

# INSPECTION REPORT

## **DRONFIELD STONELOW JUNIOR SCHOOL**

Dronfield, Sheffield.

LEA area: Derbyshire

Unique reference number: 112698

Headteacher: Mr Clive Raybould

Reporting inspector: Mrs J. M. Dickins

6752

Dates of inspection: 26<sup>th</sup> – 27<sup>th</sup> November 2001

Inspection number: 195122

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Stonelow Road Dronfield Sheffield
Postcode:	S18 2EP
Telephone number:	01246 414370
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Appropriate authority:	The Governing Body
Name of chair of governors:	Michael Green
Date of previous inspection:	9 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Dronfield Stonelow Junior School has 159 pupils on roll, 71 boys, and 88 girls. The school is one of 4 junior schools, which serve the community of Dronfield just south of Sheffield. Pupils come from a mix of private and rented housing and most transfer from the two nearby infant schools. All but 2 pupils are of white United Kingdom heritage. Pupils entitled to free school meals number thirteen, approximately 8.2 per cent, which is below the national average. Twenty-two pupils are on the school's register of special educational need, a figure below the national average for all primary schools. The proportion of pupils with statements of special educational need is broadly in line with the national picture. Attainment on entry to the school is broadly average. Few pupils enter and leave the school at times other than the usual beginning and leaving points. The headteacher has been in post for over ten years and the pupils benefit from a very stable staffing position.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Pupils enter with levels of attainment which are broadly average, and leave at age eleven with standards that are well above average in English and science, and above average in mathematics. Pupils' good progress is because of good teaching, an excellent curriculum and strong leadership and management. Given the standards achieved and the progress made set against broadly average costs per pupil, the school provides good value for money.

#### **What the school does well**

- Enables its pupils aged 11 to attain standards which are well above average in English and science above average in mathematics and all other subjects inspected;
- Good teaching ensures all pupils make good progress in their learning;
- Provides effective levels of leadership and management which ensure the work of the school has pace, purpose and direction;
- Fosters the personal development of all pupils very well through an excellent curriculum. Attitudes to work and relationships between staff and pupils are excellent; behaviour is very good;
- Provides very good support for pupils with special educational needs which enables these pupils to reach the targets set for them.

#### **What could be improved**

- The use of the very good analysis of test results to raise standards in mathematics, even higher;
- Systems to track pupil progress so that the school can more clearly demonstrate the added value it provides.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the previous inspection in 1997. All the key issues raised then have been successfully addressed. Governors are now more closely involved in the strategic management of the school. Whole-school development planning, including financial planning, has improved; more effective systems are in place to monitor and evaluate the work of the school. Subject leaders carry out rigorous analysis of test results but still need more time to work alongside their colleagues. The assessment and reporting of pupils' work is of a high standard and information is used well in planning the next stages of learning. The quality of teaching has improved and is now good overall with about 40 per cent very good. With sustained good leadership and management, the school is in a favourable position to make further improvements in the future.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	A*	A	B	B
Science	A	A	B	B

**Key**

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

Similar schools are those with between 8 per cent and 20 per cent of their pupils entitled to free school meals. The Year 2001 national tests confirmed standards are well above average in English and above average in mathematics and science for pupils aged 11. When a comparison is made to pupils with similar backgrounds, standards are well above average in English, and above average in mathematics and science. Inspectors found that work seen in pupils' books and in lessons confirmed these standards in English and mathematics. Inspectors judged that standards in science are now well above average. These good standards in English mathematics and science are the result of consistently good progress from the age of seven onwards.

Pupils also reach above average standards in all other subjects inspected. These include music, history, geography and religious education. Evidence from work on display, in pupils' books and folders and photo albums indicates standards are above average in information and communication technology (ICT), art and design and design and technology.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils like coming to school – they enjoy their lessons and work hard. Stonelow is their preferred school.
Behaviour, in and out of classrooms	Very good in all areas of the school. The school expects all pupils to show tolerance to others and they do so very well.
Personal development and relationships	Excellent and a significant strength of the school, leading to very good levels of learning in classrooms. The school actively promotes positive images of the many diverse groups and cultures who live in Britain.
Attendance	Similar to the rate at most primary schools. However, there are too many instances of pupils taking holidays during term time.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good overall. About 40 per cent of teaching was very good, 40 per cent good and the rest satisfactory. There was no unsatisfactory teaching. Good teaching is leading to high levels of learning, especially in English, mathematics, and science. Basic skills in these subjects are very well taught. Staff in Year 3 ensure that pupils make good progress in consolidating their basic skills. This provides a secure basis on which teachers build standards throughout the school. All pupils learn the skills of independent work well in subjects such as science and mathematics as they experiment and investigate effectively. The teaching of ICT skills is good because teachers know how to use ICT work to improve learning across all subjects.

