

INSPECTION REPORT

RANSKILL PRIMARY SCHOOL

Retford

LEA area: Nottinghamshire

Unique reference number: 122686

Headteacher: Mrs W Adamson

Lead inspector: Mr K Williams

Dates of inspection: 12th – 14th January 2004

Inspection number: 257269

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	
Number on roll:	60
School address:	Cherry Tree Walk Ranskill Retford Nottinghamshire
Postcode:	DN22 8LH
Telephone number:	01777 818468
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Barbara Baldwin
Date of previous inspection:	21 st January 2002

CHARACTERISTICS OF THE SCHOOL

Ranskill is a community primary school with 60 pupils on roll, which is much smaller than other primary schools. Most of the pupils come from the villages of Ranskill and Torworth, although the school also serves the villages of Scrooby, Barnby Moor and the Serlby Estate. The attainment of pupils on entry to the school covers a broad range, but is average overall. Most of the pupils are of white ethnic background. One pupil is learning English as an additional language. Eight per cent of the pupils have been identified with special educational needs, which is below average, and no pupil has a Statements of Special Educational Need. Almost eight percent of the pupils are eligible for free school meals, which is below average. The school received the national School Achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	English; science; information and communication technology; design and technology; geography; physical education; English as an additional language
9837	Roy Walsh	Lay inspector	
29989	Pauline Goodsell	Team inspector	Mathematics; art and design; history; music; religious education; Foundation Stage; special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** which provides good value for money. The leadership, management and teaching are good. The attainment of pupils when they first join the reception year is broadly average. They make a good start in the Foundation Stage and the pupils, including those with special educational needs, continue to achieve well across the school. By the end of Year 2 and Year 6, standards in English, mathematics and science are above average.

The school's main strengths and weaknesses are:

- Standards in the core subjects are above average
- The pupils achieve well, regardless of age or ability, because the teaching is good and the curriculum meets their individual needs
- The school has a positive and caring ethos and it is well led and managed by the headteacher, governors and staff
- The pupils have very positive attitudes, behave very well and their personal development is good
- Standards in information and communication technology (ICT) are rising but could still be higher
- The pupils are not always sufficiently clear about how they might improve their work and their parents are not always aware of these targets
- There are very good links with parents and the local community

The school has made good progress since it was last inspected in January 2002 and standards have risen. Most of the weaknesses identified at the last inspection have been addressed successfully. The staff work well together to co-ordinate subjects and the governors' role in monitoring and evaluating the school's performance is secure. The process of setting targets for individual pupils has improved, although more needs to be done as the pupils are not always aware of what they need to do to improve and some parents report that they are not clear about their children's targets. Similarly, whilst the provision for ICT has improved, standards remain below what is expected.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	A	B
mathematics	E	A	A	B
science	D	A	A*	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Overall, the pupils' achievement is **good**. The children in the Foundation Stage achieve well and most are likely to achieve the goals they are expected to reach by the end of reception. This good progress and achievement continues across the school and, by the end of Year 2 and Year 6, standards in English, mathematics and science are above average. Standards in history and religious education are in line with what is expected of pupils of this age. In ICT, standards are below those expected. The number of pupils in each year group is small, so the interpretation of test results requires caution, as they can vary from year to year. In the table above, the A* means that the results were amongst the highest five per cent nationally.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good**. They have very positive attitudes to school and their behaviour is very good. The attendance rate is very high and the pupils are very punctual.

QUALITY OF EDUCATION

The school provides a good quality of education. The **teaching across the school is good** and contributes to the pupils' good learning and achievement. The teaching of children in the Foundation Stage is good, so that they make a good start to their education. The pupils with special educational needs benefit from the support they receive from teachers and teaching assistants and they, too, make good progress. The teachers have high expectations of the pupils' capabilities and how they should behave and, as a result, the pupils work hard and have a desire to learn. Occasionally, the pupils are not sufficiently aware of how they might improve their work.

The school provides a good curriculum and there is a good range of activities to enrich the curriculum. The school is working to improve the use of computers in other subjects, as this is not yet planned systematically. The care and welfare of the pupils are very good and they are offered good guidance. The school benefits from very good links with parents and the local community and good links with other schools.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are good.** The headteacher has a very clear vision for the school's development and a very strong sense of purpose to achieve it. Together, the headteacher, staff and governors are committed to raising standards and they have created a positive ethos in which all pupils can learn and achieve well. The governance and management of the school are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents and pupils have very positive views of the school. The parents are particularly pleased with the teaching, the way that their children are expected to work hard and the way that new pupils are welcomed. They feel that their children make good progress and enjoy coming to school. Most of the pupils spoken to are very pleased with the school and enjoy a wide range of the activities on offer.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to raise standards in ICT
- Improve the pupils' awareness of how they might improve their work and ensure that the parents are clearly informed about these targets.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The majority of the children in the Foundation Stage achieve the early learning goals in each of the areas of learning and about a quarter exceed them. By the ages of seven and eleven standards in the core subjects are above average. They are below what is expected of pupils of this age in information and communication technology (ICT). Across the school, the pupils, including those with special educational needs, achieve well.

