

Canon Popham Church of England (VA) Primary and Nursery School

Inspection report

Unique Reference Number	106768
Local authority	Doncaster
Inspection number	377462
Inspection dates	26–27 September 2011
Reporting inspector	Jane Hughes

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

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	250
Appropriate authority	The governing body
Chair	Gil Robinson
Headteacher	Alison Navas
Date of previous school inspection	4 March 2009
School address	Church Balk Edenthorpe Doncaster DN3 2PP
Telephone number	01302 884465
Fax number	01302 890623
Email address	admin@canonpopham.doncaster.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and observed eight teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 104 parents and carers, as well as those 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.

- Whether improvements in pupils' attainment and progress are continuing.
- Whether the needs of higher attaining pupils are met, particularly in writing.
- Whether a greater proportion of children than in the past reach a good level of development in the Early Years Foundation Stage.
- Whether the reported strengths in pupils' personal outcomes are still evident.
- Whether leaders and managers are driving sustainable improvement.

Information about the school

This school is of average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is smaller than average. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved several awards including Healthy School status, Investors in People and Chartermark for Inclusion.

Following the departure of the previous headteacher in 2010, an acting headteacher was in post for two terms. The new headteacher was appointed in January 2011. The school shares premises with the church.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Following a period of disrupted leadership, the new headteacher has steadied the school. She sets challenging expectations so that an imperative for improvement is embedded in all the school's work. Assessments of what pupils know and can do are becoming increasingly exact and so data provide a clear overview of pupils' attainment and progress. School self-evaluation is accurate. Comprehensive development plans identify appropriate key priorities. These characteristics underline the school's satisfactory capacity for sustained improvement. Parents and carers say that 'children's best interests are the school's number one priority'. They are supportive of the school's work and ensure that their children come to school regularly and on time. This conscientious approach, coupled with the success of the school's work in this area, is reflected in the consistently high levels of pupils' attendance. The school engages parents and carers well in its work and in pupils' learning.

Pupils say they have fun at school and feel well cared for. They have a clear understanding of how to keep themselves safe. They make the most of opportunities to lead increasingly healthy lifestyles and a higher-than-average proportion enjoys the nutritious school lunches. Pupils behave well, particularly around school. Pupils contribute well to the school and wider community and conscientiously carry out duties such as social prefects and librarians. Their good spiritual, moral, social and cultural development ensures they treat others with respect, act as good role models and engage enthusiastically in a range of artistic, cultural and sporting opportunities.

Pupils learn and progress satisfactorily from starting points that are generally as expected for their age so that attainment is broadly average in English and mathematics by the time pupils leave Year 6. In 2011, there was a significant rise in pupils' attainment in mathematics. Improvements in English, particularly pupils' writing, continue to develop at a slower rate with few higher attaining pupils reaching beyond the average. Children make a satisfactory start in the Early Years Foundation Stage, although use of time and the impact of adults when working with children do not always fully support successful learning. This is particularly evident with regard to the development of children's creative skills and their knowledge and understanding of the world. Outcomes for pupils, including for those pupils with special educational needs and/or disabilities, are satisfactory. The overall satisfactory quality of teaching includes an increasing proportion that is good. However, inconsistencies in teaching reduce pupils' success in some lessons. Although

supportive, the governing body does not provide sufficient challenge to leaders on how well the school is doing. Nor does it evaluate closely the impact of its own work or that of the school. Strong partnerships support pupils' learning and well-being and contribute to an increasingly creative curriculum.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, particularly in writing, through improving the quality of teaching by:
 - developing consistent strategies with regard to behaviour management in classrooms
 - ensuring teachers consistently provide clear guidance to pupils on how to improve their work
 - ensuring teaching assistants are used to best effect as they participate in lessons and record pupils' learning.
- Develop provision further in the Early Years Foundation Stage by:
 - increasing the focus on children's skills in relation to their knowledge and understanding of the world and their creative development
 - ensuring adults have a clear understanding of the intended learning outcomes for each activity and so help children to achieve their full potential
 - reviewing the timetable to ensure the best use of children's time throughout the day.
- Increase the impact of the governing body by:
 - ensuring it holds the school more rigorously to account for its performance
 - extending its role in monitoring and evaluating the work of the school
 - completing a regular review of its own impact on pupils' outcomes and the work of the school.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily and enjoy their lessons. The large majority behave well and engage readily in lessons. However, there are times when a small minority of pupils take too long to respond to teachers' instructions or carry on private conversations at times when the whole class should be learning together. Pupils collaborate well with partners during paired discussion work and show a secure understanding of their targets and the levels at which they are working. Pupils complete a good volume of work and present this neatly. They engage well in the increasingly practical activities which are particular favourites. For example, in Year 1, pupils made the most of active 'plan, do, review' sessions to develop further their skills of estimation in the water tray. Pupils' excellent attendance means that they miss little learning during the year.