Teachers manage their classes very well so that the pupils learn in a calm and productive atmosphere. Teachers' very good subject knowledge, especially in English, means that opportunities to reinforce, use, and extend literacy skills are capitalised on very effectively in all subjects. The staff are particularly successful at teaching pupils how to be good communicators in both speaking and writing.

Pupils learn a very high level of technical language in all subjects. There are excellent working relationships between pupils and staff in all classrooms. Teachers encourage pupils to be active learners. Pupils take part in the assessment of their own learning and therefore have a good understanding of the learning process and how well they are doing. This enhances learning significantly.

Staff think hard about providing the most appropriate type and level of support for all pupils. Pupils with special educational needs are taught well in all classes and in support groups, with work matched well to their needs. Challenging work is provided for higher attaining pupils, including those identified as gifted or talented.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The pupils benefit from a very well structured, rich and varied curriculum with very good cross-curricular links. Extra-curricular provision including visits and visitors is very good and makes a significant contribution to pupils' personal development.
Provision for pupils with special educational needs	Very good. Early identification and effective liaison with support agencies enables problems to be recognised and tackled professionally and successfully. Support staff and teachers work together very effectively and this improves the quality of learning for all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is excellent and a strength of the school. Pupils learn in a very supportive environment where spiritual, moral, social and cultural, including multi-cultural, provision, is excellent. Pupils are very well-prepared for life as citizens in a multi-cultural society.
How well the school cares for its pupils	Good. The school cares for its pupils well. Their welfare and best interests are at the heart of the school. Staff need to check registers are totalled daily. Monitoring to follow up any unexplained absences is thorough.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and subject leaders, particularly those for English and mathematics, share a clear vision of how to move the school forward. All staff are committed to raising standards across the whole school. Target setting is being used by the headteacher to focus planning and teaching more closely on the need to maintain and improve standards.
How well the governors fulfill their responsibilities	Good. Governors are conscious of the school's strengths and areas for development and support management in working towards this. They fulfill their statutory responsibilities well. Governors fully understand the need to challenge, compete, compare, and consult as they move the school forward.
The school's evaluation of its performance	Good. This is now taking shape well. Through monitoring and evaluation, realistic targets and strategies for improvement have been set. The school could make better use of the strengths and weaknesses that have been identified in mathematics through its rigorous analysis of pupils' test results.
The strategic use of resources	Very good overall, although the new ICT suite is not yet up to its full potential. Pupils' learning is enhanced by the very good use of resources throughout the school in all subject areas.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like coming to school and they make good progress.</li><li>• The school expects children to work hard and succeed.</li><li>• Standards and progress are good.</li><li>• Teaching is good.</li><li>• The school is very well led and managed.</li><li>• The many activities outside the classroom are interesting and help children learn.</li></ul>	<ul style="list-style-type: none"><li>• Insufficient homework.</li></ul>

Inspectors endorse the positive comments of parents.

Homework tasks were scrutinised by inspectors and found similar to those at other primary schools. A strength is the requirement that pupils work on their plans for extended written work as homework. This undoubtedly improves the quality of the results. Inspectors therefore are unable to support parents on this issue.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school enables its pupils aged 11 to attain standards which are well above average in English and science above average in mathematics and all other subjects inspected.**

1. National curriculum test results 2001 for pupils aged eleven show well above average standards in English and above average standards in mathematics and science. Inspectors examined pupils' work and confirm these standards in English and mathematics, but also judged that standards had risen in science and are now well above average. Results in national tests in mathematics and science peaked in 1999 but standards in English have continued to rise at the same rate as results nationally. Overall test results since 1999 have fallen slightly, but are still good when compared nationally and to those achieved by pupils at similar schools. Results have improved, particularly in English since the school had its last inspection in 1997. The main reason why English has been such a success is that, unlike in, many schools teachers at Stonelow know how to teach pupils to become effective writers.