Main strengths and weaknesses

- Standards are above average in the core subjects because these subjects are well organised and the teaching is good
- The children in the Foundation Stage make a good start to their education progress and achieve well
- Although standards in ICT are rising, they could be higher
- The pupils with special educational needs make good progress because they receive good support

Commentary

1. The school's results in the 2003 national assessments for seven year olds were well above average in reading, writing and mathematics, when compared with all schools and similar schools. The results for eleven year olds were also well above average in English and mathematics and, in science, they were in the top five per cent of schools. When compared with similar schools, the results for English and mathematics were above average and they were well above average in science. The number of pupils in each year group is small, so the interpretation of test results requires caution. However, although there is some variation from year-to-year, over time the school's performance has improved significantly since 2001.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.7 (17.5)	15.7 (15.8)
writing	17.0 (15.0)	14.6 (14.4)
mathematics	18.0 (19.5)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year

2. The table of results for pupils at the end of Year 6 in 2003 is not included as there were fewer than ten pupils in the year group.
3. When the children enter the school, there is a broad range, but overall the children are of average attainment. The good provision in the Foundation Stage enables the children to make a good start to school; they make good progress and achieve well in all of the areas of learning. The majority of the children achieve the goals expected of them by the end of Reception and about a quarter are well on course to exceed them.
4. After this good start, the pupils continue to achieve well in Years 1 to 6 and, as a result of the good provision in English, mathematics and science, pupils of all abilities make good progress. The work is well organised and planned rigorously. Standards in reading are above average because a high priority is given to developing the basic skills and they are well taught. The

teachers keep a careful check on the pupils' progress and the support given to the pupils by their parents also has a significant impact on their achievement. The school has successfully focused on raising standards in writing, both through literacy lessons and by providing a good range of opportunities for the pupils to improve their writing in other subjects. The pupils' mathematical vocabulary is developed effectively. They have a good recall of number facts, develop speed and accuracy in their calculations and are challenged to develop their thinking through investigations. A strength in science is the way that the work is planned carefully to meet the pupils' varying needs. This has a significant impact on the pupils' progress and enables them to achieve well, as the more able pupils rise to their challenges and those who have difficulty with their work receive the support that they need.

5. Much progress has been made in improving the pupils' attainment in ICT and standards are rising. The school recognises that more work still remains to be done and standards at the end of Year 2 and Year 6 remain below what is expected of pupils of this age. The recent introduction of laptop computers, for example, has increased the opportunities for the pupils in Years 3 to 6 to use computers regularly. They are making rapid progress in developing the necessary skills, but there is still ground to be made up. Other strategies, including training for staff, have helped to improve the provision and there are clear plans for continuing this improvement.
6. The school has high expectations that the pupils with special educational needs will achieve well in literacy and numeracy. It is successful in reaching this aim because it makes good provision for the individual needs of the pupils. In lessons, the teachers interact very well with the pupils with special educational needs and they ensure that they are fully integrated into the work the class is doing. The teaching assistant provides extra support that focuses on challenging the pupils to achieve well.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour, attendance and punctuality are very good. Their personal development, including their spiritual, moral, social and cultural development, is good.

Main strengths and weaknesses

- The pupils, including those in the Foundation Stage, have very positive attitudes and their behaviour in the classrooms and around the school is very good
- The pupils respond well to the good provision for their personal development
- The pupils enjoy coming to school and attend well

Commentary

7. The pupils' very positive attitudes, very good behaviour and the very high level of attendance have a significant impact on the standards they attain and their achievement. Attendance is consistently well above the national average and virtually all of the pupils arrive punctually for the school day. The parents and carers are supportive of the school and ensure their children's attendance record is very good. There were no exclusions during the last year, so the table showing exclusions is omitted.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.4
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. The children in the Foundation Stage respond well to the high expectations that they will behave well, play and learn well, both alongside one another and together. The children develop good relationships with the adults who work with them and with each other. The school has very good arrangements for the nursery children to begin attending school and for the reception children to be introduced to the full school day; this means that they come into school happily and confidently. The children enjoy coming to school; they like to learn and they are beginning to concentrate well and persevere to complete tasks.
9. In lessons, the pupils take their learning seriously and try hard to do their best. They listen well to the adults and other pupils and are eager to join in the discussions. The pupils like their teachers and want to please them by doing as they are told and following school rules and routines. Outside in the playground, boys and girls of all ages play happily together and behave very well.
10. The school makes good provision for the pupils' personal development and strives to ensure that all pupils are treated fairly. The pupils at the top end of the school are keen to volunteer for responsibilities around the school, helping to prepare for assembly, for example, or organising the laptop computers. They take these duties very seriously. The provision for the pupils spiritual, moral, social and cultural; development is good. Assemblies play an important part in the life of the school, providing moments for prayer and quiet reflection. The pupils' moral and social development is very strong. The pupils are reminded of the importance of honesty and respect and there are clear guidelines for acceptable behaviour. The pupils respond well to the opportunities to work with partners, or in small groups, and their social development is very good. Their understanding of life in a culturally diverse society is reinforced, for example, through music and art.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. The teaching, learning and curriculum are good and the school provides very good care, welfare, health and safety for its pupils. There are very good links with parents and the local community.

