

# Conisbrough Station Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	106749
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	356019
<b>Inspection dates</b>	14–15 October 2010
<b>Reporting inspector</b>	Judith Straw

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Hoyland
<b>Headteacher</b>	Mr Simon Martin
<b>Date of previous school inspection</b>	23 April 2008
<b>School address</b>	Station Road Conisbrough, Doncaster South Yorkshire DN12 3DB
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## Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons and observed six teachers. A number of shorter visits were made to look at intervention work with small groups of pupils. They held meetings with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation including the school development plan, teachers' lesson plans, assessment and tracking evidence and samples of pupils' workbooks. In addition, 86 questionnaire responses from parents and carers were scrutinised as well as responses from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of boys across the school and pupils in Key Stage 1 to determine whether teaching is sufficiently challenging and matched to the needs of different pupils.
- How quickly and securely pupils make progress in mathematics.
- Whether leaders and managers, including the governing body, are fully playing their part in driving the school forward.

## Information about the school

This is a smaller than average size primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils from minority ethnic groups is low. Almost all pupils speak English as their first language. The percentage of pupils with special educational needs and/or disabilities is average. There is a breakfast club. The school has gained a number of awards including Activemark, Healthy School status, ECO bronze and the Inclusion Chartermark.

**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: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school where all groups of pupils achieve well. Pupils feel exceptionally safe because of the excellent care taken of them by all the adults in school. Parents and carers are unanimous that their children are safe. 'A lovely school that embraces teaching and learning to aid and nurture the development of our children' and 'the interests of the children are paramount' are comments which summarise the views of the great majority.

Children make an excellent start to their education in the Early Years Foundation Stage where all aspects of provision are outstanding. Children enter the Reception class from a range of different settings. In some years, their skills are below what is expected for their age and in some years their skills are average. Whatever their starting point, children settle quickly and make excellent progress in all aspects of their development because of the excellent teaching and attention to their welfare.

Pupils make good progress across the school from Years 1 to 6, although there are some variations because of inconsistencies in the quality of teaching. Teaching is good overall, but in some classes progress is slower because teaching is less well-matched to the needs of different pupils and targets set are too easy and not checked with sufficient frequency. The curriculum is good. The school is a vibrant, stimulating learning environment.

However, some of the excellent practice in the Early Years Foundation Stage is not carried successfully into Key Stage 1. Pupils enjoy school and have a positive attitude to learning and to each other. Behaviour is good. There is a strong focus on developing key skills.

Pupils have a say in shaping the direction of the curriculum and a thematic approach adds interest and enjoyment.

Since the last inspection, attainment dropped in mathematics. However, the school rigorously examined the causes, identified where the weaknesses were and has taken prompt and effective action, so that in 2010 attainment rose and was above average. Attainment in English has been rising steadily over three years and was above average in 2010.

Leaders have an accurate view of the school's strengths and the areas that need further development. The impact of concerted action taken is evident in the improved standards in mathematics and writing, and the improved achievement seen in 2010. Governors are committed and supportive. Good partnerships with parents and carers and others in the community enhance provision. Consequently, the school has a good capacity for continuing improvement.

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## What does the school need to do to improve further?

- Consolidate and build upon the recent improvements in pupils' achievement by extending the outstanding practice seen in the Early Years Foundation Stage to Key Stage 1.
- Develop consistency in the quality of teaching in Key Stage 2, by:
  - using time limits in target-setting to quicken the pace of learning
  - ensuring that the pace of all lessons is brisk and that work is matched closely to the needs of the pupils.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well and make good progress, with no difference between that of boys and girls. Inspection evidence indicates that progress is improving strongly and that attainment is rising steadily. In 2010, the targets for Year 6 were exceeded. Success in accelerating progress is because of the pupils' positive attitudes to learning and to good teaching. In lessons, pupils listen to their teachers, try hard and work at a good pace. In an outstanding mathematics lesson in Year 6, for example, all pupils made excellent progress in using their knowledge of tables, of doubling and halving, finding new facts from old facts. This was because they responded very well to the skills of the teacher and to the high expectations set. Pupils' mathematical skills have improved this year as a result of a key focus on mental mathematics and problem-solving. Writing is also much improved. Pupils take enormous pride in their writing books and achieve well. They enjoy marking and assessing their own work and that of their classmates and are strong independent learners. Good support for pupils with special educational needs and/or disabilities results in them being fully included in school life. This ensures that they achieve well in both their personal development and in their academic work. Progress is also accelerating for pupils in Key Stage 1 and attainment is rising.