2. As pupils enter their final year in school, standards in literacy are already above average. Pupils communicate both orally and in writing very well. A very good example of cross-curricular and multi-cultural communication was seen when Year 6 pupils responded thoughtfully to an excellent presentation about Islam. In their questions pupils demonstrated very good recall of a visit to a mosque and used their prior knowledge to frame challenging and thoughtful questions. In a Year 5 extended writing session pupils wrote highly creative stories, which showed good understanding of character, plot, setting and atmosphere. Pupils are well read and this influences the style and content of their written work. 'Under Milk Wood' had clearly influenced the language used by one pupil who wrote about the 'crow-black cat'. The pupil also sustained the lyrical rhythm of the passage well. Another pupil wrote a poem in which they likened the sea to an 'angry dog biting at the cliffs'. They used this imagery well throughout the poem. One reason why the quality of written work is so impressive is the amount of progress made by pupils from Year 3 to Year 6. Some pupils in Year 3 already write well but an examination of their books quickly indicates that most pupils are making good progress from a broadly average start.

3. Pupils read well. Many are avid readers and standards are well above average across the whole school. They are able to extract information from the text accurately and most explain the differences between fact and opinion convincingly. Pupils speak out confidently and clearly when explaining answers across a range of subjects. They develop a very good understanding of technical vocabulary in all subjects, which they use effectively when speaking and recording their work.

4. In mathematics, standards are above average. Pupils have a good understanding of mental arithmetic. They calculate accurately and fast, readily identifying square roots such as 144 and 49, while being able to recognise that an odd number such as 51 is divisible by 3, explaining how and why. In written work, pupils have a very good grasp of fractions and decimals. Pupils in Year 6 explore the properties of angles and understand how and why the angles of a triangle make a straight line. In a Year 4 lesson pupils rolled, dice 50 times to collect data and presented their findings on a graph. They were familiar with the different axis and some pupils knew immediately what scale to use to present their results. Additional questioning could have challenged pupils further to consider issues of probability.

5. In science, standards are generally well above average and are showing signs of improvement since the 2001 national test results. For example, in Year 6, pupils have learnt about magnetism, friction, and the refraction of light. The work is very detailed and neatly

presented. Higher attaining pupils in particular are dealing with demanding concepts well. The principles of refraction are well understood and explained. The work of historical and present day scientists such as Sir Isaac Newton and a scientist from Sheffield University are explored so that pupils are developing a very positive image of scientific work. All pupils understand and explain the conditions of a fair test readily. Pupils' knowledge and understanding and their use of technical language are very good. The subject makes very good use of visits and visitors to stimulate pupils' enthusiasm and their learning is clearly fun.

6. Art and design, history and geography work on display throughout the school shows pupils achieving above average standards for their age. Following a visit to Abbeydale Industrial Hamlet, Sheffield pupils have recorded how life has changed over the years. They show a good understanding of the lives of the Victorians and how technology impacts on daily life. A residential visit to North Wales and to a nearby wood enabled pupils to work together, gather information about the environment and consider man's impact on his surrounding. These visits also proved a stimulus for drawing and painting and the results are to be seen around the school. In history, lessons on the Ancient Egyptians have, stimulated much work of high quality. In design and technology, pupils explored the different properties of biscuits, carried out surveys, and trials, modifying their recipes before arriving at the best solution. ICT is used confidently by pupils to undertake research, handle data, design and present illustrations and text, model different outcomes, and control the lighting and security systems in a house. In music, standards are also above average. In assemblies, the quality of singing is good. Diction is clear, rhythm is sustained well, and pupils are able to control their voices paying great attention to dynamics. In lessons, pupils acquire knowledge avidly, and sing a harmonic two-part song with appropriate variation of sound level. Pupils know and understand a wide range of technical language, being able to explain in detail the dynamics of sound, crescendo, harmonics and discord. Many pupils are learning to play musical instruments and are confident and accomplished performers in assemblies and at school concerts.

