

INSPECTION REPORT

ANSTON PARK INFANT SCHOOL

North Anston, Rotherham

LEA area: Rotherham

Unique reference number: 106905

Headteacher: Mrs S J Brockwell

Reporting inspector: Mr R Gill
4074

Dates of inspection: 7th – 8th October 2002

Inspection number: 250524

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
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Park Avenue North Anston Sheffield
Postcode:	S25 4BT
Telephone number:	(01909) 550011
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Savory
Date of previous inspection:	May 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Anston Park Infant School is situated in North Anston to the south east of Sheffield. Most of the 208 pupils, 117 of whom are boys and 91 girls, live locally, but a significant minority of pupils travel some distance to attend this school. The school is smaller than the national average size for primary school. The proportion of pupils known to be entitled to receive free school meals is about the national average. Four pupils have a statement of special educational needs and a further 19 pupils are on the school's register of pupils with special educational needs. The proportion of pupils with special educational needs is below the national average for infant schools. A very small number of pupils have an ethnic minority heritage, but none is learning English as an additional language. Many children receive pre-school education from a range of providers before starting school. The pupils' attainment when they start school is about average.

HOW GOOD THE SCHOOL IS

Anston Park gives a very good standard of education that includes a high regard for children's personal development. Standards reached by pupils by the end of Year 2 are well above the national averages in reading, writing and mathematics as a result of the very good teaching they receive. This represents very good achievement for pupils throughout the school. Their excellent attitudes to work and very good behaviour reflect the supportive school environment and positive inter-personal relationships within the school. These outcomes are a result of the very good leadership and management given by the headteacher, governing body and the staff. The school provides very good value for money.

What the school does well

- The pupils attain high standards in reading, writing and mathematics by the end of Year 2.
- Teaching has a strong influence on the very good progress that pupils make in all subjects.
- The leadership shown by the headteacher, governors and staff establishes a very positive context for the improvement of teaching and learning.
- The school establishes very good behaviour and excellent attitudes to work among its pupils that have a strong effect on their personal development.
- The curriculum is rich, exciting and very relevant for all pupils.

What could be improved

- There are no significant weaknesses. The school has, rightly, identified some areas for improvement, but these are often strengths that the staff want to make even better, for example, information and communication technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in May 1998 it was judged to be providing a very good education. Standards in reading and writing were broadly satisfactory and above average in mathematics. Since then standards have improved at a very good rate. The school has tackled all the key issues well. In particular, pupils' concentrate very well in collective worship now showing respect and interest at all times. Since 1998 the National Strategies of Literacy and Numeracy have been successfully introduced and provision for information and communication technology (ICT) has been improved radically. The Reception classes have adopted the Foundation Stage curriculum well. The quality of teaching, throughout the school, has been improved dramatically to include a much higher proportion of very good and excellent lessons. There have been very good improvements since the last inspection in the provision for pupils' spiritual and cultural development and this has had a powerful effect on their personal development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	B	A	A
writing	A	A	A	A
mathematics	D	A	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The pupils attain standards that are generally at least above the national average by the time they are 7 years old. Results in reading have improved dramatically since 2000, standards in writing have been consistently very high and levels in mathematics have risen very well from below the national average in 2000. The 2002 results are well above those achieved by similar schools nationally. The school sets demanding targets for pupils in Year 2 and frequently meets or exceeds them. Current attainment, as judged during the inspection, is at least as good as the levels reached in the national tests in 2002. In mathematics current attainment is higher than the 2002 results. Pupils' achievements are very good.

