

Royston Summer Fields Primary School

Inspection report

Unique Reference Number	106613
Local Authority	Barnsley
Inspection number	355984
Inspection dates	8–9 March 2011
Reporting inspector	Jim Alexander

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Mr Paul Smedley
Headteacher	Mrs Margaret Fretwell
Date of previous school inspection	27 November 2007
School address	Haigh Croft Summer Lane, Royston Barnsley, South Yorkshire S71 4SF
Telephone number	01226 722480
Fax number	01226 701638
Email address	m.fretwell@barnsley.org

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons taught by seven teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including policies for safeguarding, the school's assessments records and school development plans. The 70 questionnaires returned by parents and carers were also analysed.

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

- Whether the school assessment records indicate that all pupils make good progress from their individual starting points, particularly the more-able pupils and those with special educational needs and/or disabilities.
- Whether the quality of teaching has improved since the time of the previous inspection.
- How pupils' attendance and attainment impacts on the school's view that care, guidance and support are outstanding.
- The impact of leaders at all levels, on raising attainment and accelerating progress for all pupils, particularly in the Early Years Foundation Stage.

Information about the school

This is a smaller-than-average-size primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs and/or disabilities is also below average. The school has gained a number of awards including Healthy School status and the Activemark. The school has faced a number of difficult issues since the last inspection. A number of new staff have been appointed or have taken new roles within the school, including two new assistant headteachers.

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. Pupils feel happy, safe and well provided for. They have an excellent understanding of how to stay fit and well, take plenty of exercise and eat healthily. There are numerous ways that pupils are encouraged to take an active part in developing this caring school. Their outstanding contribution is appreciated by all. The majority of pupils attend well. Overall attendance, however, is broadly average as there are a number of families who are more difficult to engage, their attendance is low and, consequently, their academic progress is much more limited.

Many aspects of the school have improved significantly since the time of the last inspection. The Early Years Foundation Stage, for example, provides outstandingly well for the youngest children and helps them make rapid gains in their learning. Attainment by the end of Year 2 has also improved and is above average. The proportion of these pupils attaining higher levels is also above average in reading and mathematics. School leaders have eradicated inadequate teaching although some slight inconsistencies remain. Pupils across the school make good progress. The legacy of this previous weakness, however, is that some of the older pupils have gaps in their understanding. The school is being successful in helping these pupils catch up with work missed. Attainment by the end of Year 6, however, remains in-line with the national average and some of the more-able pupils do not make enough progress. Across the school, pupils with special educational needs and/or disabilities make equally good progress from their individual starting points.

With the strong leadership of the headteacher, the two assistant headteachers and commitment of staff, the school is building on the good curriculum. Enhancements to the grounds have, for example, broadened the opportunities for all pupils to learn outdoors. The development of philosophy for children is not only giving pupils opportunities to reflect on the thoughts and feeling of others but also on their own learning. Leaders have developed a rigorous system to track the progress of all pupils. This is helping them deploy resources to where they are most needed. The governing body knows the school well, enabling them to ask the right questions to challenge and support the school to further improve. Safeguarding practices are outstanding and the school now shares its expertise with others across the local authority. The school has a drive and determination to succeed and this, coupled with accurate self-evaluation, provides a good capacity for them to improve further. The school has evaluated its provision for community cohesion and recognises that while there is much strength within the school, more needs to be done to broaden pupils' appreciation of the multi-faith and rich cultural society in which we live, both nationally and globally.

What does the school need to do to improve further?

- Raise attainment by the end of Year 6 by:

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- accelerating the progress made by the more-able pupils in Key Stage 2 so that an increasing number gain higher levels in their work
 - reducing the amount of teacher input in some classes to allow time for pupils to work independently and in small groups
 - deploying teaching assistants quickly in every lesson to ensure best use is made of their time to support focused learning activities.
- In liaison with parents and carers, improve outcomes for the small minority of pupils who remain difficult to engage and either fail to attend regularly, or arrive late, by emphasising the relationship between attendance and attainment.
 - Ensure the school makes a strong contribution to community cohesion, beyond the school, by establishing strong links with others of different religious and cultural backgrounds, both nationally and globally. 2

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and are enthusiastic about their learning. Pupils say they particularly enjoy work, 'When it challenges us.' Pupils in Year 4, for example, used their knowledge of compass points and direction to set challenging tasks for others to complete. Pupils respond well to the high expectations and good routines set for them. Pupils in a Year 6 mathematics lesson, for example, quickly settled, participated well and rose to the challenge provided by the teacher. Pupils take pride in their work and the quality of display around the school is good.