### **Good teaching ensures all pupils make good progress in their learning.**

7. Teaching is good throughout the school. All teaching observed was judged to be satisfactory or better, with 40 per cent being very good. Examination of work in the pupils' books and folders and on display around the school confirms that much of the teaching and learning over time is very good. Teachers are very aware of the need to challenge their pupils throughout the school. Good lessons in literacy and numeracy for pupils in Year 3 ensure that basic skills in these areas are consolidated and extended. Pupils make good progress in learning how to improve their written work and in their mathematical knowledge, understanding and recording. Pupils are encouraged constantly to explain why and how they find the answer to mental mathematical problems. They are given many opportunities to increase their vocabulary and use of specialist terms in different subjects.

8. Because teachers in this school are confident and experienced the level of their planning is sufficient to ensure consistently good teaching. The school is aware planning is not sufficiently detailed to support new or less experienced teachers and has a well-established system of mentor support which it employs when new teachers join the staff. In this way the school makes sure that its preferred methods and high expectations are quickly adopted by new staff members. Occasionally, where subject knowledge is less good, teaching was seen to drift away from the main purpose of the lesson. More detailed planning would have helped the teacher stay on track. Overall, teachers are very thoughtful about the provision they make for pupils of different ability and, in particular, use the skills of the support staff very effectively.

9. Clear objectives for learning are displayed so that the pupils are aware of what they need to aim for in the lesson. In the best lessons teachers review pupils' learning as a consolidation exercise very effectively towards the end of each lesson beginning, for example, with "What have we learnt today that is new?" Pupils respond very well and rattle off a list of new ideas or concepts without difficulty. For example, in a Year 6 mathematics lesson, pupils were quite clear about what they had learned about the properties of angles during the session. This clarity of purpose and review often leads to very good learning in lessons and very good progress over time.

10. Teachers match the work very well to the different needs of pupils. Challenges are equally high across the years. In their questioning, teachers ensure that what they ask the individual pupil is at the right level for them. Pupils become more motivated as they begin to succeed. In a Year 3, English lesson the teacher very skillfully built the pupils' knowledge and understanding incrementally. She did not allow the fact that this class contains some pupils who require very skillful management to distract her from the task and the poetry produced by the pupils at the end of the lesson was of a good standard. Teachers make very good use of pupils' contributions to lessons. Teachers constantly praise correct answers and good work leading to greater motivation by pupils. All staff have excellent relationships with their pupils. Pupils respond very well to humour, which enables learning to be fun. Creativity is encouraged and developed well, for example, when Year 5 wrote about 'The Midnight Cat' pupils had the confidence to make an individual response to the task. There are several reasons why teachers are so successful in teaching pupils to write well. They build pupils' skills and knowledge about writing incrementally and give them time to plan and prepare to write. The effective use of samples of pupils' own work for whole class analysis and peer review is one major reason why pupils' written work is very good. Teachers manage their classes very well, and pupils show respect for each other and the staff. There is very good emphasis on using correct language, stemming from teachers' very good levels of subject expertise, especially in literacy, numeracy, science, art and design and music.

11. All pupils do well at this school. The percentages of pupils achieving level 5 is well above the national average in each of the core subjects and is particularly high in English. The school works hard to make sure each pupil achieves their potential and in the recent past pupils have gained level 6 in mathematics. Pupils with special educational needs are supported well in classrooms. Work appropriate to their targets is set, and additional support from the learning support staff is very effective in helping these pupils cope and make very good progress.

**The school provides effective levels of leadership and management which ensures the work of the school has pace, purpose and direction.**

12. The leadership and management in the school are good. The leadership of the headteacher is very good. Many parents stated they had chosen the school because of the leadership of the headteacher. Parents have confidence in the school because the headteacher and staff are very open and approachable. As one parent said, "They are not afraid to let us in to see what's going on".

13. The headteacher, staff, and governors work very closely together and share a vision of where the school is going and what they want to achieve. Everyone connected with the school works hard in the best interests of the pupils. The work of the school is guided effectively by a very good development plan. This plan prioritises areas for development well; it highlights strengths and areas for improvement. Costs are included wherever known, so that budgetary issues and finances are under constant scrutiny. For many years, the school has had minimal funds at its disposal. More recently small surpluses have been invested in increasing the amount of support staff available. This has been a very good investment as the quality of support is very high. Where this support is available in lessons,

the usual result is that all pupils make very good progress. Governors work closely with the management to ensure that the school gets good value for money when spending decisions are taken and they understand the need to consult, compare, challenge and compete to ensure the continued success of the school.