Many children are on course to go beyond the nationally expected levels by the end of the Reception Year. Children in the Reception classes make a very good start to their education and also achieve very well. Pupils with special educational needs tend to make very good progress throughout the school due to the extra help that they receive. There are no particular differences in the standards achieved by boys or girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to their schooling.
Behaviour, in and out of classrooms	Behaviour is very good. Lessons are characterised by enthusiastic and polite response from pupils. Breaks and lunchtimes are very active and pleasant social occasions.
Personal development and relationships	Excellent. Pupils form strong relationships with each other and with adults. They blossom in response to the school's many opportunities for personal development.
Attendance	Around the national average for primary schools. Pupils enjoy going to school, but family holidays in term time lower the otherwise good levels of attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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 is very good overall with no unsatisfactory lessons. Teaching is characterised by thorough planning and accurate assessment, but importantly lessons are exciting, imaginative and very well suited to pupils' needs. Role-play and other kinds of practical activity are used very well to develop pupils' learning in all subjects and areas of learning. Some teaching in the Reception Year and in Year 2 is excellent in the way that pupils are extremely well involved in discussing and evaluating their own learning. Teachers use the National Strategies for Literacy and Numeracy judiciously to complement their own successful methods of teaching English and mathematics. Pupils' attitudes to learning are excellent and they concentrate very hard on their lessons. The school succeeds well in meeting the needs of all pupils, including those with special educational needs. The needs of higher attainers, gifted and talented pupils are also met very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school teaches all subjects of the National Curriculum and has most effective strategies for teaching literacy and numeracy. The pupils have equal opportunities to learn in imaginative ways that provide many exciting opportunities for first-hand experience.
Provision for pupils with special educational needs	Very good. Pupils receive good support and many pupils achieve the expected level for their age when they are 7 years old.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. They are taught to behave responsibly and to respect other people. The school provides a strong ethos in which pupils grow to understand other cultures through role-play and music, for example.
How well the school cares for its pupils	All staff know and care for the pupils very well. Pupils' behaviour and attendance are monitored closely. Pupils' work is assessed thoroughly and the information generated is used well to plan new lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff lead the school in a very effective way. They ensure high levels of collaboration among the school's energetic team of teachers. The school is very well managed.
How well the governors fulfil their responsibilities	The governors are conscientious and keenly interested in the school. They are proud of its achievements and fulfil their legal responsibilities towards it very well.
The school's evaluation of its performance	Excellent. The school's superb planning for development is based on a most thorough analysis and evaluation of all relevant information.
The strategic use of resources	Very good. Teachers and support staff are deployed thoughtfully. Very good use is made of the school grounds to extend pupils' learning. The school's budget is well managed. Any surpluses last year have been well spent.

The school challenges itself to improve its performance, consults very well with parents and spends its funds wisely. As a result, the principles of best value are applied very well.

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 very good teaching that helps pupils to achieve high standards by the end of Year 2. • Children like school and behave very well. • The efforts the school makes to make sure that pupils not only work hard and make very good progress, but also become mature and responsible. • The ethos of the school in which parents feel comfortable to join in and air concerns. • The very good leadership provided by the headteacher and governors. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

The inspection confirms the parents' very positive views of the school. The school provides a good range of after school activities and makes very good use of visits and visitors to enhance pupils' understanding of what they are taught.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils attain high standards in reading, writing and mathematics by the end of Year 2.