Children start school with skills that are below those expected. By the time pupils leave Year 6 their attainment is broadly average in English and mathematics. In a number of older year groups there is still some catch up required from previous underachievement, particularly for the more-able School data and work seen in lessons and pupils' books, however, demonstrates the school is moving rapidly in the right direction. This can be seen, for example, by the increasing number of pupils in Year 2 that are now working at the higher levels. The good support offered to pupils with special educational needs and/or disabilities ensures that they also make good progress as they move through school.

Pupils are helped to become confident in their own abilities and by the time they leave Year 6 they are caring and independent young people. Pupils across the school contribute to school life exceptionally well. The work of the play leaders, for example, ensures break and lunchtimes are happy and structured occasions. Indeed, pupils acknowledge that, 'If you're feeling a little lonely you don't sit by yourself for long before someone comes to be friendly.' Pupils have an excellent understanding of healthy lifestyles, and the school allotment and orchard develop an awareness of sustainable food production and pupils say, 'Our hard work is also very tasty.'

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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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
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?

Effective teaching enables pupils to make good progress as they move through school. In the best lessons teachers make very good use of the time available. They plan a variety of activities to interest and engage the pupils, developing their knowledge and also enabling them to apply the skills they have learnt in a relevant way. In these lessons teaching assistants are deployed very well so that not a moment of time is wasted. Lessons move on at a fast pace and pupils confidently use resource materials to support their learning appropriately. The level of challenge for all pupils is well matched to their individual ability and teachers make good use of what they know about the pupils to extend their understanding further. In a small minority of lessons, however, whilst the work is suitably demanding for the average ability and those with special educational needs and/or disabilities, the level of challenge does not stretch the more able. In these lessons teachers talk for extended periods of time and some pupils become passive in their learning. Here too pupils are not given the opportunity to work problems out for themselves and activities can be over structured.

The creative curriculum is meeting the needs and interest of pupils increasingly well and contributing to their enjoyment of school and the progress they are making. The school also provides a wide range of clubs and activities that not only cater for a variety of interests but also help to boost performance in lessons. These clubs are well attended by

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pupils in both key stages. The school is resourced well for information and communication technology.

The good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. Pupils say adults, 'do lots for them'. The school places a strong emphasis on fostering pupils' respect for one other. Pupils with special educational needs and/or disabilities are supported increasingly well through structured individual plans and tailored programmes of work. The school recognises that although most pupils attend well it now needs to work more effectively with families of a small minority of pupils who find it difficult to arrive on time or who do not attend regularly enough.

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?

After a period of disruption since the time of the last inspection, improvements in both provision and attainment have been driven by the good leadership of the headteacher, the two assistant headteachers and the hard-working staff team. There is a strong determination for the school to further improve. The school is inclusive, promoting equality of opportunity and access to educational entitlement. The rising numbers of pupils reaching above average in Key Stage 1 reflects the school's determination to improve the progress of these pupils. Governors are effective and care greatly about the success of the school and therefore support and challenge it well. The school's accurate self-evaluation has enabled it to recognise where its strengths and weaknesses lie and work well to improve further.

The effectiveness of the school's engagement with parents and carers is good. The vast majority speak exceptionally highly of the school's work. Many share the view that, 'children love this school and I feel very lucky that they have been fortunate enough to attend'. There are, however, a small minority who recently do not feel the school listens well enough to their concerns. The school has plans in place to address this issue. It is important that leaders act quickly to re-engage with these parents and carers.

Safeguarding practices have been reviewed in great detail by the headteacher and governing body and are outstanding. Designated child protection staff and governors have up-to-date training and robust arrangements ensure the safety of all who work in the school. These excellent practices are now being shared across the local authority.