14. All the issues raised in the previous inspection report have been successfully addressed. The governing body work hard through a committee structure to support the work of the school. Strengths and areas for improvement are clear to governors. Financial planning supports developments well, and governors are regular visitors to school. Working closely and well with management, governors have taken on an effective role in helping to shape the future of the school. The headteacher has delegated effectively where he is able and the leadership provided in English and mathematics is very good. The area of ICT development is a recent successful initiative and the school is well equipped to consolidate and expand teaching and learning in this area.

15. There is a shared commitment to raise standards. The headteacher and staff are aware of fluctuations in results in national tests year on year and very good analysis of results is revealing relative weaknesses and significant strengths particularly in mathematics. The next step is to ensure these findings bring about necessary changes in some aspects of teaching and learning. The effectiveness of leadership and management is a significant strength of the school in ensuring that pupils continue to make good progress and that the above average standards are sustained.

**The school fosters the personal development of all pupils very well through an excellent curriculum. Attitudes to work and relationships between staff and pupils are excellent; behaviour is very good.**

16. The socially inclusive nature of the school ensures it provides a very positive environment in which all pupils can learn well. Displays covering all aspects of the curriculum, but with a strong emphasis on very good written work and art and design work, declare what the school is about – a place where achievement is celebrated and of which pupils can be proud. The school believes that the development of the whole child is at the core of its work and this underpins its work and decision making processes. The headteacher and staff know that because the school is almost entirely monocultural they need to ensure pupils have good opportunities to learn about, understand and respect the values and beliefs of others. The school makes full use of the rich opportunities for pupils to experience at first hand the diverse cultures and lifestyle available in nearby Sheffield. Consequently, pupils are knowledgeable, tolerant and well on their way to becoming socially responsible citizens.

17. The school is committed to raising standards and to providing a positive learning environment for its pupils. Because the curriculum is well planned and cross-curricular links well thought out teachers are able to make the best possible use of time. Staff have sufficient time to provide rich learning experiences across all subjects while at the same time reinforcing basic skills effectively. In addition, all connected with the school believe that it is vital that pupils experience a rich and varied curriculum in which all subjects including the arts, drama and music play a full part. Finally, staff make sure pupils contribute to their own learning by listening to them, respecting their contributions and building on their confidence and self-esteem.

18. Pupils come to school eager to succeed and work hard, and the school fosters these positive attitudes very well. Teachers value the contributions of all pupils when question and answer sessions are in progress. Pupils are given plenty of time in lessons to debate with their peers and to work independently, fostering a good degree of personal development as pupils take some responsibility in a mature manner for their learning. In Year 5/6 pupils

worked cooperatively in small groups to create a series of tableaux to illustrate the journey to the underworld taken by the Ancient Egyptians. Pupils are encouraged to evaluate their own and each other's performance. This was seen to work well in Year 4 in English when pupils made constructive comments about written work or design and technology projects. Discussion with Year 6 pupils indicated they had a very good understanding of how well they are doing and what they need to do to improve their work. Pupils in all lessons were clear about what they were learning and how best to succeed.

19. When working on their own, in lessons, and throughout the school, pupils behave very well. A very good tone for the day is set in the morning with 'starter work'. All pupils know what is expected of them and begin to work immediately on entry to the classroom. They conduct themselves in an orderly and civilised manner in and out of the hall for assemblies and drama. Staff provide very good role models at all times. Parents made it clear they had no concerns over behaviour and most had chosen the school because of its reputation for good discipline. Pupils are sensible, well mannered, courteous, and polite. They speak to adults with confidence and they are forthright in their answers. This very much reflects the way in which staff speak to pupils. Respect is obviously mutual. Staff know pupils very well and respond to them as individuals this ensures each and every pupil feels valued and their self-esteem is high. At breaktime 'goldtops' (selected pupils) are available to support others and the School Council provides pupils with a more formal voice in school life. Overall, behaviour is a significant strength of the school in providing a secure backcloth against which to learn.

