also been proactive in a number of other ways to ensure that the quality of pupils' learning is of the highest possible standard. The creative use of space in a central forecourt area has enabled children in the Foundation Stage to have frequent access to outside play as part of their everyday learning and this has a positive impact on their development. The school has improved provision for information and communication technology by providing 'mini-bays' of computers with Internet access to enable pupils to use the equipment to support their everyday learning. In addition, the school has been very successful in embracing the principles of the national strategies for literacy and numeracy yet at the same time effectively ensuring that pupils' literacy and numeracy skills can be extended through other subjects.
38. There is a very positive atmosphere in the school that is sharply focused on ensuring that pupils achieve highly and to the best of their ability in a warm and supportive learning environment. Pupils have excellent attitudes to their learning and behaviour is equally exemplary. While the headteacher, staff and governors are keen to ensure that pupils continue to achieve well in national tests, they are keen to ensure that all pupils achieve and respond well to what is planned for them.

WHAT COULD BE IMPROVED

There are no issues for the school to address.

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	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	8	-	-	-	-
Percentage	19	42	38	-	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than three 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)	235
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	35

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	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0

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
	2001	8	21	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	19	19	21
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	90 (100)	90 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	19	20	20
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	90 (97)	97 (100)	97 (100)
	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
	2001	24	15	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	23
	Girls	15	15	15
	Total	38	39	38
Percentage of pupils at NC level 4 or above	School	97 (100)	100 (92)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	24
	Girls	15	15	15
	Total	39	39	39
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (96)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	-
Pakistani	-
Bangladeshi	-
Chinese	-
White	235
Any other minority ethnic group	-

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)	10.1
Number of pupils per qualified teacher	23:1
Average class size	29:1

Education support staff: YR – Year 6

Total number of education support staff	5
Total aggregate hours worked per week	123

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	547 375
Total expenditure	562 360
Expenditure per pupil	2 237
Balance brought forward from previous year	44 194
Balance carried forward to next year	29 209

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	3	0	0
My child is making good progress in school.	71	26	3	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	46	46	8	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	47	43	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	54	37	9	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	62	37	1	0	0
The school provides an interesting range of activities outside lessons.	15	44	17	18	6

Other issues raised by parents

No other issues were raised by parents.