1. Children enter the school with the potential to achieve the nationally expected targets by the end of their Reception Year in speaking and listening, reading and mathematics. Their achievements in writing are often lower by comparison, when they start school. They make rapid progress, right from the start, due to the exciting lessons they receive. The work undertaken in the Reception Year results in all children being very well prepared for the National Curriculum at the next stage of schooling. Consequently, by the time they reach the end of Year 2 the majority of pupils have achieved very well in reading and mathematics. Their progress in writing has been even better since they started school with a weaker grasp of the basics.
2. Standards were around the national average at the time of the last inspection, but have improved dramatically since then. In 2002, the well above national average results in reading and writing, for example, represent very good achievement. The school compares very favourably with schools in similar circumstances. Pupils have succeeded very well in all areas and have made considerable progress since they were in the Reception classes. Currently, the work of pupils in Year 2 demonstrates that last year's standards will be maintained, if not improved further in mathematics.
3. The standards achieved by 7 year olds have benefitted greatly by the school's well-managed use of the National Strategies for Literacy and Numeracy. This very good practice has been growing in significance since September 1998. Moreover, the slightly disappointing results in reading and mathematics, in 2000, caused the school to rethink the way it set targets for pupils' success. Teachers began a system of working towards targets for individual pupils, shortly afterwards instead of setting targets for the whole year group. This has proved the key to unlocking the door to higher standards.
4. The prime reason for pupils doing so well lies in the quality of teaching. The work provided is very well matched to the needs of individual pupils and the targets they need to reach. Furthermore, it succeeds in firing the pupils' imagination and interest. The teachers are very knowledgeable about effective methods of teaching and the relationships forged between adults and children are superb. As a result of these strong aspects of teaching, pupils become confident and successful learners. The cumulative effect of so many very good and excellent lessons is that pupils' achievements are very good.
5. Teaching has many excellent features in the Reception class and this causes children to make rapid progress, from the moment they start school, in reading and speaking and listening, for example. There are some superb aspects of teaching like the very relevant planning that is so well pitched, the excellent involvement of the classroom support assistant and the extremely well organised classroom. However, the overarching strength of teaching is the way that toys, puppets and imaginative games are used to add a sparkle to children's learning. For example, difficult words to read are often placed in The Dangerous Box for which strong gloves are needed to pick up the word. This is because a fierce dog lives in the box and will snap at your fingers if you cannot read the word and bring it to safety. Children squeal with delight at seeing the teacher wrestle with the box; their reading of difficult words is guaranteed by this imaginative method.
6. The school has done very well to make sure that there is a consistency to teaching and learning across all classes. The superb aspects that are present in the Reception Year are reflected throughout the school. In Year 2 literacy and numeracy lessons, for example, learning is very good and sometimes excellent due to the subject knowledge shown by teachers, the highly structured content of the lessons and the remarkable way in which pupils are encouraged to talk about their learning. For example, the quick-fire banter in a Year 2 numeracy lesson typifies the quality of verbal exchange that goes on. The children respond with interest to challenges from the

teacher, like, 'Has the tallest person in your group got the longest feet?' They return the challenge, on different occasions, with enthusiastic replies like, 'I know a quicker way to add ten to a number.' In literacy lessons similarly high expectations are expressed through the challenges given to pupils. When writing, for example, pupils are taught how to use laptop computers to capture their ideas straight away; this in the context that ambitious teaching has already prepared pupils with a full understanding about how to make a story entertaining from the opening sentence. The quality of this learning through repetition and attention to detail in an atmosphere of high expectations has a powerful positive effect on pupils' performance in writing. These strong factors account for the fact that pupils make excellent progress in their writing from a low starting point at the beginning of their Reception Year and end up, in Year 2, achieving well above the national average.

Teaching has a strong influence on the very good progress that pupils make in all subjects.

7. Teaching is very successful in the way that pupils learn the basics of reading, writing and mathematics. However, it does not stop there. Pupils achieve very well in other lessons due to the very effective methods used to engage their interest. Lessons are not only full of fun, but they often inspire the acquisition of knowledge, skills and understanding at a level beyond national expectations for pupils in an infant school.
8. The children in Reception, for example, enjoyed a lesson in the hall called, 'Physical Number'. The idea of this lesson being that jumping and skipping while counting cements the notion of numbers very firmly in children's minds. This work achieved its aims excellently. Children did acquire a very strong understanding of numbers. They also thrived on the fact that they achieved better than the class stuffed toy dogs, Stan and Hilda. Every minute of the lesson was used to achieve its goals including the moments when the class was lining up to leave the hall.
9. This full involvement of children in ways that are immensely enjoyable, but that also produce high levels of achievement is replicated in Year 1 and Year 2. Pupils in one class were learning about India by tasting a range of foods prepared very well by the teaching assistant. The very productive conversation that was generated included skilful reference to a globe, world map, the climate differences between Britain and India and the cultural factors in food preparation in both countries. In another lesson, pupils recalled their visit to Cannon Hall by holding and talking about a Victorian warming pan, carpet beater, butter churn and flat iron. This concentration on first-hand experience and discussion as the way to produce high academic standards is very effective. Pupils in this lesson, for example, showed great understanding of the differences between Victorian times and the present day, beyond an expectation for their age.
10. Some lessons are highly effective because teaching uses a wide range of techniques, but also contains a strong insistence that pupils will exceed their own expectations. In a physical education lesson in Year 2 pupils designed and drew a sequence of movements beforehand and worked very hard at refining them during the lesson. What made the lesson so very good was the probing questions from the teacher that demanded pupils describe and evaluate their work, and that of others, in very clear and precise way, using the correct technical language. This had a very positive effect on the quality of movements that were produced after the discussion.
11. This feature of quality discussion is common to most lessons throughout the school. One child in a Year 1 design and technology lesson talked eloquently about how different sorts of hinges had been used in the construction of the house being made. The confidence shown in this evaluation of the methods used was produced by teaching which has a high regard for choice, independence of thought and pupils being fully involved in talking about their own work.
12. Very ambitious teaching that introduces children to the idea of a scientific process and its associated vocabulary, right from their early days in the Reception class produces very good scientific understanding. Gradually, children assimilate the idea of prediction, the need for planning a test, careful measurement and evaluating their findings, for example. The fact that this

