



Finningley Church of England Primary School

Inspection Report

Unique Reference Number 106759
LEA Doncaster
Inspection number 277626
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mrs Linda Murphy CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Silver Birch Grove
School category	Voluntary aided		Finningley
Age range of pupils	4 to 11		Doncaster, South Yorkshire DN9 3EQ
Gender of pupils	Mixed	Telephone number	01302 770330
Number on roll	157	Fax number	01302 770719
Appropriate authority	The governing body	Chair of governors	Mr A Whitehall
Date of previous inspection	20 September 1999	Headteacher	Mr Hall

Age group	Inspection dates	Inspection number
4 to 11	28 June 2006 - 29 June 2006	277626

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the village of Finningley to the south of Doncaster. The percentages of pupils with learning difficulties and/or disabilities and those eligible for free school meals are below average. Many pupils leave and join the school during the year. Most pupils are of White British heritage: a few are from minority ethnic groups. There are no pupils at the early stage of learning English as an additional language. A new headteacher was appointed in September 2005. The school attained the Healthy Schools Award in 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Pupils make satisfactory progress in the Reception class and Key Stage 1: they attain average standards but the higher attainers at Year 2 are not challenged sufficiently. In past years standards have been higher at Key Stage 1. Satisfactory progress at Key Stage 2 maintains the inherited higher standards that are traditionally boosted prior to the national tests. The quality of teaching and learning is satisfactory overall although it varies between classes and leads to some uneven progress from year to year. Assessment is not fully reliable and marking is inadequate but the headteacher is ensuring that training and new systems are taken on board to make teaching more effective. The curriculum, including that in the Reception class is satisfactory. Pupils make good progress in their personal development, indeed their behaviour is excellent. Attendance is good and pupils have positive attitudes to learning. The care, guidance and support for pupils are satisfactory overall with strengths in pastoral care. Links with parents are good. The headteacher has a clear vision and a commitment to improvement. The introduction of well thought out management structures is a good step forward and a basis for the mostly accurate self-evaluation. Governance is satisfactory and monitoring provides a view of the school's strengths and areas for development. Support from other tiers of leadership is at an early stage: it was an area for improvement identified at the last inspection that has yet to be addressed thoroughly. Otherwise improvement is satisfactory. Importantly, under the leadership of the new headteacher the school has satisfactory capacity to improve and provides satisfactory value for money.

What the school should do to improve further

- Provide additional challenge for the more able pupils at Key Stage 1.
- Improve the quality of teaching and learning so that it is consistently good or better across the school.
- Develop the use of assessment including marking.
- Develop the roles and responsibilities of senior and middle leaders and managers.

Achievement and standards

Grade: 3

Achievement is satisfactory rather than good because the quality of learning fluctuates from year to year, and until recently aspects of management such as monitoring, assessment and the tracking of pupils' progress have not been sufficiently rigorous. From broadly average starting points, children in the Reception class make satisfactory progress. They reach standards expected for their ages by the time they are ready to enter Year 1: standards are best in reading – an aspect where parents lend good support. Since the last inspection, standards rose initially at both key stages to above average but dropped back at Key Stage 1 in 2005 to broadly average. Few pupils attain levels higher than expected for their age at Key Stage 1; for example, in writing no pupil attained highly over the last two years. Standards at Key Stage 2 have been consistently

above average for five years and this represents satisfactory progress overall, given the pupils' earlier attainment at Key Stage 1. Pupils with learning difficulties and/or disabilities make the same progress as others in their class. The school set challenging targets at Year 6 and these are broadly met.