Teaching and learning

The quality of teaching and learning is good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teachers have high expectations of the pupils' capabilities and how they should behave
- The pupils with special educational needs are well supported and make good progress
- The good teaching in the Foundation Stage provides the youngest children with a good start to their education
- The pupils work hard and have a desire to learn
- The pupils are not always sufficiently aware of how they might improve their work

Commentary

11. Overall, the quality of teaching is good and this makes a positive impact on the pupils' attitudes to school and to their good progress, learning and achievement. Very good teaching was seen in a sixth of the lessons across the school and it was never less than good. The influence of this teaching is seen particularly in English, mathematics and science and leads to good achievement and above average standards in these subjects. The National Strategies for Literacy and Numeracy are implemented well. The small staff work well together as a team and, with good monitoring and support from the headteacher and subject co-ordinators, they ensure a consistent approach from class-to-class. For example, all of the staff have high expectations of what the pupils are capable of achieving and provide work that challenges the more able pupils to do their best. Similarly, the pupils are expected to work hard and behave themselves and they

do so. This contributes to their positive attitudes to their work. The pupils enjoy their lessons; they have a desire to learn, concentrate very well and work hard to achieve their best. Homework is well organised and, with the support of the pupils and their parents, makes a very positive contribution to the pupils' progress.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	15	0	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

12. The co-ordinator for special educational needs, the teachers and the teaching assistants plan together well to provide for the pupils with special educational needs. Good assessment of the pupils ensures that their needs are clearly identified and effective strategies to address them are then implemented. On some occasions, however, the individual education plans for these pupils contain targets that are not sufficiently precise. The pupils are supported well within the classes and are taught individually, on some occasions, so that their specific needs can be addressed. The teaching assistants make a significant contribution to this process and to the quality of education provided for the pupils with special educational needs.

13. The good teaching of the reception children has a number of strengths, enabling the children to make a good start to school, make good progress and achieve well. The teacher and assistants plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and especially to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised and this results in the good progress seen in learning to read and in number work. The teaching assistants support individual and group activities very effectively and make a significant contribution to helping the children to behave well and concentrate on the carefully planned and challenging learning tasks. All of the adults help the children to feel secure, gain confidence and communicate well with others. Good arrangements are check what the children know, understand and can do and the information is well used to plan the next steps children need to take in their learning.

14. Arrangements to assess the pupils' attainment and track their progress as they move through the school are thorough. The teachers and assistants know the pupils well and this is a strength. The information gathered is used well to plan the next step for the pupils and to ensure that they are challenged and supported appropriately. Work is marked carefully and, particularly in Years 3 and 4, the information from assessments is increasingly being used to inform the pupils about how well they are doing and what they need to do to improve. Although the older pupils know the levels they are aiming for, across the school it is not always made clear what they need to do next to improve.

The curriculum

The curriculum is good. It provides a good range of opportunities to meet the needs of the pupils and good opportunities for enrichment, including extra-curricular activities. The quality and quantity of the accommodation and resources are good.

Main strengths and weaknesses

- The curriculum is broad and balanced and, often, good links are made between subjects
- Good enrichment of the curriculum promotes the pupils' enthusiasm for learning
- Resources for information and communication technology have improved, but they are not yet used regularly in other subjects

- The children in the Foundation Stage, and those pupils with special educational needs, are well provided for and, consequently, make good progress and achieve well

Commentary

15. All of the pupils achieve well because there are consistent approaches to teaching the key skills of literacy and numeracy and to applying them across the curriculum. The school is committed to making links between subjects and this is a strong feature of the planning in the two year rolling programme. This means that the pupils often have good opportunities to make connections in their learning, which adds to their enjoyment and understanding. For example, three subjects, art and design, history and religious education, were covered when the pupils visited the local church and completed observational pen and ink sketches of local houses, as part of their topic on the Victorians. This work was of a high quality.
16. Visits, for example to West Burton Power Station, Clumber Park and White Post Farm, and visitors, including those representing a range of cultures, complement the expertise and talents of the staff to create a vibrant and interesting curriculum. This good enrichment helps to capture the pupils' enthusiasm and contributes to their personal development by enhancing their awareness of culture and society outside of their immediate experience.
17. The school's staffing, accommodation and resources contribute well to the quality of education. The school is well resourced to deliver the curriculum for information and communication technology but, until recently, lacked resources. Consequently there were only limited opportunities for the pupils to practise their ICT skills and use them in other subjects. This picture is now improving, but the school recognises that there is still more to be done, particularly in ensuring that the use of computers is planned clearly in other subjects.
18. The good provision for the children in the Foundation Stage means that they get a good start to their education. The children have access to a range of well-planned and challenging activities. The classrooms are very well organised and provide a vibrant and interesting environment that encourages the children to become involved in the opportunities. The reception children have occasional use of the outside area, which is shared with the part-time private nursery that uses the school buildings.
19. The pupils with special educational needs are well supported by the teachers and the teaching assistants. As a result, these pupils are able to sustain their attention and concentration and they participate fully in the lessons and other activities. The arrangements review the individual education plans on a termly basis and to determine the areas upon which to concentrate are good. Occasionally, these targets are not broken down into small enough steps, which limits their usefulness when monitoring progress.

Care, guidance and support

The care, welfare, health and safety of the pupils are very good and the school gives them good support, advice and guidance. Consultation with the pupils is good.