Pupils say that they enjoy school and are proud to attend. They take pride in their achievements and most pupils' work books are a pleasure to see. Pupils also say that they feel very safe and trust the adults in school. They have a good knowledge of how to be healthy and follow the advice they receive about healthy eating and exercise. They contribute enthusiastically to school life by acting as school councillors, working with the ecology teams in managing the class planting areas, and as play leaders. Attendance is never less than average, and in the last academic year it was above average. Pupils are well prepared for the next stage of education because of their secure key skills and the pride they take in their work. They have well-developed social skills and a mature grasp of right from wrong. They have a good understanding of their local community and some appreciation of cultures other than their own.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is good with some that is outstanding. Teachers create a positive atmosphere and strongly encourage pupils to be independent by directing their own learning and checking carefully on what they have done. Teaching assistants work in close partnership with class teachers and promote learning for different groups of pupils. Relationships in class are good and pupils have confidence in their teachers. Praise and rewards are used well to encourage learning. Learning activities are usually challenging and fun. Teachers' marking is regular and helpful. Learning targets are set for individual pupils but sometimes they are not reviewed frequently enough and an opportunity is missed to accelerate the pace of learning. In lessons where the work is not so well matched to meet the full range of pupils' abilities, teaching is satisfactory rather than good.

A thoughtfully designed curriculum provides for pupils' personal development and basic skills well. However, the curriculum is stronger in Key Stage 2 than in Key Stage 1. There is very effective delivery of the core subjects of English, mathematics, science and information and communication technology (ICT). Computer skills are well developed because all teachers plan lessons using the computers in their classrooms as well as those in the ICT suite. A modern foreign language is taught across the school. Pupils particularly enjoy themed weeks, such as those for mathematics, the arts, and modern languages. Sessions, such as African Jazz and Indian drumming are also much enjoyed. Good

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knowledge of pupils' needs and effective support strategies ensure that the curriculum is accessible to all pupils regardless of their abilities. There is a range of curricular enrichment activities mainly focused on music and sport and an annual residential trip for Year 5.

The breakfast club provides an excellent start to the school day and ensures that early arrivals are well-looked after. Case studies scrutinised give evidence of the high quality of care and guidance for vulnerable pupils. This is also seen in the good outcomes for pupils with special educational needs and/or disabilities and the excellent support they receive from staff and external agencies. Transition arrangements are excellent for entry to the Reception class, on transfer to Year 1 and later to high schools. Pupils know who they can approach for help in school and feel confident that there will always be support available.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides good leadership and is well supported by the deputy headteacher. Together they have established a positive vision for the school that permeates all aspects of school life. It is based on the clear desire for all pupils to achieve as well as they can. All the staff are fully committed to the high aspirations that have been established and staff morale is high. The school has a track record of success in identifying weaknesses and taking effective action to address them. The leadership and management of teaching and learning are good. Resources are spent on ensuring that staff have time to work together to increase their effectiveness. Teachers are held accountable for the progress of pupils in their care and where weakness is identified action is taken to provide support. Expectations of teachers are high. They are well supported to enable them to perform effectively. Self-evaluation is reflective and self-critical and, therefore, accurate.

