

Treeton CofE (A) Primary School

Inspection report

| | |
|--------------------------------|---------------------|
| Unique Reference Number | 106946 |
| Local Authority | Rotherham |
| Inspection number | 356054 |
| Inspection dates | 14–15 February 2011 |
| Reporting inspector | Andrew Clark |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 272 |
| Appropriate authority | The governing body |
| Chair | Mr Bernard Wright |
| Headteacher | Mrs Deborah Ball |
| Date of previous school inspection | 15 May 2007 |
| School address | Wood Lane Treeton, Rotherham South Yorkshire S60 5QS |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 10 teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 89 completed questionnaires from parents and carers, as well as questionnaires completed by 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 progress pupils make throughout the school, particularly in mathematics.
- The extent to which pupils find things out for themselves.
- The teachers' use of marking and feedback to guide pupils.
- The promotion of pupils' information and communication technology (ICT) skills through other subjects.
- The effective use of self-evaluation to drive improvements.

Information about the school

This is a larger-than-average primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils with special educational needs and/or disabilities is above average. The school has achieved the Primary Quality Mark Award and Financial Management in Schools status since the last inspection. The school is part of an Extended School's Partnership providing a range of learning opportunities in holidays and after school.

The school was given a notice to improve at its previous inspection.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a good school. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and learning and a creative and practical curriculum. The effective care, guidance and support the school provides ensure that pupils' personal development is good and that all are eager to learn. The clear-sighted leadership of the headteacher, with strong support from the deputy headteacher and senior leadership team, ensure that the quality of self-evaluation is accurate and based on good monitoring and evaluation procedures. The governing body is well informed and provides challenge and support to the school. Pupils' achievements and the quality of provision and leadership are good and have developed well since the last inspection. As a result, the school has a good capacity for further improvement. 'My child really enjoys going to school and is getting fantastic results', reflects the views of the majority of parents and carers.

Pupils of all abilities make good progress because lessons are often exciting and challenging. They leave Year 6 with attainment which is average overall. Standards are above average for reading. The school is particularly successful at helping less-able pupils reach challenging targets. There are a few occasions when pupils, particularly the more able, do not make all the progress they could because some tasks are not matched closely enough to their learning needs. Pupils' behaviour is good and they are kind and tolerant towards each other. Their attendance is above average. Pupils show a good commitment to healthy lifestyles through participation in sporting clubs and activities. They make a positive contribution to the school and local community through, for example, a wide range of charity events which pupils help organise. They feel safe, and are friendly and sociable.

The quality of teaching and learning is good overall. Teachers make good use of ICT to motivate and engage pupils. Teaching assistants make a good contribution to the effectiveness of teaching. Teachers occasionally miss opportunities to let pupils find things out for themselves in order to increase the progress they make. The curriculum is often practical and enjoyable. ICT is well used throughout the curriculum. However, some chances are missed to apply developing literacy and numeracy skills through other subjects. A good range of visits and visitors contribute well to all aspects of pupils' school life. Robust procedures to keep pupils safe and to break down any barriers to learning contribute to the effective care, guidance and support the school provides.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Raise attainment and hasten pupils' progress further, particularly that of the more able, by:
 - ensuring work throughout lessons is closely matched to pupils' individual ability
 - giving pupils more opportunity to find things out for themselves.
- Enable pupils to apply their literacy and numeracy skills at an appropriately challenging level during lessons other than English and mathematics.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities take pride in the quality of their work and its presentation. They enjoy learning and achieve well. Pupils work well collaboratively, share ideas and solve problems together. They speak purposefully about their work and plan and organise their ideas. This makes a strong contribution to their personal development and the good progress they make in all subjects. They enjoy using ICT to research and present their ideas. This makes a good contribution to their skills for future learning. Children start the Early Years Foundation Stage with skills below those typically expected for their age and particularly low for communication and reasoning skills. By Year 6, pupils' attainment in reading and increasingly in writing is above average and in mathematics is average. The school identified weaknesses in aspects of pupils' recall of number facts and mathematical reasoning skills. As a result, improved teaching strategies are accelerating the pupils' progress in mathematics further. There is a positive trend of rising attainment in national tests and assessments, representing a good improvement since the last inspection. The progress of more-able pupils is very occasionally limited when they have to complete work aimed at the majority of the class before moving on to more challenging activities. Pupils have an effective voice in school improvement through their school council and prefect roles. They take responsibility for planning and organising fund-raising activities through the Enterprise scheme. Together with their improving basic skills and above-average attendance, these attributes prepare them well for their future. Pupils are reflective in response to thought-provoking assemblies and personal and social education lessons. As a result, they have a good understanding of social and moral issues, such as racial intolerance.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ 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?

Teachers' expectations are high and pupils strive hard to meet them. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Marking procedures are used well to identify pupils' next steps in their learning. Detailed and sharply focused lesson plans largely ensure the needs of different groups of pupils are well met. As a result, the quality of teaching and learning is good overall and has improved since the last inspection. On a few occasions, teachers provide too much direction to the pupils and do not encourage them to work things out for themselves. Most lessons are, however, exciting and fast paced; they are brought to life through the use of ICT, role play, problem-solving tasks, competitions and games.