Main strengths and weaknesses

- The school provides a warm and caring environment and staff know pupils very well
- Procedures to welcome new pupils into the school are very good
- The school provides well for pupils with special educational needs
- The school values the opinions and views of its pupils

Commentary

20. The staff work hard to provide the pupils with a welcoming and secure environment in which they are able to enjoy and concentrate on their lessons. The procedures for child protection are well

established and the co-ordinator has recently attended more training in order to ensure the safety of pupils. Thorough risk assessments take place both for in- school and extra-curricular activities.

21. The school has a very good induction programme for new pupils when first joining. This includes a well-devised 'Pupils' Guide', written by members of class 2 and 3, providing new pupils with essential information about the school. There is close liaison with the local nursery, visits to classes and meetings for parents. In the term before they start school the children spend a day and a half with the reception children and this means that when they start full-time they come into school happily and confidently. New pupils are also allocated a 'buddy' for their initial settling-in period. Procedures to support Year 6 pupils on transfer to secondary education are also very good; visits to their new school, as well as visits to Ranskill by secondary teachers for 'taster' sessions, all help to ensure the transition is as smooth as possible.
22. All statutory requirements with regard to special educational needs are being carried out. Throughout the school the pupils receive good support from the adults. The special educational needs co-ordinator, teachers and teaching assistants are fully committed to helping the pupils to make progress in meeting their targets. The school's work with pupils with special educational needs is well supported by a range of outside agencies, when they are needed.
23. The school considers pupils' views through a very well organised school council, which meets every month. The council debates issues raised by pupils which are put forward to staff. Recently, the pupils have initiated the purchase of play equipment to make lunchtime more enjoyable. The pupils organise charitable events and fund-raising activities. Their contribution to the school's behaviour procedures includes each class developing its own rules at the start of the year.

Partnership with parents, other schools and the community

The school has very good links with parents and the local community and good links with other schools.

Main strengths and weaknesses

- The school works very well with parents and the local community and this supports the pupils' learning
- Very good liaison takes place between the local nursery and the school
- Parents are not always informed clearly about their children's targets for improvement

Commentary

24. The contribution of parents to their children' learning both at home and in school is very good, and this has a positive impact on learning and achievement. Parents have very positive views of the school and the education it provides; the level of parental satisfaction shown in the parents' questionnaire on the school's work was high in almost all areas. Parents receive informative weekly newsletters giving notice of forthcoming events and highlighting issues the school wishes to bring to their notice. At the beginning of each year, the school provides parents with helpful details of the topics to be covered in their child's class. New parents are given a concise guide to the school and a well - presented prospectus, although the latter does not provide detail on the curriculum.
25. Although parents report that the homework diary system is a useful and reliable method of communicating with the teacher and the teachers are always willing to make themselves available to discuss any problems or concerns, some indicate that they are unsure whether their children have targets, or are unclear about the nature of the targets. The school regularly consults with parents to discover their views and any issues that arise are followed up promptly.

26. The parents of pupils' with special educational needs are kept fully informed on their children's progress and have good opportunities to discuss their targets. They are invited to contribute to and attend the reviews of the progress their children are making and are made aware of the targets set for their children in their individual education plans. Suggestions are made about support that can be given at home to extend the work being done in school and the good support and assistance given by the parents helps to promote the good progress and achievement of the pupils.
27. A hardworking committee runs the Friends of the School Association, with staff taking an active part. It raises considerable funds to provide additional resources and learning opportunities for pupils. The Association is also helping to forge the very good links with the wider local community. The very good links with the private nursery held on the school premises ensure that the children make a smooth start to school life when they join reception. The school makes regular contributions to the local village magazine, to display pupils' work and to promote school events. The school summer fair has now become the village fair and school facilities are used to support this and other community activities. These include computer classes for adults run by North Nottinghamshire College. A mother and toddler group also uses the nursery room.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The leadership of the headteacher and other key staff, governance and management are good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school's development that is focused on raising standards
- The staff work effectively as a team to support the headteacher, co-ordinate the curriculum and provide good role models
- The governors are well organised and have a keen sense of the school's strengths and what it needs to do to improve

Commentary

28. The headteacher provides good leadership and is well supported by a dedicated staff and effective governing body. She has a very clear vision for the school that focuses on raising standards and ensuring that all pupils are able to achieve their potential. A strong feature is the way that teamwork is encouraged and promoted. This is evident in the way that the staff provide support and guidance in their roles as subject co-ordinators and also in the way that teachers and teaching assistants work together closely. For example, in the Foundation Stage, the teacher works very well with the teaching assistants to promote the provision of the curriculum for the reception children. All of the staff and adults who have day-to-day contact with the pupils reflect the school's aims well, ensuring that they support, and are committed to, maintaining strong working relationships and include all of the pupils in all activities.
29. In this positive environment and with the good role models set by the staff, the school is a calm and purposeful place and lessons run smoothly and productively. As a result, all of the pupils work hard and achieve well. The headteacher, staff and governors have ensured that the good progress recognised in the last inspection in 2002 has been sustained. This is reflected in the improvement in the school's results in the national assessments, the pupils' standards of attainment and the quality of teaching and learning. Good progress has been made in addressing the weaknesses identified at that time. The staff work well together to co-ordinate subjects and the governors' role in monitoring and evaluating the school's performance is secure. The governors know what the school is doing well and are actively involved, through the work of committees and the participation of individual governors in the life of the school, in identifying areas for improvement. Teaching and learning are monitored closely. The process of setting targets for individual pupils has improved, although more needs to be done. The pupils

are not always aware of what they need to do to improve and some parents report that they are not clear about their children's targets. Similarly, much work has been done to raise standards in ICT. The provision has improved, but standards remain below what is expected.