20. Pupils' personal development is enhanced very effectively throughout the school. A very thoughtful 'candle' assembly takes place weekly and classes take it in turn to nominate people or groups to be remembered in prayers. Personal, social and health education is fully integrated into the curriculum. When the Year 3 lesson timetable indicated science/personal, social and health education that is exactly what happened with each element reinforcing the other well. The staff believe that all pupils should have the opportunity to learn to play a musical instrument and take part in school and public performance. They are prepared to make time to ensure these things happen. Consequently a large percentage of the pupils play instruments and sing in the school choir. All pupils take part in school concerts and pupils have sung in public for the Mayor and at the local theatre. They have also performed with the Northern Ballet. Parents reported that these opportunities greatly helped develop their children's confidence. Pupils' personal development is also enhanced well by the residential experience and the many visits that occur throughout the school. These have been very carefully selected so that they enhance the curriculum in the classroom through first-hand experience. There is a very good range of after-school clubs and activities, which attract large numbers of pupils, furthering their personal and physical development and enhancing classroom learning effectively.

**The school provides very good support for pupils with special educational needs which enables these pupils to reach the targets set for them.**

21. The provision made for pupils with special educational needs is very good because it is a well-planned response to the needs of individuals. The effectiveness of the very good provision owes much to the efficiency with which it is managed, teamwork, and the high calibre of support staff employed.

22. The special needs coordinator understands her role very well, is efficient and well organised so that everyone on the staff knows what is expected of them. She ensures that all documentation is up to date and reviewed regularly. Individual Education Plans are detailed and colour coded which enables the reader to know immediately what stage a pupil is on. There is sometimes some misunderstanding by teachers of what the targets are - some staff interpret them as areas of concern but the special educational needs coordinator

is aware of this and working to make sure all targets are SMART (specific, measurable, achievable, relevant and time-bonded). Reviews happen as they should and the information provided by the school is detailed and specific giving a clear picture of the pupils' strengths, weaknesses and any progress made. Both pupils and parents contribute to reviews and to target setting. Support staff are well managed and deployed to the area of greatest need. For example, recently they have been deployed to work with a small number of pupils with behavioural needs. This strategy is successful in ensuring they improve their ability to listen attentively and learn well. The special needs governor is knowledgeable and familiar with the work as she spends time in school regularly working alongside pupils with special needs.

23. Members of the teaching staff take their responsibilities to all pupils very seriously. They are prepared to give enough time for meetings with support staff to consider very carefully how to support pupils to the best effect. Sometimes this is through the deployment of their own time or that of support staff. At other times, pupils are supported with different work, resources, or time. For example, very good use is made of time at the start of morning and afternoon school to reinforce basic skills in reading and spelling. At other times pupils work in small groups on developing specific skills such as writing or phonic work. Pupils with special needs are fully involved in all class activities. A special chair has been obtained to improve access for one pupil and the careful selection of the group members by the teacher ensured another pupil was able to play a full part in a drama lesson.

24. The school is fortunate in having recruited teaching assistants with a great deal of commitment and enthusiasm for their work. They have a wide range of expertise and experience between them and the school is fully supportive of any new or additional training needs. The very good support they provide is greatly influenced by the most experienced member of the support team, who acts team leader, advising her colleagues and sharing the expertise and resources she has developed. Teaching assistants meet regularly with teachers and so have early warning of the lessons they will be supporting. This enables them to prepare materials and activities for the pupils - often in their own time. Teaching assistants keep very good records and in general can cover each other's work if necessary. They have excellent relationships with pupils and this adds to the quality of their work. Pupils benefit from the attention and support they receive and consequently often make very good progress in lessons.

## **WHAT COULD BE IMPROVED**

### **The use of the very good analysis of test results to raise standards in mathematics even higher.**

25. Results in mathematics are above the national average and the standards achieved by pupils at similar schools. In the recent past pupils have achieved level 6. However, they are not improving year on year and no one at the school is satisfied with the present level of attainment. The headteacher and staff are well aware that improvements in mathematics have not kept pace with those seen nationally. The headteacher and governors compare school results with those achieved by other local schools and are keen to improve the levels achieved, as they know they need to compete for pupils.

