

Canklow Woods Primary School

Inspection report

Unique Reference Number	131696
Local authority	Rotherham
Inspection number	381392
Inspection dates	22–23 February 2012
Lead inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Mike Jennings
Headteacher	John Henderson
Date of previous school inspection	23 September 2008
School address	Wood Lane Canklow Rotherham S60 2XJ
Telephone number	01709 828405
Fax number	01709 837873
Email address	Canklow-Woods.Primary@rotherham.gov.uk



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Introduction

Inspection team

Andrew Clark
Peter Allen

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed seven teachers teaching 15 lessons, including a joint observation with a member of the school's senior leadership team. The inspectors also observed several intervention sessions led by teaching assistants. Meetings were held with a group of pupils, the Chair of the Governing Body and other representatives, and school staff, including senior and middle leaders. The inspectors observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies, and minutes of the governing body meetings. Forty questionnaires from parents and carers were analysed, together with those completed by pupils and staff.

Information about the school

Canklow Woods is smaller than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well-above average. The majority of pupils are from White British backgrounds. Over a third of pupils are from minority ethnic backgrounds, which is above average. A small proportion of pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is above average. The school meets the current floor standard. The school has achieved several awards including Healthy Schools status, an Enterprise award and a Leading Aspect award.

The school is part of a federation, which it entered into just before the last inspection, with another local school and is run by an executive headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. All groups of pupils achieve well and their attainment is average overall in English and mathematics by the time they leave in Year 6. It is not outstanding because the teachers do not always ensure pupils are actively learning throughout their lessons and pupils do not always explain their knowledge and thinking clearly enough. Parents and carers are very positive about the care and quality of education their children receive and strongly recommend the school.
- The quality of teaching is good and improving throughout the school. Pupils' basic skills are particularly well taught through highly imaginative and sharply focused daily activities. Very occasionally, the relative weaknesses in the quality of teaching limit pupils making the very best progress. Teaching is sometimes outstanding. As a result, all groups of pupils, including disabled pupils and those who have special educational needs and those who speak English as an additional language, make good and increasingly better progress throughout the school.
- The behaviour and safety of pupils are good. Their behaviour in the classroom is sometimes exemplary and contributes well to the progress they make. There are very few instances of bullying and pupils are well informed about how to manage their own behaviour and to keep safe. Pupils' spiritual, moral, social and cultural development is good and enhanced through many opportunities for pupils to take responsibility and get involved in school and community life.
- The executive headteacher drives the school vigorously towards clearly expressed high aspirations. He is well supported by an effective senior leadership team and governing body. The professional development and performance management of all staff are given a high priority and contribute well to the improving quality of teaching. The curriculum is outstanding providing pupils with many memorable learning experiences in art, history,

music and many other subjects. The school is well placed to continue to improve.

What does the school need to do to improve further?

- Move the quality of teaching to outstanding in order to hasten progress and raise attainment further by:
 - Ensuring that pupils are actively involved in their learning throughout the lesson
 - deepening pupils' knowledge and thinking skills by ensuring they consistently explain their ideas and thinking as clearly as they can.

Main Report

Achievement of pupils

Children's attainment on entry to the Early Years Foundation Stage is generally well below that typical for their age. They benefit from rigorous assessment procedures, stimulating and relevant learning experiences and a strong focus placed on developing their early language and mathematical skills. As a consequence, children achieve well and are increasingly well prepared for their future learning by time they start Year 1.

Pupils of all abilities make good progress from their starting points through the rest of the school. They are increasingly making outstanding progress which is reflected in the value the school adds to pupils' outcomes in tests and assessments. They listen well to their teachers and their peers, and often speak pertinently in response to carefully framed questions. Very occasionally, especially when responding to direct questions, pupils do not express their knowledge and thinking clearly enough to others. They take a pride in their work. They increasingly write cogently at length for many different purposes and within many different subjects. Teachers ensure that pupils take care to write neatly and spell accurately from the first draft of their work. The pupils work well collaboratively in group activities and in pairs. Pupils increasingly take responsibility for managing and improving their own work by, for example making good use of various sources of reference such as vocabulary and punctuation charts, dictionaries, thesaurus and the internet. Parents and carers share in their children's progress in several subjects, particularly reading, through the home-school books. The parents' and carers' response to the questionnaires is wholly supportive of the view that their children make good progress, which is confirmed by the inspection findings.

The progress of the more-able pupils is good. This is contributing well to driving standards higher. For example, in a lesson in Key Stage 2 more-able pupils made especially good progress in collating data, creating accurate frequency and other graphs and setting and answering well-informed questions using a rich mathematical vocabulary. Disabled pupils and those who have special educational needs make good and sometimes outstanding progress throughout the school because lessons are well planned to match work closely to their identified needs. They receive skilled adult support and appropriate interventions from teachers and teaching assistants,

ensuring that their skills are developed systematically and applied regularly. Pupils who speak English as an additional language progress well because early intervention to boost their language needs ensures they can access the full curriculum.

Pupils' progress in reading is good. Pupils' attainment in reading is average by Year 2 and by the time they leave school. Standards in reading have risen significantly since the last inspection at both key stages. Pupils make good use of skills to recognise letters and their sounds and effectively use them to identify new words. Throughout the school, pupils enjoy reading a wide range of appropriately challenging books and good quality fiction in English lessons.