Although attainment is only broadly average, it is rising throughout the school, with larger proportions of pupils now working at the levels expected for their ages in English and mathematics. Fewer pupils reach the higher levels in writing than in reading or mathematics. Although pupils' pace of learning in lessons is now accelerating, the rate is uneven. Pupils with special educational needs and/or disabilities make similar rates of progress to others because each learning programme takes careful account of pupils' individual requirements.

Pupils fulfil responsibilities well and show concern for others in school and the wider community. Pupils are increasingly kind to each other. They develop confidence and self-esteem which add to their strong spiritual, moral, social and cultural development. They have good knowledge of how to stay safe and live healthily and make appropriate choices to back this up.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Adults plan work that is increasingly well-matched to pupils' individual needs because the assessments they carry out each half term are accurate. However, there are some lingering inconsistencies, particularly in terms of the behaviour management strategies some adults adopt. For example, some pupils are allowed to talk too much when teachers are trying to explain tasks. At other times, higher attaining pupils do not move on independently to the more challenging work adults ask them to do. Teachers use questioning well to check pupils' learning. Teachers mark pupils' work regularly but do not consistently record clear improvement points for each piece of work. Teaching assistants provide appropriate levels of support in classrooms, although they do not always take an active enough role, for example, by discussing learning during whole-class sessions or recording pupils' learning in lessons.

An increasingly creative approach to curriculum delivery ensures pupils' enjoyment of school. Enrichment activities are popular and a good range of visitors into school and

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

visits out also bring learning to life for pupils. Links between literacy, numeracy and other curriculum areas are developing but do not fully support good learning outcomes in all lessons. Specific support for pupils with special educational needs and/or disabilities enables them to play a full part in lessons and to progress at the same rate as their peers.

Parents and carers appreciate the pastoral care and guidance their children receive. They comment, 'the staff create a loving and caring environment for learning'. Increasingly, parents and carers learn how to help their children at home and so are becoming more involved in their learning. Effective induction and transition arrangements ensure pupils move smoothly from one phase in their learning to the next.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3 3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders, guided by the diligent headteacher, have a clear understanding of how well the school is performing. This is carefully explained to all staff and the governing body. The staff team is supportive of the headteacher and keen to move the school forward. There is close monitoring of the quality of teaching and learning. This is gradually strengthening teachers' skills and improving the overall performance of the school as seen in the rising attainment levels.

The satisfactory governing body provides a range of expertise and local knowledge. However, it does not offer sufficiently robust challenge to the leadership, particularly with regard to pupils' academic outcomes, in order to help drive improvement forward at a faster rate. There is no audit of its own impact and no close evaluation of how well the school is performing. The school adopts recommended safeguarding practice across all areas of its work. Administration is well organised and the site is well maintained. Lunchtime staff support harmonious mealtimes.

Parents and carers praise, 'the hardworking, dedicated and caring school staff', and are keen to support the school. Strong partnerships, particularly with the church, are helping to develop pupils' learning and to engage all groups more fully in their learning.

Adults promote equality of opportunity and tackle discrimination satisfactorily. Pupils benefit from appropriate levels of support. Staff training enables staff to meet the needs of learners so that gaps between the performance of different groups are closing.

