



# Canon Popham Church of England (VA) Primary and Nursery School

## Inspection Report

**Unique Reference Number** 106768  
**LEA** Doncaster  
**Inspection number** 277627  
**Inspection dates** 17 May 2006 to 18 May 2006  
**Reporting inspector** Mr Bill Keast CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Balk
<b>School category</b>	Voluntary aided		Edenthorpe
<b>Age range of pupils</b>	3 to 11		Doncaster, South
			Yorkshire DN3 2PP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 884465
<b>Number on roll</b>	253	<b>Fax number</b>	01302 890623
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev J Martin
<b>Date of previous inspection</b>	15 January 2001	<b>Headteacher</b>	Mrs Vicki Stinson

Age group	Inspection dates	Inspection number
3 to 11	17 May 2006 - 18 May 2006	277627

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This average sized school is situated in the village of Edenthorpe on the outskirts of Doncaster. The Nursery is in a separate building but plans are well advanced for relocation on to the main school site. The church and its school were built as a unit. Pupils come from a wide area where, overall, social and economic factors are slightly above average. The proportion of pupils entitled to a free school meal is below average. Very few pupils come from minority ethnic backgrounds. A smaller than average proportion of pupils has identified learning difficulties and/or disabilities, although the proportion with a formal statement of special educational need is a little higher than average. Within the last 12 months, both a new headteacher and deputy headteacher have been appointed. A vacancy and long term absence within the senior staff have been resolved.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's own evaluation that this is an effective school. It provides good value for money. Pupils' standards are above average and they achieve well. This results from well-planned teaching as teachers and support staff work closely together to meet the wide range of pupils' needs. Pupils' progress towards appropriately challenging targets is now being monitored closely and effective additional support given. Their involvement in evaluating their own learning is uneven across the school. Pupils enjoy coming to school; they feel safe, behave well and work hard. Their relationships with each other and with adults are very good. As a consequence their personal development is good. The school cares for and supports its pupils well. Strong links with other schools and agencies support pupils' well-being effectively. A satisfactory curriculum, enhanced well by other activities and visits, meets statutory requirements. However, the school recognises the need to link curriculum areas so that pupils see that work in one subject supports learning in another. The Foundation Stage is effective despite the major disadvantage of it operating on two sites some distance apart. Standards are above average and children achieve well as the staff team strongly promotes good behaviour, safety and health awareness. School leadership and management are satisfactory. The leadership of the new headteacher and deputy headteacher is strong and is beginning to enable subject leaders to develop their leadership role. Self-evaluation is accurate but there has not yet been enough time for the actions taken to show their effect. Satisfactory improvement of issues identified by the last inspection and the already apparent impact of some recent initiatives show the school has the capacity to improve further.

### What the school should do to improve further

- Help pupils understand what they need to learn so that they are more consistently involved in their own target setting and evaluation of their learning.
- Link curriculum areas so that pupils see how work in one subject supports learning in another.
- Develop the leadership role of subject leaders and other middle managers.

## Achievement and standards

### Grade: 2

Pupils' standards are above average and they achieve well. Standards on entry to the Nursery and at the end of the Foundation Stage are both above average. Results in the Year 6 national tests have been significantly above average for the last five years. The school trend is in line with the national trend. Results in science, mathematics and English in 2005 were all significantly above average, although those in English were significantly lower than in the previous two years. In science, a significantly higher than average proportion of pupils reached above the average expected levels. The school met its targets for the proportion of pupils reaching average levels, but not for the proportion reaching higher levels. These targets provided appropriate challenges.

Pupils make good progress by the end of Year 6 from their standards at the beginning of Year 3, although progress in 2005 was slower than in the two previous years. Pupils make similar progress regardless of gender, earlier attainment or learning difficulty. The majority of pupils are currently reaching their appropriate year-on-year targets. Results at the end of Year 2 have also been significantly above average for the last five years. In 2005, this was sustained by the mathematics results, as those in reading and writing were broadly average. The comparatively lower standards in English in 2005 in both key stages has been recognised and action taken to improve them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. The provision of a quiet corner in the church, giving pupils opportunities for reflection, was suggested by the very active school council. A strong Christian ethos pervades the school and supports a strong feeling of community. Pupils mature and grow in confidence as they move through the school because they are valued and respected. They enjoy coming to school, as shown by their good attendance, and they enthusiastically join in the wide range of activities. As one child said, 'This is a nice place to be'. Children make great strides in the Foundation Stage to develop their confidence, independence and self-esteem. Pupils behave well. Their positive attitudes in lessons enable them to achieve well and they are proud of their work. They learn very well about healthy lifestyles. Pupils say they feel safe and the fact that the 'worry box' is rarely used supports their view that there is no bullying in school. School council members take their responsibilities seriously. They talk enthusiastically about contributions to local and national charities and the ingenious ways they have raised money. Pupils develop good basic skills that will contribute to their future economic well-being. The development of other workplace skills, for example, working as a team, is no more than satisfactory because opportunities to develop these are relatively limited.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, with examples of good practice seen in all stages. This is an improvement from the previous inspection. Teachers and teaching assistants work together closely and effectively. Lessons are carefully planned to meet the needs of all pupils, particularly those who find learning difficult. Individual education plans are also used effectively to support the pupils who have special gifts or talents. New initiatives, for example, to raise literacy standards, are having a positive impact. An increasing emphasis on developing pupils' thinking skills is helped by the good rapport that exists between teachers and their pupils. Pupils have the confidence to 'be wrong' in their answers as they develop their understanding. The emphasis on teacher led learning is gradually being reduced. In the best lessons, pupils are taking more responsibility for devising their own investigations, working independently and