26. The school has put in place a number of strategies, including the monitoring of teaching and learning, to identify areas where changes in practice could raise standards. The results of one piece of work in particular have yet to be fully taken on board. The postholder for mathematics has undertaken a rigorous analysis of the results achieved by pupils in the 2001 tests. She has clearly identified the strengths and weaknesses in what pupils know, understand, and can do and compiled a detailed report. The present Year 6 pupils have recently been tested on last year's paper. The analysis of their performance identifies the same strengths and weaknesses in performance. There is a need for a whole

school discussion of these results to identify and put in place changes to teaching and learning to ensure results improve by maintaining strengths and eliminating weaknesses. These changes will then need to be monitored to ensure they are bringing about the desired improvement.

**Systems to track pupil progress so that the staff and governors can more clearly demonstrate and improve the added value it provides.**

27. The headteacher, staff and governors know that the long-term future of Stonelow Junior School depends on being able to continue to attract an appropriate number of new pupils to the school each year. Parents made it clear that they are choosing the school on the basis of its good results and its reputation for good discipline. The headteacher and governors believe very strongly that the school adds value to pupils' standards during their time at the school. The headteacher is keen to identify ways to demonstrate this and to provide intermediate checkpoints so that teachers can be sure each and every pupil is on track to achieve their potential.

28. The headteacher has recently begun to extend and improve the system to identify the value the school adds to pupils' knowledge and understanding. For a number of years the headteacher and Year 3 teacher, have established a baseline for each pupil when they enter the school. Using this well-established system the intention now is to make predictions and set specific targets for each pupil. This will then enable the school to track more closely how well individual pupils do termly and yearly. From this information the headteacher is seeking to establish how, when and why pupils do better, or not as well, as expected. The staff and governors expect then to be in a better position to intervene earlier where necessary to raise attainment and demonstrate how it adds value over time.

29. This work is in the early stages of development and is not yet shared with all staff or the governors. This would be the next step in developing this work so that it can be extended across the school.

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

30. In order to improve further, standards and educational provision, the school with support from its governors should:

- (1) Improve the use of mathematics test results by:
  - whole school discussion of test results to identify and put in place changes to teaching and learning to ensure results improve by maintaining strengths and eliminating weaknesses;
  - monitoring carefully to ensure individual pupils are on track to meet ambitious targets.  
(Paragraphs: 25, 26)
  
- (2) Improve systems to track pupil progress by:
  - using baseline information, to make predictions, and set ambitious targets for all pupils;
  - discussion with all staff and governors so that this work can be developed across the school;
  - monitoring teaching and learning carefully to ensure targets are met and exceeded.  
(Paragraphs: 27-29)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	7	4	0	0	0
Percentage	0	39	39	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	25	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	22
	Girls	21	19	24
	Total	43	39	46
Percentage of pupils at NC level 4 or above	School	86 (90)	78 (90)	92 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	20	16	24
	Total	40	36	46
Percentage of pupils at NC level 4 or above	School	80 (90)	72 (87)	92 (92)
	National	72 (70)	74 (72)	82 (79)

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

*Where the number of boys or girls in the year group are less than ten, individual results are not reported*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	156
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	28
Average class size	32

#### **Education support staff: Y3 – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	89

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	299 932
Total expenditure	291 616
Expenditure per pupil	1 757
Balance brought forward from previous year	16 027
Balance carried forward to next year	24 343

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	67

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	1	0	0
My child is making good progress in school.	49	51	0	0	0
Behaviour in the school is good.	55	42	1	0	1
My child gets the right amount of work to do at home.	33	54	13	0	0
The teaching is good.	57	39	1	0	3
I am kept well informed about how my child is getting on.	49	45	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	43	48	6	0	3
The school is well led and managed.	58	40	0	0	1
The school is helping my child become mature and responsible.	52	45	1	0	1
The school provides an interesting range of activities outside lessons.	64	33	3	0	0

### Other issues raised by parents

At the parents' meeting all present made it clear they had chosen the school because of its good reputation for standards, behaviour, teaching, and leadership of the headteacher. A very small minority of parents raised some concern about the amount of support available to meet the needs of pupils with special educational needs.

Inspection evidence supports the positive views of parents but judged the provision for pupils with special educational needs to be very good.