The school's work in promoting community cohesion shows a secure understanding of the local context and of the needs within the community. However, the school's

best efforts to develop links with ethnically diverse communities and schools have been thwarted after a promising start due to circumstances beyond the school's control. The school deploys its resources satisfactorily. It achieves satisfactory outcomes for pupils and provides satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children settle well into daily routines in the Nursery and Reception classes. Even this early in the school year, children are clearly happy to come to this welcoming and supportive environment. This is because induction arrangements are effective and ensure that children and their families are familiar with the setting and the expectations of staff when they first arrive. The relatively new learning environments are spacious, although staff offer too few opportunities for children to develop their knowledge and understanding of the world or their creativity.

Children make satisfactory progress during their time in the Early Years Foundation Stage. By the end of Reception, an increasing proportion reaches a good level of development, particularly in their language and personal skills. Children are familiar with the daily routines and expectations of adults. They are kind to each other and chat companionably during role play and circle activities. Adults are caring and have a clear understanding of children's individual needs, although they are sometimes too passive in the way they support children's learning and development during activities. This is because they do not always provide specific enough questioning for children in order to help them achieve the learning outcomes planned for particular tasks.

The well-established leadership ensures that all the staff meet regularly and communicate effectively about assessments, procedures and practice. They also meet regularly with staff in Year 1 so that Early Years provision moves on with the children into Year 1 to support their development and well-being. Staff have a secure knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage. Although the setting runs smoothly, some less effective areas of practice continue because they have always been carried out that way rather than

because they are notably successful. For example, children break off for a formal playtime with the rest of the school which interrupts their learning and play. They are unable to choose throughout the sessions whether to work inside or outdoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

The parents and carers who returned the inspection questionnaire confirm that their children enjoy school. They agree that the school keeps children safe and encourages their children to adopt healthy lifestyles. A small minority of parents and carers who returned the questionnaire expressed concerns about how effectively the school deals with unacceptable behaviour. A few parents expressed concerns across all the areas covered by the questionnaire. Inspectors looked at all these aspects of the school's work and at the impact of behaviour management systems in lessons and around the school. Their findings are reflected in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canon Popham Church of England (VA) Primary and Nursery 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	53	43	41	5	5	0	0
The school keeps my child safe	62	60	36	35	5	5	0	0
The school informs me about my child's progress	30	29	61	59	12	12	0	0
My child is making enough progress at this school	34	33	57	55	10	10	1	1
The teaching is good at this school	35	34	60	58	5	5	1	1
The school helps me to support my child's learning	26	25	59	57	13	13	1	1
The school helps my child to have a healthy lifestyle	37	36	61	59	5	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)	42	40	53	51	4	4	1	1
The school meets my child's particular needs	36	35	55	53	8	8	2	2
The school deals effectively with unacceptable behaviour	28	27	52	50	15	14	6	6
The school takes account of my suggestions and concerns	29	28	58	56	9	9	2	2
The school is led and managed effectively	40	38	52	50	7	7	1	1
Overall, I am happy with my child's experience at this school	47	45	43	41	10	10	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



28 September 2011

Dear Pupils

Inspection of Canon Popham Church of England (VA) Primary and Nursery School, Doncaster, DN3 2PP

Thank you for being so friendly and helpful when my colleagues and I inspected your school recently. We enjoyed meeting you, listening to your views about school and looking at your work. This letter tells you what we found.

We judge that Canon Popham Church of England Voluntary Aided Primary and Nursery School is a satisfactory school. You are making satisfactory progress in your learning and are reaching higher standards now, particularly in your mathematics work – well done! You told us that you feel safe in school and know who to turn to if you have a problem. You also said that you learn a lot in lessons. We judge that teaching is satisfactory overall. Children in the Early Years Foundation Stage also make satisfactory progress. We were pleased to hear many of you say that you enjoy school. This reflects in your high rates of attendance. Please keep this up! We were delighted that so many of your parents and carers recognise how important it is that you attend regularly.

We have asked the headteacher, staff and governing body to do several things to improve the school. First, to raise your attainment and to make sure you all make faster progress, particularly in writing. You can help by continuing to try hard with all your work, and by paying close attention to the comments your teachers make when they mark your work. Second, to help children in Nursery and Reception use their time well, become more creative and learn more about the world around them. Last of all, we have asked that the governing body keeps a close check on the progress the school is making and how well it is improving.

We send our very best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

