

Conisbrough Balby Street Primary School

Inspection report

Unique Reference Number	106738
Local authority	Doncaster
Inspection number	377455
Inspection dates	27–28 March 2012
Lead inspector	Christine Millett

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	120
Appropriate authority	The governing body
Chair	Rev R Davies
Headteacher	Miss M Walton
Date of previous school inspection	22 October 2008
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Introduction

Inspection team

Christine Millett

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 11 lessons or parts of lessons given by eight members of staff, and held meetings with groups of pupils, members of the governing body and members of staff. She observed the school's work and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, and records on safeguarding, health and safety, and attendance. The inspector looked at the online questionnaire (Parent View) but no responses were recorded. The inspector considered the 15 questionnaires completed by parents and carers as well as those from pupils and staff.

Information about the school

Conisbrough Balby Street is smaller than the average-sized primary school. The overwhelming majority of pupils are of White British heritage. A very small number are from minority ethnic groups. All pupils' first language is English. The proportion of pupils known to be eligible for free school meals is well above the national average as is the number of disabled pupils and those who have special educational needs. A significant number of pupils arrive and leave at different times during the school year. Pupils are taught in mixed-age classes which vary from year to year according to the number of pupils in each year group. Currently, there is a morning Nursery class and mixed classes for the other year groups. The school has achieved a number of awards including Healthy School status, International School Award and Eco-award. The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress. Since the previous inspection there have been a number of staff changes. On the retirement of the previous headteacher, the deputy headteacher was appointed as headteacher and took up post in September 2011. A new deputy headteacher was appointed from within the school.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Balby Street is a good school. Pupils achieve well in a safe, nurturing environment where they have confidence that adults will take care of them. This caring ethos permeates school life and is a significant factor in enhancing pupils' good spiritual, moral, social and cultural development. This is not yet an outstanding school because teaching and achievement are good rather than outstanding. Parents and carers hold the school in high regard.
- Pupils make good progress from starting points well below those expected and overall attainment is broadly average when they leave school. Currently, reading at the end of Key Stage 1 is below average but above average in Year 6. Disabled pupils and those with special educational needs make good progress due to the contribution of adults who provide support and targeted interventions.
- The quality of teaching is good overall with examples of outstanding practice. Pupils make the best progress where teachers' expectations are highest. Teachers provide good feedback during lessons. Marking is informative. A good curriculum provides many first-hand learning experiences. However, occasionally teachers do not make full use of assessment information to ensure the needs of pupils who start school at different points during the school year are being met quickly.
- Pupils feel safe and behaviour in and around school is good. Pupils of all backgrounds show respect for, and interest in, other cultures and customs. Attendance is above average.
- Good leadership and management, including the work of the governing body, are bringing about improvements. There is a clear goal to improve achievement and a united approach ensures staff are working towards agreed aims. The leadership of teaching and management of performance are good. School self-evaluation is accurate. As a result, the priorities in the school development plan focus on the most important areas for improvement.

What does the school need to do to improve further?

- Extend existing outstanding practice to ensure that all teaching is good or better by:
 - ensuring that all teachers have high expectations of what pupils can achieve in lessons
 - refining the use of assessment information to enable teachers to respond rapidly to the needs of all pupils, particularly those who join the school at different times during the year
 - developing the skills of subject leaders in monitoring the impact of teaching on pupils' learning.

Main Report

Achievement of pupils

Pupils achieve well. There are year-on-year variations in the size of cohorts, an increasing number of disabled pupils and those with special educational needs, and a high number of pupils who join the school at different times, all of which have an impact upon overall attainment.

As a result of teaching that is good, and sometimes outstanding, pupils are now making good progress as they move thorough school. This begins in the Nursery class. From very low starting points children achieve well. Assessment shows term-by-term improvements in all areas, particularly communication, language and literacy. However, when they reach Year 1 pupils are still working at levels below those expected. Pupils continue to do well in Key Stage 1 and by the end of Year 2 the gap is closing.

The school's rigorous tracking system shows that progress is accelerating strongly across the school. Data, progress in lessons and the work seen in pupils' books suggest that these trends are set to continue. Pupils in Year 2 are working at levels that are just below average in reading, writing and mathematics. Pupils in Year 6 are on target to reach above-average levels in reading. Attainment overall is broadly average by the end of Year 6. Disabled pupils, those with special educational needs and pupils known to be eligible for free school meals are making similar rates of progress as their peers and learn well. Pupils who arrive mid-school year also make good progress over their time in school. All pupils are supported well by teaching assistants and the class teacher during lessons and, where appropriate, benefit from small-group or one-to-one activities.

In lessons pupils show positive attitudes to learning and have good levels of concentration. All pupils work well together and are clearly engaged and involved in their learning. In a Year 4/5 mathematics lesson, for example, pupils collaborated well in pairs to draw a bar chart to display data. Good discussions and the application of learning skills enabled pupils to work well together to present information and use it to ask and answer questions. Their effective use of mathematical vocabulary enabled them to make good progress in their learning and enabled them to talk confidently to the inspector about their work. Parents and carers expressed very positive, and accurate, views on the levels of progress their children were making.