30. The special educational needs co-ordinator (a role now filled by the headteacher) is well organised and reviews procedures and documentation for these pupils thoroughly. The governors are very supportive of the work done with the pupils with special educational needs and provide extra resources of teaching and support time, and these are effectively contributing to the good overall progress and achievement of the pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	299,063
Total expenditure	246,488
Expenditure per pupil	3,912

Balances (£)	
Balance from previous year	60,403
Balance carried forward to the next	53,288

31. In the table above, the previous year's balance contains a national grant that was spent during the following year on replacing windows.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the personal, social and emotional development, communication, language and literacy and mathematical areas of learning is good. The other areas of learning were sampled and teachers' planning and other evidence shows that they are taught and that children have good access to activities to promote their creative development, physical development and their knowledge and understanding of the world.

When the children enter the school, the baseline assessments made show that although there is a broad range, overall the children are of average attainment in their personal, social and emotional development, and communication, language and literacy and mathematical development. The good provision in the Foundation Stage enables the children to make a good start to school; they make good progress and achieve well in these areas of learning. The majority of the children achieve the early learning goals in all six areas of learning by the end of reception and about a quarter exceed them.

No lessons were seen in **knowledge and understanding of the world**. The teacher's planning and other evidence indicates that the children have good opportunities to participate in a range of activities to promote this area of learning. For example, the children have regular opportunities to use the computers and to take part in events celebrating festivals such as Harvest and Chinese New Year. This term they are learning about Florence Nightingale and the role-play area will become a hospital. No lessons were seen in **physical development**. The children take part in swimming lessons on a weekly basis and in physical education sessions in the school hall. There is an outdoor play area that provides children with facilities for using wheeled toys. The children develop good fine motor skills when using pencils, scissors and paint brushes. They also have opportunities to fix pieces of construction toys and jigsaws. One lesson was seen in **creative development**. The children were given clear teaching on the skills needed to make careful observational drawings of plant materials. They have opportunities to use a wide range of media and sand and water are available on a regular basis. The children are taught to mix colours in different shades and tones. In conversation, they revealed that 'painting is their favourite thing at school'. They join in singing and musical activities with enthusiasm and skill, knowing a good range of songs and playing percussion instruments carefully and keeping in time with the beat. Use is made of a well-equipped home corner to develop children's language and social skills through role-play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Main strengths and weaknesses

- The children develop a good understanding of how to behave and look after themselves in school
- There are high expectations that the children will concentrate, persevere and try hard to complete challenging tasks

Commentary

32. The children settle quickly and happily when they come into school because the all of the adults make sure that the children have a clear understanding of what is expected of them. As a result, the children develop positive attitudes to taking care of themselves and their learning. They know the classroom routines well, for example putting their reading folders and homework away and organising their dinner boxes. The teachers and their assistants have high expectations that the children will behave well and be thoughtful towards each other. The children speak confidently to adults and each other. Their personal and social skills are developed well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. The children behave very well, persevere well with tasks and try hard to think

things through for themselves. Good relationships quickly develop between the adults and the reception children.

COMMUNICATION, LANGUAGE AND LITERACY

Main strengths and weaknesses

- The children achieve well in learning the basic skills of listening and speaking, reading and writing
- The teaching assistants provide very good support for the children working in groups and individually

Commentary

33. The children are given good opportunities to respond to events in stories and the adults extend their vocabulary well through question and answer techniques. There is a range of role-play opportunities for the children to use and thus develop speaking and listening skills. The adults use these times well to engage children in conversations so that they begin to explain how things work and their reason for choices. The teacher and her teaching assistants develop and build on the children's early reading skills through the sharing of books and stories and the clear teaching of the sounds that letters make. By the end of the reception year, a good number of children read simple books fluently and are able to retell stories they have read. Writing skills are taught systematically and carefully so that children learn to form letters correctly, as well as learning to write and spell a basic vocabulary of key words. They confidently 'have a go' and are developing independent writing skills trying to spell words for themselves. The children are provided with good opportunities to write for different purposes such as retelling stories, sequencing events, making lists and writing out recipes.

MATHEMATICAL DEVELOPMENT

Main strengths and weaknesses

- The children achieve well in learning the basic skills of counting and using numbers
- Learning in this area is often made fun through the use of role-play opportunities

Commentary

34. The children make good progress and achieve well because the teacher uses the children's natural enthusiasm for counting and using numbers. The staff provide a good variety of activities and resources to make learning fun, such as jumping and counting and using loud and soft voices to identify number patterns up to one hundred. The children learn through practical experiences and by singing and acting out rhymes that demonstrate the early stages of addition and subtraction. They use money to pay for the things they 'buy' in the shop and some of the children are able to make totals of money using a range of coins. An emphasis on the correct use of language enables children to learn new words to use in number activities and this helps to ensure that they make good progress in their mathematical understanding. By the end of the reception year the children have a good vocabulary to describe such features as 'taller', 'shorter' and 'longer' and to identify the properties of a range of two and three-dimensional shapes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The pupils attain above average standards by the end of Year 2 and Year 6 and they achieve well
- The teaching and learning are good
- The subject is well led and managed and has shown good improvement since the last inspection
- There are good opportunities to develop the pupils' writing skills in other subjects