checking their work for improvements. Marking is accurate and often gives helpful guidance on how to improve. However, the extent to which pupils are involved in establishing their targets and checking how well they are doing is uneven across the school. This represents a relative weakness which inhibits learning. Older pupils particularly benefit from the knowledge and experience of specialist teachers in French and Spanish.

## **Curriculum and other activities**

### **Grade: 3**

The school's curriculum is satisfactory. All statutory requirements are met. The curriculum of the Nursery is particularly strong, with a good balance of directed and free-choice activities. Consequently, children develop very good independent work habits. Work in the infant and junior classes is separated much more into different subjects and a strong emphasis is placed on literacy, numeracy and science. However, the limited scope of information and communication technology adversely affects standards in this and other subjects such as literacy that depend on its use. The school recognises the need to link curriculum areas together so that pupils see how work in one subject contributes to learning in another. Weeks devoted to a single theme, such as the building of the Foundation Unit, have been planned to promote such an approach. Education for personal and social development and for citizenship is well organised and promotes healthy and safe lifestyles. Well attended activities, particularly sporting and artistic, offered by out of school clubs enhance the curriculum. A good range of educational visits, including an activity centre and a residential opportunity, supports pupils' learning and personal development.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support of pupils are good. The school provides a secure, safe environment where pupils are valued as individuals. Child protection procedures are in place and working effectively. Careful attention is given to health and safety. Staff work well as a team to ensure that good communications about pupils' progress and welfare are maintained. Children having concerns routinely express these to an identified buddy or adult. However, there is no formal monitoring of pupils' personal development. For some, this reduces their potential for growth as individuals. Vulnerable pupils, and those who find learning difficult, are identified and supported consistently well. Good systems inform supply teachers of pupils' particular educational or medical needs. Healthy and safe lifestyles are well promoted. Pupils are encouraged to improve their performance through sharing with them their academic targets. However, there are inconsistencies from class to class in the degree of involvement of the learners. Older pupils are prepared well for their secondary schooling.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. Staffing at a senior level has been unstable for a significant period, but has now stabilised. The commitment and hard work of other staff have minimised the impact of this upheaval on pupils' learning. The new headteacher and deputy headteacher are providing good leadership. Subject leaders, while managing their subjects, have made too little contribution to leadership within the school. The new headteacher has already taken action which has helped subject leaders to better understand their responsibilities. She is providing the time and opportunity for them to develop their leadership role.

School self-evaluation is accurate and has clearly identified the issues to be tackled. Action has been planned but there has not been sufficient time to evaluate its effectiveness. The views of parents, pupils and staff are sought and inform school planning. Although all are told the outcomes of these consultations, parents are not always sure of the impact of their views. This year, a weekly newsletter has been introduced. New assessment and monitoring procedures identify effectively those pupils who are not making expected progress and confirm the success of focused support. The close link between church and school makes an important contribution to the well-being of both the pupils and their families. Satisfactory progress has been made in tackling the issues raised by the previous report. Governors satisfactorily discharge their duties but, as at the time of the last report, they lack the first hand knowledge of the school required to evaluate the effectiveness of their actions. The new leadership team has introduced a broad range of initiatives. Although there has not yet been time for all to have had a noticeable effect, some have already made sufficient impact to show the school clearly has the capacity for further improvement.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so helpful and friendly. We would like to share with you what we thought.

You are rightly proud of your school and you spoke about it with much enthusiasm. Your behaviour, both in and out of lessons, was always very good. You care for each other so well. It was a pleasure to speak to your school councillors and hear of their achievements and plans for the future. We enjoyed seeing lessons and looking at your books, which did you credit. We think you are well taught and that your teachers and other staff care for you well. We particularly enjoyed visiting the Nursery and feel that it will be a wonderful addition to your school when the new Early Years Unit is built. We were very impressed by the hard work of your school staff to promote Christian values, safe habits and health awareness. Your new headteacher and her deputy have many good ideas to make your school even better, for example, in developing your thinking skills.

We know everyone wants to raise standards still higher and we have suggested three things that we think will help. Firstly, we feel that it is important for you to understand exactly what it is you need to do to improve. This will help you to keep a check on your own progress and to set yourselves even harder challenges. We are confident that you will accept this responsibility and will benefit from it. Secondly, we would like your work in different subjects to be more closely linked together. This will help you, for example, to see how skills learned in numeracy lessons can be applied in science. We think it will make your work more relevant and interesting. Thirdly, we would like teachers who have particular leadership responsibilities, perhaps for a certain subject, to keep a close watch on how well you are working in all the different classes. This will help to ensure that every one of you achieves well as you move through the school.

Best wishes for the future to you all.