

Bawtry Mayflower Primary School

Inspection report

Unique Reference Number	106737
Local Authority	Doncaster
Inspection number	356014
Inspection dates	29–30 March 2011
Reporting inspector	Steven Hill

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	234
Appropriate authority	The governing body
Chair	Mrs Angela Scott
Headteacher	Mrs Julie Jenkinson
Date of previous school inspection	19 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons, taught by nine teachers. Meetings were held with staff, groups of pupils, parents and carers, and members of the governing body. Inspectors observed the school's work, and looked at a range of documentation, particularly that relating to pupils' progress, safeguarding and the curriculum. Samples of pupils' work were examined, and questionnaires analysed from staff, older pupils and from 92 parents and carers.

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

- The team checked to see whether variations in progress in the past, between different subjects and between boys and girls, have been reduced.
- Inspectors analysed the extent to which previous weaknesses in teaching have been overcome, particularly in matching work to pupils' needs and involving them fully in lessons.
- Pupils' knowledge and engagement with different communities were investigated, particularly those beyond the immediate locality.

Information about the school

The school is in a small town and is average in size for a primary school. The very large majority of pupils are White British, with the remainder from a variety of different minority ethnic heritages. Very few speak English as an additional language, and none is at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has a Reception class for older children in the Early Years Foundation Stage, who attend full time. A separate mornings-only class caters for Nursery children. There has been considerable staff turnover since the last inspection, with particular disruption to teaching in Key Stage 1 in the last year because of illness and staff changes.

There is an after-school club on the school site, Cygnets, which is managed privately and is inspected separately.

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

The school has made considerable improvements since the last inspection in order to provide a good quality of education for its pupils, who consequently achieve well. Leaders have improved the quality of teaching, and hence pupils' achievement, and have consolidated strengths in pupils' personal development. Self-evaluation is rigorous and accurate and gives a clear picture of the school's strengths and weaknesses. Staff work together very effectively as a team to address any shortcomings. All these features show that the school is well placed to sustain improvements in future.

Pupils enjoy learning and all the social aspects of school, greatly valuing their friendships. The school is a happy community built on very positive relationships between different groups of pupils and with adults. Pupils feel extremely safe because they have great confidence in how the adults and the other pupils will take care of them. Their behaviour is excellent and this contributes well to their improved progress. They are very knowledgeable about health issues and older pupils are strong advocates in promoting healthy lifestyles. They enjoy learning about the wider world, but have had few opportunities to engage with communities beyond the immediate locality in order to promote their cultural development and community cohesion. The school has identified this as a priority for improvement.

Pupils make good progress across the school because of good teaching. Teachers use assessment information well to match work to pupils' different needs, and provide interesting and challenging tasks that fully involve pupils in their learning. Pupils are given a very secure understanding of how to improve their work. Significant variations in achievement between different groups and subjects have been eliminated. Children start school with skills that are in line with national expectations. At the end of Year 6 attainment is average but is rising quickly as pupils' accelerated progress makes an impact on the levels they reach each year. At Key Stage 2 a relative weakness in mathematics, compared to English in 2010, has been eliminated. For some time, pupils in Key Stage 1 had not built sufficiently on the good progress they make in the Nursery and Reception classes, partly because of disruption to teaching. In particular, boys' progress in English had been weak. With more stable teaching, this shortcoming has been addressed well and boys' progress has improved, particularly in writing. Pupils' progress is enhanced by a good curriculum which establishes meaningful links between subjects that make learning more enjoyable. However, pupils have too few opportunities to use and develop their skills in information and communication technology (ICT) in other subjects. To some extent this is because portable ICT equipment is unreliable. However, in addition, not enough use is made of the school's computer suite.

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What does the school need to do to improve further?

- Give pupils more opportunities to use and develop their ICT skills in other subjects by:
 - improving the quality of ICT resources
 - ensuring that full use is made of the computer suite.
- Extend pupils' cultural development, and the school's promotion of community cohesion, by providing better opportunities for them to:
 - engage with community groups not represented in the immediate locality
 - learn about communities beyond the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils achieve well in class and enjoy learning, helped by their outstanding behaviour and positive relationships. For example, pupils in Year 6 made good progress in their understanding of narrative, and their skills in story-telling techniques, when they tackled challenging tasks that were carefully matched to their individual targets. They used technical vocabulary accurately as they discussed their work animatedly in pairs, showing good collaborative skills. In a Year 4 lesson pupils were keen to challenge themselves in writing a 'diary' entry, linked to a story about the plague. They worked together to agree what a good piece of work should contain. They showed great empathy for the historical characters, improving their understanding of history as well as their writing skills. Pupils in Year 1 greatly enjoyed learning about toys from different times, quickly learning to identify the oldest and newest teddy bears or roller skates as the teacher helped them, through skilful questioning, to spot key details.