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The school has accurately evaluated its provision for community cohesion and recognises the need to further broaden pupils' appreciation of the multi-faith and rich cultural society we live in. The school deploys its resources well and provides good value for money.

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	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make outstanding progress in the Early Years Foundation Stage and are very well prepared for Year 1. They are helped to settle quickly and confidently use all the indoor and outdoor spaces available. Children talk happily to visitors and explain clearly what they are doing. Relationships between staff and children are strong and their behaviour is wonderful. This is a very well organised and attractive learning environment which provides an excellent range of activities, meeting the children's learning needs very well. The outdoor area is exceptionally well developed and leaders have worked hard to ensure constructive learning opportunities are readily available.

The assessment of children's progress is robust. Schools within the local authority visit to learn from this first-rate provision. Adults never miss an opportunity to move children's exploration and learning on to a higher level of understanding. Parents and carers appreciate the good communication and efforts made by staff to keep them informed of their children's progress. Many agree that, 'We have a fantastic Reception teacher.' who 'is always very approachable' and 'lets us know how we can help our children more'. The leadership of the Early Years Foundation Stage is exceptionally strong.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

An average proportion of parents and carers responded to the questionnaire. Of these the very large majority expressed positive views about the school and all parents say their children enjoy school. A small minority of parents and carers do not feel the school prepares their children well enough for the future. Inspectors found the extent to which pupils develop workplace and other skills that will contribute to their future economic well-being is satisfactory and that pupils' attendance and their use of basic skills are in-line with the national average. A small minority of parents do not feel the school takes account of their suggestions and concerns. Inspectors found that the effectiveness of the school's engagement with parents is good. It is also recognised that the school needs to quickly re-engage with these parents. A small minority of parents do not feel the school is led and managed effectively. Inspectors found leadership and management at all levels to be good and the school has made many improvements since the time of the previous inspection. A few parents also raised individual concerns over specific issues. Following the correct procedure and taking suitable care to ensure confidentiality, inspectors investigated these concerns thoroughly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Royston Summer Fields 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	59	29	41	0	0	0	0
The school keeps my child safe	40	57	26	37	3	4	1	1
My school informs me about my child's progress	24	34	37	53	7	10	2	3
My child is making enough progress at this school	27	39	36	51	4	6	2	3
The teaching is good at this school	35	50	28	40	6	9	1	1
The school helps me to support my child's learning	24	34	36	51	7	10	1	1
The school helps my child to have a healthy lifestyle	24	34	37	53	6	9	2	3
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)	23	33	33	47	7	10	2	3
The school meets my child's particular needs	27	39	36	51	4	6	1	1
The school deals effectively with unacceptable behaviour	30	43	29	41	8	11	1	1
The school takes account of my suggestions and concerns	22	31	34	49	8	11	5	7
The school is led and managed effectively	27	39	32	46	5	7	6	9
Overall, I am happy with my child's experience at this school	34	49	28	40	5	7	1	1

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	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.



10 March 2011

Dear Pupils

Inspection of Royston Summer Fields Primary School, Barnsley, S71 4SF

Thank you for the warm welcome received when we inspected your school recently. I would like to let you know our views of your school. Royston Summer Fields Primary is a good school. It is well led and the staff work together well on your behalf. You are well cared for. The teaching is good and you make good progress in your subjects. As a result attainment is improving. By the end of Year 2 this is helping you reach above average levels in reading and mathematics. Attainment is broadly average by the end of Year 6. I know you have been working hard to catch up with some of the work you have missed earlier and I have asked the school to help you reach even higher levels of attainment, especially those who are capable of more.

We were impressed with your behaviour and enjoyment in lessons, particularly those that you found challenging and fun. Your appreciation of how to stay fit and healthy is excellent. Many of you attend school regularly and are never late. I have asked the school to work with those who find it hard to attend or who arrive late. It is a shame to miss out on the many opportunities this good school has to offer.

It is excellent that so many of you help in the day-to-day running of school. This has really developed a lovely community feel within school. I have now asked the school to help you learn more about other religions and the rich cultural heritage we have both in our country and in the wider world.

Thank you for completing the pupil questionnaires and taking time to talk to us. Your contribution to the inspection was extremely helpful.

Yours sincerely

Jim Alexander

Lead inspector

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