Commentary

35. Standards are above average in speaking, listening, reading and writing because the subject is well organised and the teaching is consistently good. The co-ordinator is well supported by the headteacher and staff and they have a good overview of the work taking place. This teamwork is a strength and ensures a consistent approach to the teaching of the basic skills. As a result, the pupils, including those with special educational needs, make good progress and achieve well. The provision in English has improved since the last inspection, most notably in Years 3 and 4, where previously there had been unevenness in the pupils' progress and achievement.
36. The teaching of reading builds upon the good start made by the children in the reception year. There is a clear focus on providing the pupils with the skills to sound out unfamiliar words and use clues from pictures and the context of what they are reading. The reading scheme is well organised and the teachers keep a close eye on how well the pupils are doing. The support provided by parents at home plays a major part in the good progress made by the pupils and enables them to achieve well. Consequently, the pupils read accurately and confidently and have positive attitudes to reading. Older pupils, in particular, enjoy talking about their favourite authors and stories.
37. The school has focused successfully on improving the pupils' writing and provides a good range of opportunities for them pupils to develop their writing in other subjects, such as science, history and religious education. This has had a positive impact on the standards attained by the pupils, their progress and achievement. The pupils respond well to the many opportunities for them to ask and answer questions, offer opinions and listen to others in the discussions in literacy sessions and lessons in other subjects. The teachers have a good knowledge of how pupils develop their literacy skills and implement the National Literacy Strategy well. They have high expectations of what the pupils are capable of achieving and the lessons are brisk and enjoyable.
38. The teachers know their pupils well and they gather good information about how well they are doing. This information is well used to ensure that pupils of all abilities receive appropriate support and challenge. The teachers ensure that all pupils are able to take part in lessons and make good progress. Those with special educational needs receive good support which contributes significantly to their progress towards their particular targets. The information from assessments is increasingly being used to inform the pupils about how well they are doing and what they need to do to improve. Of particular note are the targets set for the pupils in Years 3 and 4, which is an improvement since the last inspection although, across the school, parents are not yet fully informed about their children's targets. An exception is in Year 6, where the parents, teacher and each pupil meet to discuss their specific targets for the national assessments.

Language and literacy across the curriculum

39. Good use is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. There are many opportunities for them to read a variety of texts, non-fiction books and to search for information on the internet. They respond well to the many opportunities to write at length, including reports and accounts in subjects such as science, history and religious education. The pupils' speaking and listening are promoted through the many discussions at the beginning and end of lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are above the national average at the end of Year 2 and Year 6 and all pupils achieve well
- Standards have risen in mathematics and are continuing to improve because the subject is well led and managed and the teaching is good
- Very good use is made of homework to support, reinforce and extend the learning
- The pupils' targets for improvement are not always made clear to them or their parents
- The use of information and communication technology in mathematics is limited

Commentary

40. The standards in mathematics have improved at a good rate over the past two years with pupils making good overall progress and achieving well against their prior attainment. The majority of pupils enter Year 1 having achieved broadly average levels by the end of their reception year. These good foundations are built on well as the pupils move through the school because the teaching of mathematics is well organised and the teachers have high expectations of how the pupils should approach their work and challenge them to do their best. The pupils are grouped according to ability and this enables the teachers to match the work well to their needs. The subject is well led and managed by the headteacher and this is having a positive impact on the quality of the provision of the subject. In the Year 3 and 4 class, the very good marking of the pupils' work is particularly helping to promote their learning. The pupils have enthusiastic and positive attitudes towards their mathematics lessons. All of the teachers foster the pupils' confidence in their ability to calculate and use mathematics and this results in the pupils achieving high standards. Although the school is now well resourced to deliver the curriculum for teaching information and communication technology, until recently opportunities to use these skills in mathematics have been limited.
41. Throughout the school the pupils have a good knowledge and understanding of numbers. Their mathematical vocabulary is developed effectively and they have a good recall of number facts and knowledge of multiplication tables. They develop speed and accuracy in their calculations and have a good understanding of place value. On a few occasions, progress is slowed because the pupils do not make full use of the squared paper to keep their digits in the correct columns. Investigative tasks are now an integral part of the mathematical curriculum and these challenge the pupils' mathematical thinking well. For example, Year 5 and 6 pupils calculate the change in the circumference of a balloon as it is blown up using sequences of fractions and Year 3 and 4 pupils become fully involved in investigating palindromic numbers.
42. The quality of teaching is consistently good throughout the school. The teachers deliver the subject confidently in competent and interesting ways, for example making good use of practical materials when teaching the younger pupils to solve problems using money. The teachers share the learning objectives with the pupils and have high expectations that they will work hard and achieve well. There is a good pace to the lessons, although on some occasions the

inclusion of the mental and oral part of the lesson is not consistently applied. There is a good balance between whole-class, group and individual teaching strategies. Good assessment systems provide information that is well used to group the pupils and plan the work for them. Although the older pupils know the levels they are aiming for, across the school it is not always made clear what they need to do next to improve.