Results of national assessments in 2010 were above average, but attainment is average overall because this judgement is based on results over three years. Evidence from lessons and the school's detailed tracking of pupils' progress indicate that the higher standards of last year have been maintained. All pupils achieve well because they are given work that is matched to their needs in lessons. This is particularly true for pupils who have special educational needs and/or disabilities. The extra support they receive from adults helps them to focus on their learning, and adults consistently challenge them through sensitive questioning to refine their work. They reach standards that, whilst below average, are better than might be expected considering their starting points. A range of tailored intervention programmes back up their good progress in class. For example, the support in the Numbers Count programme, for pupils who struggle with mathematics, is particularly successful in helping them reach the expected standards despite their difficulties.

Older pupils have a strong sense of right and wrong, and take their responsibilities seriously, particularly as role models for younger pupils. Pupils greatly enjoy exercise, as was observed in a Year 1 dance lesson when they concentrated very well and joined energetically in sequences of movement they devised for themselves. Pupils have a very secure understanding of healthy diets. They also have an extremely good understanding of how to keep themselves safe, and contribute well to their own and their schoolmates' safety by regularly assessing potential hazards around the school. The school council makes a good contribution to the community by representing pupils' views in school, but

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also by joining in local affairs, such as their campaign alongside the local council to avert the closure of the library. Pupils respect and value the views of others, although their chances to engage with communities beyond the local area are limited. They cooperate well with each other and work very independently when appropriate.

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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?

Inconsistencies in teaching and learning have largely been eliminated. Classes are managed well and good relationships and well-established routines provide a positive ethos for learning. A key element has been how well teachers help pupils to assess and improve their own progress, initially through their marking of pupils' work. They involve pupils in setting their own criteria for success, 'steps to success', based on their different starting points. Pupils use these to analyse how their own or their classmates' efforts can be built upon. Skilled extra adults provide good support and challenge to different groups. Teachers routinely match tasks very accurately to pupils' varying needs, although occasionally they can be over-ambitious, so some pupils struggle with difficult work. Generally, adults monitor pupils' ongoing progress well, so any problems are picked up and addressed quickly. At times, this is not the case and progress for a few pupils slows.

Linking different aspects of learning within themes has been very successful in developing pupils' skills across the curriculum. In particular, pupils' speaking, listening and writing skills are developed very well in different subjects, a contrast to the previous inspection

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when this was a weakness. A good range of enrichment activities includes themed weeks such as a recent science week, as well as a variety of visitors and visits, and a good number of popular clubs. A focus on literacy and numeracy has improved standards in these subjects. The ICT curriculum is covered adequately but there are too few opportunities for pupils to use their ICT skills in other subjects.

Staff have a good understanding of pupils' needs and there are well-organised procedures to meet these and support individuals' well-being. Pupils whose circumstances make them vulnerable are given good support, making effective use of help available from other agencies. Pupils are confident that they can turn to adults for support and help if they have concerns. Attendance is promoted well, leading to below-average levels of absence.

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?

Clear leadership from the headteacher and increasingly effective management by other staff have driven the many improvements since the last inspection. The better tracking of the progress of individuals and groups has enabled staff to tailor work and support to pupils' needs, so that any in danger of falling behind are helped to catch up. This has been particularly effective in removing disparities between the progress of boys and girls, demonstrating the school's good promotion of equal opportunities. The monitoring of teaching and learning has enabled clear feedback to teachers on their performance, helping them improve their practice. Governance is satisfactory. The governing body is supportive of the school and members are aware of key strengths and weaknesses, although individual governors vary in the extent to which they are actively involved in finding out about the school's performance.