is all taught so well in a practical and engaging way means that pupils do better at science than might be expected, but also use the principle of prediction, for example, very well in other subjects.

The leadership shown by the headteacher, governors and staff establishes a very positive context for the improvement of teaching and learning

13. The headteacher, deputy headteacher and senior staff are guided by strongly held principles in leading the school. They believe that children learn best by being actively engaged in learning that demands the highest degree of hands-on involvement. They are strong advocates of the National Strategies for Literacy and Numeracy and make sure that, in their application, pupils are given as many problem solving and investigative assignments as possible. Their well developed skills in the management of pupils make sure that these beliefs are implemented consistently throughout the school, giving every teacher the resources and support with which to ensure that pupils' learning flourishes along these lines. Consequently, the amount of very good and excellent teaching and learning in the school has improved dramatically since the time of the last inspection. Success in teaching has bred success. One of the key resources that the headteacher has made available is that of time. Each teacher has substantial time away from the class to monitor and evaluate the work of other teachers. This makes sure that good practice is spread around the school.
14. Teaching staff, governors and all other staff have been caught up in the school's positive ethos. As a result, the relationships that exist in the school are warm, caring and very productive. The vast majority of parents who expressed their views before the inspection stated that teaching was good and that the school worked well with parents making them feel at ease in contacting the school about anything. Several, rightly, expressly cited the school secretaries as being particularly helpful to parents and children. This willing and informed involvement extends to governors and their meetings. Governors are very knowledgeable about the strengths of the school and what could be improved. They have been closely involved in the production of the school's development plan and evaluate its progress carefully. For example, they conduct subject reviews that bring together staff from Anston Park Infant and Junior Schools in an effort to ensure that both sets of staff know what is being done and how successful it has been. In essence, the governors, like the rest of the school, have the high quality of pupils' learning at the centre of their affairs.
15. The headteacher and governors have made the school's development plan a finely crafted document that is the cornerstone of the school's growth, particularly in terms of teaching and learning. It states, in a very practical way exactly what is going to be improved in any year to have the maximum positive effect on standards. It does not remain a document for meetings, but it is used very well as the means by which teaching is evaluated and learning is improved. For example, one of the current drives for school improvement is to close the gap that exists between boys and girls in their national test results. This is well discussed in meetings, but lessons are also monitored closely to judge the effect of any decisions made.
16. The amount of support and advice given to new members of staff is indicative of the school's desire for continual improvement. New colleagues are given an excellent induction by very well qualified staff. The development of teaching skills across the school has been so good in the last few years that four of the seven teachers in the school have been awarded Best Practice status by the local education authority. This high degree of sharing within the school has also resulted in very collaborative teamwork. Staff have been quick to assume a delegated role of responsibility, for a subject of the National Curriculum for example, but the underlying atmosphere in the school is one of collaboration and joint responsibility. This applies to support assistants as well, all of whom are involved in the school's management and whose views are actively sought over any matter related to the improvement of teaching and learning.
17. Pupils' personal development, in respect of the spiritual, moral, social and cultural dimension, is very well catered for as a result of the strong influence exerted by the headteacher, deputy headteacher and senior staff. They make sure that these aspects are well integrated into the curriculum and are introduced regularly into collective worship in ways that are thoroughly enjoyed

by children.

