

Finningley Church of England Primary School

Inspection report

Unique Reference Number	106759
Local Authority	Doncaster
Inspection number	324461
Inspection dates	4–5 June 2009
Reporting inspector	Derek Pattinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	171
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr A Whitehall
Headteacher	Mr Russell Hall
Date of previous school inspection	28 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Silver Birch Grove Finningley Doncaster South Yorkshire DN9 3EQ

Age group	4–11
Inspection dates	4–5 June 2009
Inspection number	324461

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Age group 4–11

Inspection dates 4–5 June 2009

Inspection number 324461

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average primary school. It serves an area of broadly average economic circumstances. Almost all pupils live in the local area and are White British. The percentage of pupils with learning difficulties and/or disabilities is close to the national average. The proportion of pupils entitled to free school meals is below average. The number of pupils from minority ethnic backgrounds is very small. Children start school in the Reception class in the term in which they become five. Many pupils leave and join the school throughout the year. The school has attained the Basic Skills Quality Mark, the Sportsmark, the Inclusion Charter Mark and has been re-accredited with the Healthy Schools Award since the last inspection. There is an out-of-school club and pre-school on site which are run by private providers and did not form part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'A delightful school where happiness breeds success,' is an apt parental comment about this good school. Its successes and steady improvement since the last inspection owe much to strengths in leadership and management, in pupils' good personal development, in effective teaching and in sensitive care, guidance and support. Most parents think highly of the school and rightly believe that the school is 'one big family' and that their children 'have a good basic education which enables them to become well rounded young citizens'. The headteacher's skilled leadership ensures that systems, arrangements and procedures to help drive up standards are constantly being reviewed and refined. As a result, the school has a good capacity to improve further.

Children enter Reception with skills that are broadly typical for their age. They make good progress as a result of good teaching, effective assessment practices and sensitive support. However, the outdoor area is underused and some internal areas lack excitement to stimulate children's imagination and encourage learning. Pupils achieve well as they move through the school, including those with learning difficulties and/or disabilities because of the consistently good teaching. As a result, standards in English, mathematics and science are above the national average by the end of Year 6. Although the school is taking steps to improve this, pupils' achievement in writing at Key Stage 2 is satisfactory and progress is not as rapid as in the other subjects.

As a result of high quality pastoral care, guidance and support, pupils' personal development, including their spiritual, moral and social development is good. However, pupils' awareness of the different faiths, traditions and cultures that exist in our own and in other countries is underdeveloped.

Pupils thoroughly enjoy school, behave very well and show mature attitudes. The good curriculum is currently undergoing changes to link subjects together in meaningful ways to add relevance and excitement. It meets requirements and is diverse and varied, with the promotion of literacy and numeracy skills across subjects given increasing emphasis. There are strengths in information and communication technology (ICT), which prepare pupils well for their future lives. Secure relationships and effective classroom management underpin good teaching and learning. Teachers are skilled at sharing with pupils what they are required to learn to help boost their performance. Academic guidance is increasingly influential in promoting higher achievement. Assessment procedures are effective because the school constantly checks on what pupils know and understand. Pupils have targets in English and mathematics which gives them ownership of what they must do to improve.

The headteacher has succeeded in establishing an effective climate for sustained improvement. Priorities to help drive up standards further are appropriate and are rigorously pursued. There is good teamwork and no complacency. The school is very successful in promoting the benefits of a healthy lifestyle and pupils feel safe in school. Links with different organisations help pupils to develop important skills and enhance learning. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter Reception with skills and knowledge that are broadly typical. Good induction arrangements ensure that they settle quickly. They have a good start to their education because of good teaching and sensitive care. All welfare requirements are met. Relationships between adults and children are warm and friendly, and as a result, children are happy, feel safe and are keen to learn. Thorough assessment arrangements inform planning and ensure that learning is matched to children's needs. Teaching assistants support children well. There is a good balance between activities led by adults and those chosen by children. As a result of these important strengths, they make good progress from their starting points. Leadership and management are sound. Opportunities for children, especially boys, to develop their writing skills in different contexts are improved and this is starting to pay dividends. However, the outdoor area requires development to ensure it is used fully to extend children's learning. At present, and despite the good progress that children make, parts of the classroom do not provide enough stimulation to help boost their imagination and to encourage learning.

What the school should do to improve further

- Accelerate the progress made by pupils and raise standards in writing in Key Stage 2.
- Improve indoor and outdoor provision in Reception to stimulate children's imagination, to promote their language and to develop their key skills.
- Improve pupils' understanding of different cultures and lifestyles in our country and in other parts of the world.

Achievement and standards

Grade: 2

Achievement is good and standards are above average by the end of Year 6. All pupils, including those with learning difficulties and/or disabilities, make good progress in mathematics, science and reading. In Key Stage 2, pupils' progress is satisfactory in writing. In 2008, from broadly average starting points, pupils in Year 2 performed well in the teacher assessments, reaching above average standards overall in reading, writing and mathematics. Standards overall in Key Stage 2 have been consistently above average for five years. In the Year 6, 2008 national tests standards in English and mathematics were well above average. In science, all pupils reached the expected level and standards were above national levels. Achievement in English is improving because of the attention now being given to improving pupils' writing, although there is still much to be done. Tracking information indicates that standards are likely to fall slightly this year in English and mathematics. However, pupils' achievement remains good from their starting points. Challenging targets to boost pupils' performance are set and often achieved.