Safeguarding meets current requirements. Procedures are in place to keep pupils safe, and records are now up to date after some recent improvements to administrative procedures. Parents and carers are given good information about the school and consulted regularly about their views. The school has responded well to issues identified, for example in providing more detailed information about the curriculum. Links with other partners contribute satisfactorily to pupils' learning and well-being. Particular strengths are in the transfer arrangements to secondary school, and in the provision for every pupil to learn a musical instrument in Year 6. The school is a cohesive community where pupils all get on well together regardless of background or ability. The school promotes community cohesion well in the immediate locality, but the impact of its work further afield is relatively weak and pupils have few chances to engage with people from contrasting communities in this country or abroad.

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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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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 good progress in the Reception and Nursery classes. Their attainment at the end of Reception is above average, having increased for three years in succession. Children settle happily into the setting because they have good relationships with the adults, greatly helped by good links with parents and carers, and effective induction arrangements. Good use is made of the outside area to develop children's learning, as was seen when nursery children played at 'scary monsters' on the climbing frame, developing their personal and physical skills well. Even the youngest children show good behaviour and cooperate well together in their play. There is a mixture of adult-led and child-chosen activities, although, at times, the choice available to children is too limited. The provision is well managed, with a strong input from senior leaders. There is a good focus on helping children to develop early literacy skills, with a suitable emphasis on teaching about how spoken sounds relate to the letters in words. Children's progress is tracked effectively and assessments are used to plan future learning. However, leaders have identified that assessment procedures are unwieldy and are working with colleagues to ensure that assessment is more tightly focused and easier to manage. Good arrangements are in place to ensure children's safety and promote their welfare.

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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

A very large majority of parents and carers are positive about the school and what it provides for their children. They particularly value the fact that their children are happy and safe in school. A few have concerns about a number of issues, in particular the progress their children have made, linked to how well parents and carers are helped to support their children's learning or how well their children's particular needs are met. The positive views of most parents and carers are supported by the inspection evidence. Nonetheless, evidence also shows that pupils' progress in the past has been too variable and that some did not do as well as they should have done, most recently in Key Stage 1. However, pupils' progress is now much more consistent across the school. The school has introduced better ways of involving parents and carers in their children's learning, and improved assessment systems mean that the different needs of individuals are met well. In discussion, a group of parents and carers were very positive about improvements the school has made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bawtry Mayflower 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	37	40	1	1	1	1
The school keeps my child safe	62	67	28	30	2	2	0	0
My school informs me about my child's progress	40	43	41	45	8	9	3	3
My child is making enough progress at this school	41	45	33	36	11	12	4	4
The teaching is good at this school	45	49	35	38	6	7	2	2
The school helps me to support my child's learning	31	34	47	51	11	12	2	2
The school helps my child to have a healthy lifestyle	43	47	46	50	2	2	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)	39	42	35	38	7	8	3	3
The school meets my child's particular needs	44	48	33	36	9	10	3	3
The school deals effectively with unacceptable behaviour	29	32	50	54	6	7	1	1
The school takes account of my suggestions and concerns	31	34	45	49	9	10	2	2
The school is led and managed effectively	40	43	37	40	9	10	2	2
Overall, I am happy with my child's experience at this school	51	55	30	33	6	7	3	3

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.



31 March 2011

Dear Pupils

Inspection of Bawtry Mayflower Primary School, Doncaster DN10 6PU

Thank you for your very warm welcome when we inspected your school. We enjoyed talking to you and seeing you hard at work in lessons. We were particularly pleased to see that your behaviour is excellent and that you all get along well together and work effectively in teams or in pairs. This is helping you to learn more. You told us that you enjoy school and think you are safe there. You are right.

Your school has improved in the last few years and gives you a good education. You are making good progress because your teachers are skilled at helping you learn, especially through knowing your 'steps to success.' You get lots of enjoyable things to do and the themes you study are helping you to learn. However, you do not have enough chances to use computers to help you in other subjects, and we have agreed with the adults that they are going to improve this.

You know a lot about keeping safe and staying healthy, and the older pupils encourage the younger ones in this. You enjoy learning about different people around the world, but you do not have enough chances to be in contact with all the different communities in this country and abroad. The headteacher had already decided that this needed to be improved, and we agree that it should be a priority for the school. The adults organise the school well and keep a careful eye on how everyone is doing. They make sure that pupils who need extra help get it. They are keen to improve the school. You can all help by keeping up your excellent behaviour and hard work, and by trying particularly hard with your work on computers.

We hope you all carry on enjoying your time at Mayflower.

Yours sincerely

Steven Hill

Lead inspector

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