The school establishes very good behaviour and excellent attitudes to work among its pupils that have a strong effect on their personal development

18. The school has created a powerful ethos of dedication and fascination in learning. All adults expect that pupils will behave well, at all times and that they will be positive in lessons. In return pupils respond eagerly to these expectations often showing one hundred per cent commitment to what they are doing.
19. Pupils' attitudes and behaviour in lessons are often superb. In nine out of ten lessons pupils are at least very good in the way that they pay attention and apply themselves. In nearly four out of ten lessons they are excellent in this respect. Reception class children, who have all settled in extremely well, are capable of working independently due to the most productive relationships that they have formed with the adults around them. They are learning to concentrate and co-operate with one another in small groups. For example, whether they are arranging numbered ducks on the pond, grooming the two toys dogs (Stan and Hilda) or using an electronic whiteboard for reading practice, children are calm, interested and self reliant. They enjoy the fun of learning that has been engineered by imaginative teaching. Children revel, for example, in the chance of writing a letter to Flora, the class fairy. A secret garden has been created, in a quiet corner of the room, in which magical toadstools are perched among the trees. Flora leaves notes for the children, under the toadstools, that are sprinkled with fairy dust to show that she has been. The incentive for children to write back to Flora is strong and their delight in the task is an inevitable ingredient in their joy of learning.
20. The theme of co-operation, concentration and independence is developed to a high level of achievement as children progress through the school. This happens in out of school activities as well as in lessons. For example, in recorder club, choir and hockey practice, pupils enjoy each other's company and develop socially very well. In Year 1 and Year 2, pupils are at ease with their teachers and enjoy the warm relationships that come from generous praise and positive encouragement. This kind of atmosphere in class sets the climate for sustained interest and concentration. Pupils, for example, worked purposefully when writing lists of instructions on their laptops in a literacy lesson in Year 1. They set up their workstation, connected the mouse and accessed the correct software with great confidence for their age. They co-operated very well in dance, for example. Pupils in a Year 2 lesson danced, in barn dance style, with confidence and were able, afterwards, to talk sensibly about how other groups had performed and what they might improve next time. Pupils became highly motivated and confident in a Year 1 literacy lesson in which they were trying to make a bold start to the opening of their story. These were the youngest Year 1 pupils, for whom this was their third term in school. Nevertheless, they responded perfectly to the challenge that was presented in warm and supportive ways. At one point the teacher said, about the kind of story they wanted to write, 'What does entertain mean?' One pupil replied in a very confident, matter of fact way, that sounded like a response from a much older child, 'A story has to be good otherwise nobody would pick it up and read it.'
21. At breaks, in assembly and in the dining room the pupils behave very well. There is no tension among pupils and the parents consider that behaviour and the way in which children are encouraged to become mature and responsible to be strengths of the school. An assembly for four to seven year olds demonstrated the warm relationships that exist, especially when Year 2 pupils were asked to act out the parable of the farmer and his two sons. This special occasion typified pupils' attitudes throughout the school. They sat and listened with interest, answered questions intelligently when asked, joined in very well with singing and prayers and discussed the meaning of the parable with insight and clarity. In addition, various children helped get the hall ready and clear it away afterwards. Not only was this a very strong contribution to pupils' personal development in terms of spiritual and moral understanding, but it demonstrated how far the school had progressed from the time of the last inspection when pupils' inattention, on occasions, became a key issue.
22. The pupils are very polite and greet visitors cheerfully. The headteacher, teachers and support staff are consistent in their dealings with the pupils, reflecting their common understanding of the

principles that the school has established. A family atmosphere pervades the school, with pupils and adults working as a team. This is clearly demonstrated when, at play times, staff and support assistants organise games for the pupils to play and on fine days take a CD player outside for pupils to enjoy a dance during their break. A similar arrangement exists at lunchtime when highly skilled midday supervisors create the same family atmosphere.