Personal development and well-being

Grade: 2

Pupils' confidence and self-esteem blossom because their achievements are valued, celebrated and rewarded. They are cheerful and happy and their behaviour is excellent. They say bullying is rare and they know who to turn to if they have a problem. Their knowledge and understanding of what it means to live a healthy lifestyle is excellent and many pupils take part in the wide variety of sporting activities on offer. Pupils make a good contribution to the school and local community. The school council gives pupils a voice in school life. Members are proud of the

part they played in developing the allotment and wildlife areas. The family service at lunchtime makes a significant impact on developing pupils' social skills. Attendance is broadly average and continues to be affected by a few parents who persist in taking holidays in term time, which adversely affects their child's achievement. Pupils' knowledge and understanding of other cultures is not yet given enough emphasis to help pupils appreciate diversity in the wider world. However, the many opportunities for teamwork, together with the good progress pupils make in the development of important key skills, prepare pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Trusting and respectful relationships and the effective management of pupils are good features of all lessons. Teachers are skilled at sharing with pupils what they will be learning and in helping them to assess their own work. Teachers provide much encouragement and praise to maintain pupils' interest and involvement. They have high expectations and plan and organise lessons carefully, to help ensure that pupils make good progress. Pupils who find learning difficult receive good quality support from teaching assistants, enabling them to make good progress. Teachers try hard to bring learning alive, for example, Year 1 pupils acted out scenes from the seaside and Year 5 pupils measured the height of trees using clinometers they had made. In the best lessons, pupils are involved in investigative approaches and questions are used well to develop understanding and provoke thought, such as in a Year 6 lesson on data handling. Occasionally, activities undertaken by pupils are not carefully enough matched to their precise needs and the pace is not brisk enough to enable them to make best possible progress.

Curriculum and other activities

Grade: 2

The curriculum contains all that it should and provides a wide range of opportunities for pupils to develop knowledge, skills and understanding. Links between subjects are developing well to help bring learning alive. For example, in the Year 6 topic on 'Australia' pupils enjoyed the way in which literacy, history, geography and art were incorporated. ICT has a high profile, and writing is increasingly promoted through other subjects to help boost performance. Pupils' personal, social and health education is strongly promoted, which makes a significant impact on pupils' good relationships and their excellent behaviour. Special themes such as the Indian week add enjoyment and are starting to extend pupils' understanding of the customs and traditions of other groups. The curriculum is enhanced by a good range of clubs, such as, sport, cheerleading and balloon modelling. Visitors to the school and school visits, for example, as the residential visit to Robinwood, help to enrich pupils' experiences and broaden their horizons.

Care, guidance and support

Grade: 2

The school provides a safe and secure environment because there is a strong commitment by all adults to ensure pupils' health, safety and welfare. Child protection, health and safety arrangements and systems for safeguarding pupils and recruiting staff all meet requirements. The school does all it can to encourage good attendance. Parents overwhelmingly support the school, believing it to be 'very friendly' although a very small number express concerns about

the provision for pupils with learning difficulties and/or disabilities. However, the inspection finds that the provision for these pupils is good. For example, individual education plans are 'child friendly' and teaching assistants play a major part in helping to ensure that their individual needs are met. Academic guidance is given strong emphasis. Pupils have targets in writing and mathematics to help them learn more quickly. Teachers' marking of pupils' writing provides helpful hints about what they need to do to improve. However, their marking in other subjects is not yet as effective in helping pupils to improve their work. Nevertheless, pupils are increasingly discussing their work with one another and with their teachers and acting upon the advice they receive.

Leadership and management

Grade: 2

The school benefits from the good leadership of the headteacher, ably supported by the deputy headteacher. A clear steer is given to the school, which has led to good improvement since the last inspection. The school has an accurate view of its performance and a clear agenda for improvement. All staff have ownership of the school's vision and a good team spirit is evident. Subject leaders increasingly know what works well and what needs doing. As a result, priorities for development, for example, to improve pupils' writing, are the right ones to help the school move forward. The school's work is very effectively monitored and this informs its strategic planning well. For example, the quality of teaching is regularly checked and feedback given to help teachers improve. The rigorous tracking system enables staff to check on how well pupils are doing. Information gained from data analysis is used to set challenging targets to help raise achievement. The school is a cohesive community with local links being especially strong, but with links to the wider world in their early stages. Leaders ensure that equal opportunities are promoted well by seeking to ensure that pupils get the help they need. Governors work in close partnership with the school. They are supportive and challenging and know what the school needs to do to improve.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Finningley Church of England Primary School, Doncaster, DN9 3EQ

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you!

- Everyone is very friendly and the staff take good care of you so that you feel safe and happy.
- Your teachers organise visits, visitors, different clubs and exciting events to help make your learning more interesting.
- Nearly all of you work hard and behave very well.
- You know a lot about the importance of staying healthy.
- Your headteacher runs the school well and all staff work hard to give you a good education.
- Your teachers often check carefully on how you are doing so that they can give you extra help if you are falling behind.
- Most of you make good progress in English, mathematics and science.

I have suggested three things that your headteacher and teachers should do to make your school even better.

- To give you more help in improving your writing, especially those in Key Stage 2.
- Improve the inside and outside areas for Reception children so that they can learn more.
- Help you to understand more about the different cultures and lifestyles of people in our country and in other parts of the world.

Thank you for being so helpful when we visited your school. It was really good to find that you are happy and doing well.