Mathematics across the curriculum

43. There are good opportunities in each class for the pupils to use and develop their mathematics in other subjects. Consequently, they develop an appreciation of the practical uses of the skills they have learned. For example, in science, they use graphs and tables to record data such as the length of shadows produced as the distance is increased from the source of light and they measure liquids accurately in their investigations.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The good teaching in science means that the pupils achieve well, have positive attitudes and attain above average standards
- The curriculum is well planned and meets the needs of the pupils
- Across the school there are too few opportunities for the pupils to use computers

Commentary

44. The good provision in science ensures that the pupils, including those with special educational needs, achieve well and make good progress. Standards have continued to rise since the last inspection because the science curriculum is well organised and the teaching is good, which results in a high level of interest from the pupils. Good and very good teaching was observed in the two lessons seen during the inspection. The teachers have a good knowledge of the subject, which enables them to ask probing questions and give clear explanations. This helps promote a good level of understanding amongst the pupils and ensures that any misunderstandings are dealt with quickly. The teachers have high expectations of what the pupils are capable of understanding and how they should approach their work. For example, in a very good lesson in Years 1 and 2, the teacher expected the pupils to remember what they had previously found out about 'keeping alive' and use the technical vocabulary they had learned. The pupils rose to the challenge, recalling the need for food, water and oxygen to keep alive and using terms such as carbon dioxide confidently. The pupils in Years 3 and 4 enjoyed using a force meter to measure pushes and pulls and applied themselves well to ensure that their measurements were accurate.
45. The subject is well led by the co-ordinator, supported by the staff team. The teachers' planning is good and covers the requirements of the National Curriculum. There is a good balance of practical activities, when the pupils can use their scientific knowledge, skills and understanding, and work that is more closely directed by the teacher. Assessment procedures are good and the information is used well to plan the next step for the pupils. The teachers know their pupils well and make good use of day-to-day assessment to pitch the work at the correct level, enabling them to challenge consistently the most able pupils, whilst reinforcing the knowledge and understanding of those less able. Consequently, pupils of all ability, including those with special educational needs, achieve well and are making good progress.
46. Since the last inspection, the provision for information and communication technology has improved. There are more opportunities for the pupils to use computers and other technology in science lessons, for example when studying electricity in Years 1 and 2. However, this is not yet

planned systematically across the school and this has rightly been identified as a priority for development by the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards are rising, but they are still below what is expected
- The subject is well led and managed by the co-ordinator
- The teachers' knowledge and confidence in the subject and the range of activities offered have improved, although there is still more work to be done

Commentary

47. Under the good leadership of the subject co-ordinator, a range of strategies has been implemented successfully and the provision for ICT has improved. Good progress has been made, but the school recognises that more work still remains to be done and standards at the end of Year 2 and Year 6 are below what is expected of pupils of this age.
48. In the one lesson seen, in the Year 5 and 6 class, the pupils learned to create and use a database. Few of the pupils had significant previous experience of this aspect and, because of the good teaching and their positive attitudes, they made rapid progress in their understanding. This was a good lesson and was structured carefully to ensure that the pupils had the necessary basic knowledge to fill any gaps in their knowledge. Their interest was captured by linking it to the pupils' current work in history, using a collection of local information from the census of 1851. As well as making the work more relevant, the teacher was able to demonstrate the shortcomings of recording large amounts of information by hand, which greatly enhanced the pupils' understanding of the purpose of databases.
49. The subject co-ordinator took on the role at the beginning of the school year and, with the support of the headteacher and staff, has had a significant impact on the improvements seen. The curriculum is now well planned and covers the necessary areas. The school has invested heavily in purchasing laptop computers, which are moved from class to class as necessary. This works well in Years 3 to 6 and ensures that the use of computers is becoming a regular part of many lessons. The pupils in Years 1 and 2 have access to five computers in a classroom adjacent to their own, but this is dependent on adult supervision. Coupled with an improvement in the teachers' knowledge of the subject and confidence in teaching it, largely through school-based training and support, the improvement in provision is having a positive impact on the standards attained by the pupils and their achievement. Given the pupils' success in other subjects, particularly in English, mathematics and science, and their capacity for learning, standards should be higher. This is recognised by the school and there is a clear plan of action to secure further improvement.

Information and communication technology across the curriculum

50. The school has rightly identified the need to improve the way the ICT is used in other subjects. There are some examples of computers being used in subjects such as science, art and design and history, but this is not yet planned systematically. As a result, there are too few opportunities for the pupils to practise and develop their ICT skills in other subjects or use those skills to support their learning in those subjects.