The curriculum is rich, exciting and very relevant for all pupils

23. The very good quality of the curriculum experienced by pupils is an important factor in their successful academic and personal development. The school incorporates into its programme many of the methods adopted by other schools, but it presents them in varied and exciting ways that give an added zest to learning. For example, the school uses the national guidance for subjects beyond English, mathematics and science, but does so in creative ways that result in pupils producing little home-made books that contain their very clearly communicated thoughts and findings. Pupils have a pride in these books that goes way beyond the mere communication of facts learnt in a history lesson on the Great Fire of London, for example.
24. Visits are exceptionally well used to extend pupils' experiences. After a visit to Lincoln Cathedral a class of Year 2 pupils expressed the knowledge and understanding they had gained by making clay tiles, completing sketches of the interior and writing about their visit in beautifully presented books. One pupil, who wrote in a Tolkienesque fashion, 'It was warm and I felt nervous because I thought the Lincoln Imp was a goblin' summed up the imaginative wonder of the occasion. Useful visits, throughout the year, are also made to the Rotherham mosque and Sheffield airport, for example.
25. An annual science week extends and amplifies the regular science curriculum in a very important way. At that time the whole school is filled with exciting science activities that entice pupils, parents and other visitors. The school grounds, which are very well maintained by the caretaker, are very well used on these occasions, particularly the school pond, which is used successfully to extend the skills of sketching, research and discussion. Just as science is enlivened by the science week, so visiting musicians broaden pupils' interest in music and their drama and role-play is developed by the opportunity to watch professional puppeteers.
26. Pupils' interest in writing is increased by the system of taking stuffed toys home. Their imagined antics are written about in diaries and photographs of the children playing with them motivate other pupils into planning further adventures and writing about them. Homework, in general, is very well organised and plays a significant part in extending and enriching the curriculum. Breadth of experience is further ensured by the provision of choir, recorder and hockey clubs. The choir, for example, attracts about 40 pupils and they sing beautifully after being very well tutored by a teacher with specialist skills.
27. The headline in the Dinnington and Maltby Guardian, after pupils had visited the offices to see how the newspaper was made, read, 'Pupils take the editor's chair.' This, in a sense, sums up what the curriculum does for pupils throughout the school. The breadth and variety of the experiences they receive gives them great control over their learning. They have the confidence to tackle new learning and the skills of an editor to make choices and produce the finished article to a high degree of quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no significant weaknesses. It should continue to pursue its well developed policies and strategies for improvement. The school's development plan contains aspects that the school, rightly, knows it could improve to make strong features even stronger.

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	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	10	4	2	0	0	0
Percentage	24	48	19	9	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 more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	29

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	23

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	6
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.2

Unauthorised absence

	%
School data	0.2

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
	2002	36	33	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	35	33
	Girls	31	31	31
	Total	64	66	64
Percentage of pupils at NC level 2 or above	School	93 (90)	96 (97)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	33	35
	Girls	32	32	32
	Total	67	65	67
Percentage of pupils at NC level 2 or above	School	97 (96)	94 (99)	97 (96)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
206	2	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

Chinese
Any other ethnic group
No ethnic group recorded

0
0
0

0	0
0	0
0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	7.5
Total aggregate hours worked per week	189

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	6

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.

Financial information

Financial year	2001/2
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	£
Total income	470,894
Total expenditure	470,340
Expenditure per pupil	2,317
Balance brought forward from previous year	35,860
Balance carried forward to next year	36,414

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	11	2	0	0
My child is making good progress in school.	92	8	0	0	0
Behaviour in the school is good.	67	29	2	0	3
My child gets the right amount of work to do at home.	52	41	6	2	0
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	83	15	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	15	5	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	68	30	2	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	83	17	0	0	0
The school provides an interesting range of activities outside lessons.	47	36	11	0	6