Personal development and well-being

Grade: 2

Pupils' personal development including their spiritual, moral, social and cultural development is good. Their behaviour is outstanding. They enjoy school and think of it as a warm and friendly place where lessons are fun. Attendance is good but the small number of persistent absentees throughout the year prevents the school from reaching its challenging target. Pupils show respect for others' feelings and are adamant that there is no bullying and that sanctions are rarely needed. Although pupils develop a good knowledge and understanding of their own heritage and traditions, they have fewer opportunities to appreciate life in a multicultural society. Sensible diets and healthy lifestyles are high on the pupils' agenda. Their insistence on healthy snacks and lunches and enthusiasm for physical activity has contributed well to the achievement of the Healthy Schools award. Pupils take on many responsibilities which help prepare them for the future. They help the school operate smoothly; for example, older pupils are play leaders and also serve lunches to their table in the dining room. Pupils help out with church activities and involve themselves in charity fund raising. A very popular and successful event is the annual Finningley Ball held in the school grounds. It calls on the collaborative efforts of pupils, staff and the local community.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning, though satisfactory overall, is variable in quality and results in pupils' uneven progress from year to year. Most lessons move at a lively pace and learning is fun - occasionally lessons move on too fast and pupils find it hard to keep up. Praise is linked to achievement so pupils get a sense of satisfaction from their endeavours. At the end of the best lessons pupils are encouraged to review their work critically. Sometimes the work pupils are asked to do at Key Stage 1 is not matched well to their needs and more able pupils are not challenged enough. This is because assessment is not securely embedded in the school's practice so that all pupils, including those who join the school after term has started, make faster progress. The marking of completed work is inadequate. It does not link enough to assessment or provide sufficient encouragement and guidance about how pupils can improve. The teaching and learning of pupils with learning difficulties and/or disabilities are satisfactory.

Curriculum and other activities

Grade: 3

The curriculum meets pupils' needs and the statutory requirements. New systems for planning which promote more purposeful links between subjects are enabling pupils to practise basic skills more widely. They have yet to impact on overall achievement. Literacy and numeracy have a satisfactory focus and are enhanced by support given to groups to boost their basic skills. Provision for pupils who have learning difficulties and/or disabilities is satisfactory. The Reception class curriculum is satisfactory rather than better as judged by the school because it is somewhat skewed to Year 1. Sound progress has been made in establishing the curriculum for personal health and social education. Class discussion and guidance from external groups, such as 'Crucial Crew', raise pupils' awareness of potential dangers outside school and of the importance of secure, trusting relationships. A good programme of visits and visitors provides valuable first hand experiences that enrich learning. An increasing range of clubs after school helps nurture pupils' varying skills and interests.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Parents appreciate the family nature of the school which has a 'happy and welcoming feel to it'. Health and safety is satisfactory in the main. Child protection requirements are in place and constructive links with outside agencies enable the school to offer support to pupils who may encounter emotional difficulties. The individual programmes of work for pupils with learning difficulties and/or disabilities are satisfactory overall. Some variations in quality come about because not all programmes are checked initially. Recent hard work to establish effective systems for tracking achievement and setting challenging targets are beginning to pay dividends, particularly at the end of Key Stage 2.

Leadership and management

Grade: 3

The newly appointed headteacher has accomplished much in a short time. As a parent explained 'The headteacher has earned the respect of parents and pupils alike.' The school's self-evaluation is open and honest and mostly accurate. A clear direction and good sense of urgency to improve standards is established and this takes good account of pupils' personal development including their outstanding behaviour. As the deputy headteacher pointed out this has brought about a 'freshness' and overall willingness from staff to face new challenges. The underpinning management structures to support improvement are developing soundly, such as the arrangements to track pupils' progress: outcomes have yet to be seen in accelerated achievement overall. These will take time to implement fully but the performance of pupils and the quality of teaching are already being regularly checked and evaluated. Strategies are being sensitively and carefully put in place to promote improvement. Newly qualified staff are mentored well. Senior and middle managers are beginning to take on more responsibility but

have some way to go to contribute fully to improving achievement. Links with outside agencies are satisfactory and those with the local authority are good. The governing body is supportive and provides satisfactory challenge to the school. It is well led and has a grasp of what the school needs to do to move forward. There is a satisfactory capacity to improve.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and polite and for your help during the inspection.

These are the things that we find to be good about your school.

- Your behaviour is excellent, you attend regularly and enjoy school.
- Your parents are glad they chose this school for you.
- The school helps you keep healthy.
- Your headteacher has good ideas about how to make things better.

These are the things to improve on.

- For lessons to be more challenging at Years 1 and 2 so that everyone works as hard as they can.
- To make all teaching and learning the best it can be.
- For teachers to better understand the levels of work you can do and to mark your work so that you know how well you are doing and what to do next to improve.
- For all staff to continue to work together to introduce the headteacher's new ideas.

You can help by working hard and enjoying school.