HUMANITIES

Two lessons were seen in **history** and one in **religious education**. No lessons were seen in **geography**, although one of the history lessons had a strong geographical content, so it is not possible to make judgements on provision in this subject. The teachers' planning, the work done previously by the pupils and discussions with staff indicate that geography has a secure place in the curriculum and the pupils have an appropriate range of experiences.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- History has a secure place in the school's curriculum and there are good links with other subjects
- The subject makes a positive contribution to the pupils' personal development
- Too little use is made of information and communication technology

Commentary

51. Overall, standards in history are in line with what is expected of pupils of this age. The pupils are making good progress in gaining historical knowledge and understanding and they achieve well in developing the skills of historical enquiry. The school, rightly, has placed great emphasis on the teaching of literacy and numeracy and has now adopted a broader and more balanced curriculum within which history has a secure place. The delivery of the history curriculum is planned on a two year rolling programme and the national guidelines are being used to plan the work. A particular strength is the way in which different subjects are linked. For example, good connections are made with the geography curriculum, as when the pupils use mapping skills to find place names of Roman, Anglo-Saxon and Viking settlements. There are good opportunities to use literacy skills through written accounts. Art is frequently used in a variety of drawing and illustrative ways to extend learning in history.
52. A particular strength of the subject is the visits to places of interest and the use of visitors to the school; these further enhance and broaden the good learning opportunities provided by the teachers. The pupils are encouraged to develop independence in studying, as when the older children choose prominent Victorians, discover facts about their lives and their importance within society. The use of computers to support learning in history is limited.
53. The quality of teaching seen was good. The teachers stress the importance of posing questions about a particular topic and the pupils have a good understanding of primary and secondary sources of evidence. They show enthusiasm for learning about historical topics. Features of historical enquiry are well explored throughout all the topics studied. In Year 1 and 2, the pupils discover how the Great Fire of London started and they learn how Pepys recorded the events in his Diary. Before they begin their topic on Settlers and Invaders, the Year 3 and 4 pupils collect together a number of questions they want to answer. A lively and interactive lesson was observed when Year 5 and 6 pupils investigated the census of 1851 for Ranskill and began to assemble information about the population and its way of life in Victorian times. The teachers mark the pupils' work regularly and add constructive and helpful comments.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with the requirements of the Locally Agreed Syllabus for religious education and the pupils achieve well

- The recently appointed co-ordinator is enthusiastically promoting the implementation of the latest guidelines
- The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development
- Good use is made of literacy skills and the work is often linked to other areas of the curriculum
- The use of computers to support learning is limited

Commentary

54. The teachers plan a good variety of interesting activities to help the pupils learn about Christianity and other religions. This planning results in the pupils making good progress in their knowledge and understanding of religions and the part they play in peoples' lives. The teaching is also presenting them with ways to cope with problems in their own lives and helping them to develop a mature moral outlook. Older pupils are able to explain how learning about other religions and traditions is helping them to prepare for life in a multi-cultural and ethnic society. They find studying a range of religions interesting and talk enthusiastically about the ways in which different groups of Christians worship and demonstrate their beliefs.
55. In their work in religious education the pupils learn about Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism. They consider symbolism in the different religions and how many religions have special places. The subject gives the pupils opportunities to consider how different people view life and use religion to guide their way of living. The younger pupils have a good knowledge of stories from the Bible, such as Noah and his Ark, and the older pupils are able to express their thoughts about features of godliness. Good use is made of literacy skills to retell stories and explain ideas in the pupils' own words about their friendships, moods and reasons for actions.
56. Visits out of school and regular visitors to the school enhance the pupils' knowledge and understanding of religious ideas and customs. During the inspection, local clergy visited the school to assist in the delivery of the curriculum and to lead an assembly. The Anglican priest brought a collection of his vestments and explained the traditions and symbolism connecting them to those of Judaism and the development of Christianity. The older pupils have recently visited the local church to discover the use and meaning of various features in the building. The school ensures that the pupils have good opportunities to develop the spiritual, moral, social and cultural dimensions of their development through religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson each was seen in **art and design** and **music** and no lessons were observed in **design and technology** and **physical education**. It is, therefore, not possible to make overall judgements about the provision for these subjects. The teachers' planning and discussions with staff and pupils indicate that each subject is well planned and covers the requirements of the National Curriculum. The art lesson observed was of good quality. There is a clear focus on developing pupils' skills as they move through the school and these are extended further by visits and visitors. In design and technology, the opportunities include designing and making puppets, investigating objects with moving parts and examining how cushions are put together, before designing their own cushions. The pupils' work on display is of good quality and shows that they take pride in their efforts. They enjoy taking part in musical performances and the evidence from assemblies indicates that they reach a good standard of singing. There are opportunities for the pupils to learn to play a range of percussion and tuned instruments. There is an appropriate range of resources for physical education, including a good sized hall and playground and excellent playing field.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

57. The school teaches personal, social and health education mainly through other areas of the curriculum such as religious education and science. Hence, it is not possible to make an overall judgement on its provision. However, from the available evidence, including discussions with

staff and pupils, it is clear that the school considers it to be an area of importance. The provision for the pupils' spiritual, moral, social and cultural education is good and positively promotes the pupils' personal development. Specific lessons in sex education for the Year 6 pupils are led by the school nurse and there are very good opportunities provided, such as the recent visit of a group from the Life Education Centre, who conducted a drama workshop on race awareness.

58. The pupils are confident and are very interested in their work. They are given good opportunities to explore and think about issues that affect their personal, social and health development and they respond very well to these opportunities. The pupils are helped to understand the importance of respecting other people's feelings and values. This is developed through circle time and assemblies, but most of all through the way all staff relate to the pupils and are very effective role models. The school council gives the pupils opportunities to develop their awareness of the responsibilities of living in a community. Through this, the pupils are helped to develop a sense of fairness and to support each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).