Well-planned programmes of work in literacy and numeracy, such as 'Every Child a Writer,' are increasingly driving standards higher. Imaginative themes and visits make learning relevant and stimulating. The use of ICT as a tool for learning in many subjects has improved well since the last inspection. However, although, there are opportunities for pupils to apply their reading, writing and mathematics skills in other subjects, the tasks are sometimes not as challenging as those that pupils tackle in English and mathematics lessons. Parents and carers make a good contribution to pupils' learning through their involvement in starter work sessions and homework projects. This is enriched by the family learning opportunities through the Extended School Partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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There are rigorous and effective procedures to keep pupils safe and promote good attendance and behaviour. The school has good systems to support the more vulnerable pupils and their families, for example, through the work of the special educational needs coordinator and the use of the 'Learning Pod'. These are effective in breaking down barriers to learning. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are good overall. The headteacher has created a climate in which all staff contribute well to a thorough and detailed evaluation of the school's outcomes and provision. In particular, the systematic analysis of the quality of teaching and learning through lesson observations and review of pupils' work has underpinned improvements since the last inspection. Although some senior leaders are new to their roles and still becoming fully established, they work well as a team to bring about change. Staff morale is high as a result. The school makes good use of its partnerships with the local authority and with other schools to ensure that the challenging and realistic targets set for improvement are achieved well. The governing body has put in place strong procedures which enable all its members to play an effective role in monitoring, supporting and challenging the school. Robust policies and thorough record keeping contribute to good quality procedures for safeguarding. Community cohesion is good; the school plays a central role in local and national events, especially through work with the church, charity activities, the Extended Schools Partnership Officer and links with schools further afield and in different social and economic circumstances. However, its involvement in the global community is at an earlier stage of development. The school is inclusive and promotes an understanding of diversity well. However, the occasional lack of challenge to more-able pupils means that the equality of opportunity is good rather than outstanding.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start school with skills which are generally below those typical for their age. They are particularly low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is slightly below but close to average overall. Children's skills are occasionally above average, particularly in their personal development. There are good induction systems to support children and to quickly settle them in to the Nursery class. Good links with parents and carers contribute to the smooth start children make. These support the good progress children make in aspects of their personal and social development. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment is good overall. There are fun and imaginative programmes to help children make progress in early reading and writing. There is a good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. Occasionally, however, adult-led group activities are not challenging enough for more-able children. The activities children choose for themselves are imaginative and provide challenge to children of different ability. Children make particularly good use of a wide range of ICT resources to develop basic skills and learn more about the world around them. The new Early Years Foundation Stage leader and her staff know the strengths and weaknesses of provision and are taking effective steps to monitor provision and its impact on outcomes. As a result, the Early Years Foundation Stage is well placed to continue to improve.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Over a quarter of parents and carers responded to the questionnaire which is about average. The large majority of parents and carers are positive about all the school provides. They are particularly pleased with their children's enjoyment of school, the quality of teaching and how well the school meets their children's particular needs. A small minority of parents and carers feel that the leadership and management are not always effective enough, do not always take account of their views and the school does not always deal appropriately with pupils' behaviour. The inspection team followed up on these concerns and concluded that leadership and management, procedures to gather and act on the views of parents and carers and to deal effectively with behaviour, are good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Treeton CofE (A) 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 59 | 66 | 25 | 28 | 5 | 6 | 0 | 0 |
| The school keeps my child safe | 53 | 60 | 34 | 38 | 2 | 2 | 0 | 0 |
| My school informs me about my child's progress | 45 | 51 | 39 | 44 | 4 | 4 | 1 | 1 |
| My child is making enough progress at this school | 43 | 48 | 39 | 44 | 5 | 6 | 2 | 2 |
| The teaching is good at this school | 46 | 52 | 38 | 43 | 4 | 4 | 1 | 1 |
| The school helps me to support my child's learning | 40 | 45 | 40 | 45 | 7 | 8 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 29 | 33 | 53 | 60 | 6 | 7 | 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) | 27 | 30 | 50 | 56 | 5 | 6 | 0 | 0 |
| The school meets my child's particular needs | 36 | 40 | 47 | 53 | 4 | 4 | 2 | 2 |
| The school deals effectively with unacceptable behaviour | 23 | 26 | 46 | 52 | 12 | 13 | 3 | 3 |
| The school takes account of my suggestions and concerns | 21 | 24 | 44 | 49 | 12 | 13 | 4 | 4 |
| The school is led and managed effectively | 26 | 29 | 41 | 46 | 14 | 16 | 4 | 4 |
| Overall, I am happy with my child's experience at this school | 40 | 45 | 45 | 51 | 1 | 1 | 2 | 2 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



16 February 2011

Dear Pupils

Inspection of Treeton CofE (A) Primary School, Rotherham, S60 5QS

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime. These are some of the things we found out about your school.

- You go to a good school.
- You feel safe and well cared for and you behave well.
- You are involved in many aspects of school life and raise large amounts for charity.
- You enjoy your lessons because the teachers usually give you practical and fun things to learn about.
- You make good use of computers, floor robots, microphones and voice recorders in your work.
- You take pride in your work and reach at least average standards.
- The work for a few of you, especially those who find learning easier than most, is not always as hard as it could be.
- Some of the reading, writing and mathematics work you do in other subjects could challenge you more.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure all lessons and other activities, throughout school, help all of you quickly reach even higher levels in your work
- make sure the English and mathematics work you do in other subjects is at the right level for all of you.

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

Yours sincerely

Andrew Clark

Lead inspector

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