Quality of teaching

The quality of teaching is good. Relationships are very good and teachers make learning exciting for all groups of pupils. Pupils say that they enjoy learning and teachers help them reach their targets well. Lessons are often fast paced and exciting and are brought to life by the good use of role play, puppetry and information and communication technology. Teaching is increasingly outstanding but in a very small proportion of lessons all pupils are not actively involved enough in their own learning throughout the lesson to ensure the very best progress is made.

Teachers' questioning skills are good and are used well to enrich pupils' understanding. Teachers make regular use of opportunities, such as talking with partners for pupils to discuss, clarify their understanding and to explain their ideas to others. This often leads to thoughtful written and art work and contributes significantly to pupils' good spiritual, moral, social and cultural skills. For example, following a school visit to the zoo, pupils wrote persuasively and reflectively on whether animals should be caged. However, occasionally teachers do not deepen pupils' learning further by ensuring that pupils express their ideas clearly when speaking to others.

Excellent links are made between subjects to make learning purposeful and to stimulate the imagination. Teachers implement the planned curriculum well. This is very innovative, for example in making very good use of pupils' research on Egyptian pharaohs to solve and create mathematical problems. Teachers have high expectations for pupils to take a pride in their work and to present it well. Work books are well organised and high-quality displays reflect the value teachers and pupils place on good presentation. Pupils' observational and creative skills are promoted extremely well through art, music and other subjects to support their reading and writing work. Pupils' work is accurately assessed. Pupils have a good understanding of the success criteria they are aiming to achieve in lessons because they are often involved in setting them. The teachers are thorough and systematic in providing marking and feedback on pupils' work. They regularly set precise targets for pupils to improve their own work. Pupils increasingly evaluate their own and others work. Pupils generally act quickly to respond to the guidance given. Parents and carers are very positive about the quality of teaching in the school and the support that their children receive, especially disabled children and those who have special educational needs. This is also reflected in the findings of the inspection.

Behaviour and safety of pupils

Pupils' behaviour is typically good. It is sometimes exemplary in lessons and strongly contributes to the effectiveness of teaching. The learning mentors, in cooperation with teachers and other support professionals, provide very effective guidance to pupils with emotional and behavioural difficulties and others in potentially vulnerable situations. They work closely with parents and carers, who have positive views about pupils' behaviour. Pupils say they feel safe and that behaviour is good. Their attendance is average and they are largely punctual, ready and eager to learn. The exciting reading and mathematics workshops at the start of each day further contribute to pupils' desire to get to school on time. Pupils are involved in creating and monitoring school rules, especially through the school council. The findings of the inspection reflect the views of parents, carers and pupils.

The school maintains detailed records of any incidents of challenging behaviour. These are rare and appropriate action is quickly taken to address them. Pupils are informed about different types of bullying and how to manage and avoid it. There is very little indication of bullying of any kind and pupils and their parents and carers are rightly confident that if it should arise it would be swiftly and appropriately managed. The school makes good use of awards and celebrations to promote good behaviour and safe conduct.

Leadership and management

The energy and enthusiasm of the executive headteacher seen at the last inspection is increasingly well matched by the commitment and capacity of leaders at all levels. The high expectations, modelled by the executive headteacher and the head of school in particular, have led to significant improvements in all elements of school life. All staff, including teaching assistants, take advantage of well-planned opportunities for professional development through in-house and wider training. The school benefits from sharing expertise with the other school in the federation. The governing body is ambitious and well managed, and makes a good contribution to development planning. The accurate self-evaluation, which all leaders are increasingly involved in, is further improving the quality of teaching and is well placed to address the few relative weaknesses. The governing body and school leaders ensure the school's effective promotion of equality in opportunities for all to succeed, and they tackle issues of discrimination well. It is a very harmonious school and has successfully narrowed the gap between the achievements of different groups of pupils. Assessment procedures are used effectively in identifying and supporting any emerging differences in pupils' progress so that all groups of learners achieve well. The school has good procedures to promote safeguarding and to ensure all staff are suitable to work with children.

The curriculum is outstanding. The school's commitment to enrich all aspects of pupils' lives through frequent visits, visitors and other high-quality learning experiences is a key reason for pupils' improving achievement and personal development and well-being. The school has a strong and successful commitment to the arts and physical development and this is very evident in displays of pupils' work and their achievement in inter-school games. Leaders and managers play a crucial role in promoting pupils' good spiritual, moral, social and cultural development by consistently reinforcing appropriate messages about rights and responsibilities, and by celebrating the cultural diversity in the school's population.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 February 2012

Dear Pupils

Inspection of Canklow Woods Primary School, Rotherham – S60 2XJ

Thank you for making the inspection team feel so welcome when we inspected your school recently. We thoroughly enjoyed talking to you and visiting your lessons. You go to a good school. These are some of the best things about it.

- You make good progress throughout the school and reach average attainment by Year 6 because of the good teaching you receive.
- You produce very exciting work in art, music and many other subjects and the school's curriculum is outstanding.
- Your behaviour is good and everyone takes special care of you.
- You read and write carefully for many reasons and in all subjects.
- You take responsibilities throughout the school and have a good knowledge of the different cultures and backgrounds that children come from.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school to improve even more, I have asked your headteacher and the governing body to focus more on the improvement of teaching and make it even better by:

- helping you to be actively involved in learning throughout the lessons
- making sure you explain your thoughts and ideas clearly to others.

You can help by continuing to enjoy school and always trying your best.

Yours sincerely

Andrew Clark
Lead inspector

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