The governing body makes a good contribution to the drive and direction of the school. It challenges and holds the school to account. Good procedures are in place to safeguard all pupils. The school is pro-active in seeking and pursuing support for vulnerable pupils when it is required. Management of risk is well-established within the curriculum. Leaders have a proven track record in tackling discrimination and ensuring that all pupils of whatever background have the same opportunity to be successful. Good relationships with parents and carers and with other partners across the community make an important contribution to raising achievement and supporting vulnerable pupils. The school makes a strong contribution to community cohesion in its local area through many links with other schools, business organisations and work with charities. National and international links

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are at an early stage of development. The school has plans in place to develop further European links and partnerships with different types of schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

School data over time shows that there are big variations in the levels of skill that children have when they start in reception. Children always reach the early learning goals set for them by the end of the Early Years Foundation Stage and in some years exceed them. Children settle quickly into the stimulating and exciting environment. Relationships are excellent and parents and carers are seen as active partners in their child's learning. Excellent planning provides enjoyable activities in both indoor and outdoor learning. Children are challenged and well supported. The children's progress is exceptionally well documented. Teachers know exactly what each child can do and provide good support where it is required. The quality of teaching is excellent. It is well-planned and organised, and delivered with considerable skill to address the full range of children's needs. Play activities enable children to become independent learners, who are able to direct enquiry and experiment to find answers both when learning from activities indoors or in the outside learning areas. Leadership is outstanding. Provision for children's welfare is exemplary. Children are very safe and well cared for. They behave well and enjoy their learning from the moment they arrive each morning.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were happy with all that the school provides. There was praise for the staff and for the extent to which the school supports the social and emotional development of children as well as their academic development. Parents and carers are unanimous that their children are safe. Those who spoke to inspectors before school were equally positive. A few parents and carers were unhappy about the mixed-age classes and a few were concerned that high ability pupils are not challenged. Inspectors found that pupils are making good progress in the mixed-age classes but agree that because of inconsistencies in teaching sometimes there can be a lack of challenge.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Conisbrough Station Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	57	30	35	6	7	0	0
The school keeps my child safe	57	66	28	33	0	0	0	0
My school informs me about my child's progress	43	50	41	48	0	0	1	1
My child is making enough progress at this school	40	47	39	45	4	5	1	1
The teaching is good at this school	48	56	35	41	2	2	0	0
The school helps me to support my child's learning	45	52	35	41	3	3	0	0
The school helps my child to have a healthy lifestyle	44	51	36	42	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	36	45	52	1	1	1	1
The school meets my child's particular needs	41	48	39	45	2	2	2	2
The school deals effectively with unacceptable behaviour	34	40	39	45	7	8	2	2
The school takes account of my suggestions and concerns	26	30	46	53	7	8	1	1
The school is led and managed effectively	39	45	40	47	5	6	0	0
Overall, I am happy with my child's experience at this school	47	55	34	40	4	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



18 October 2010

Dear Pupils,

**Inspection of Conisbrough Station Road Primary School, Doncaster, DN12 3DB**

Thank you for the very warm welcome you gave to my colleagues and me when we inspected your school last week. It was a pleasure to see you in class and to talk to you about your work and interests. I am writing to tell you what we found out.

Yours is a good school where you all make good progress and achieve well. This is because most of you work hard and try your best. You are well taught and take pride in your work. Your teachers give you interesting tasks most of the time and you all get on well with each other. The youngest children make excellent progress.

You told us that you feel very safe and your parents and carers agree. You put into practice the good advice you receive about healthy living and many of you play an important role in school as play leaders, members of the school council or the ECO group. You behave well and are becoming thoughtful, considerate young people.

We found that the adults in school know what needs to be done to improve the school even more and have good plans in place. We have suggested two ways that will help. Firstly we think that some of the really excellent teaching and curriculum in the Early Years Foundation Stage could be developed into Key Stage 1 and secondly we think that some lessons could move on your learning a bit faster. We have suggested that when targets are set in your books there should be a time limit so you know when your learning will be checked again. You can help by making sure you attend every day and continuing to do your best.

We wish you all every success in the future.

Yours sincerely,

Mrs Judith Straw  
Lead Inspector

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