Quality of teaching

Parents and carers were unanimously positive about the quality of teaching in school. They believe their child is well taught, and rightly so. Teaching is effective because of the positive, caring relationships between all adults and pupils. These also contribute to pupils' good spiritual, moral, social and cultural development. Teaching assistants form good relationships with teachers and pupils. They ensure that disabled pupils and those with special educational needs as well as other potentially vulnerable pupils are included in lessons and are fully engaged.

Reading is well promoted across the school, instilling a love of books in pupils and providing many opportunities to practise their reading skills. Starting in the Early Years Foundation Stage children are developing their knowledge of phonics (linking sounds and letters) in a systematic way. This includes not only learning new sounds but practising writing them as well. Good progress in reading continues throughout the school. Work is marked regularly and there is evidence of good practice, particularly in both the marking of writing and mathematics. This gives pupils a clear understanding of what they have achieved and they are provided with guidance on how to improve their work. Work is neatly and carefully presented. Opportunities for self- and peer-assessment effectively help pupils to improve their written work as do their responses to teachers' marking.

Teachers' good subject knowledge underpins a well-planned curriculum that has a good impact on pupils' achievement and attitudes to learning. In some lessons teachers' expectations of how much could be achieved are not high enough. However, in the very best lessons teachers set up well-thought-out learning opportunities to develop pupils' skills and understanding. This was particularly evident in what one pupil rightly described as an 'awesome' science lesson in which Year 5/6 pupils were investigating air resistance. The practical activities provided opportunities for pupils to demonstrate, extend and apply their knowledge of forces to what they were learning.

Behaviour and safety of pupils

Parents and carers are rightly pleased with pupils' behaviour and attitudes to school. One made the comment, 'Staff are approachable and any problems are solved quickly'. The very large majority of pupils say that pupils behave well in the playground and around school. The inspection findings echo these views.

There is a strong sense of community where pupils work and play well together. Well-ordered systems at lunchtime and playtime ensure these are enjoyable times. Pupils develop a maturity and confidence in their own abilities and are courteous and friendly. Pupils told the inspectors that they consider the school a happy and safe place to be. Children in the Early Years Foundation Stage learn to take on responsibilities. This willingness spills over into lessons where they take on some responsibility for managing their own learning, often sustaining concentration well when working and playing individually and in small groups. By Years 5 and 6, pupils have developed good team skills. Pupils willingly take on responsibilities such as being a playground buddy, a member of the school council or part of the Fire Watch Crew.

Pupils' well-established understanding of right and wrong is developed strongly through the curriculum and the caring philosophy of the school. This has ensured good behaviour and relationships over time. Poor behaviour is rare because pupils receive good support from all

adults and are helped to learn and adjust to situations. Pupils enjoy the playground and say they feel safe and know how to keep themselves safe. Pupils understand the different types of bullying. They say instances are very rare and have confidence in adults to deal with any incidents which may occur. Pupils have a good understanding as to what constitutes a safe and unsafe situation. The curriculum equips them for life through age-appropriate life skills such as those experienced on residential visits.

Leadership and management

The new headteacher 'leads by example' and has developed an effective team whose members implement her vision with determination and commitment. The success of the school in accelerating progress is the result of a cohesive team which is well led and managed. Staff are united in their efforts to build on their success and accelerate achievement for all. Good practice is shared across the school and a range of effective professional development strategies ensure pupils' achievement and the quality of teaching continue to improve. Subject leaders do not yet contribute fully to the monitoring of teaching and learning.

Astute leadership and management have identified quickly areas for development and implemented an effective tracking system. Staff training has been effective and the impact upon pupils' achievement is positive. These good developments show the school is well prepared to sustain further improvement.

The curriculum meets the needs of the mixed-age classes well. It is broad and balanced and includes an extensive range of enrichment activities such as music, drama, sport and art. A wide range of visits and visitors bring learning to life. Spiritual, moral, social and cultural development is promoted well. Pupils demonstrate a strong social and moral awareness, supporting many charities and showing empathy for those less fortunate than themselves. The sponsorship of a child in Ethiopia, for example, raises awareness of other lifestyles and cultures.

The governing body is very well-informed and is active in providing both challenge and support. Management systems are effective and the school runs smoothly. The school successfully ensures that discrimination in any form is not tolerated and promotes equality in pupils' opportunities for success well. Safeguarding requirements are met and systems and procedures for child protection are in place. The school engages well with parents and carers and plays an important part in the community.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 March 2012

Dear Pupils

Inspection of Conisbrough Balby Street Primary School, Doncaster DN12 4DX

Thank you for being so friendly and helpful when I visited your school recently. I thoroughly enjoyed my time with you and particularly liked having the opportunity to talk to you and to see you in lessons and at play. I also enjoyed listening to some of you read. Here are some of the things I found out.

- You get off to a good start in the Early Years Foundation Stage and are making good progress during your time in school.
- Teaching is good and you attain average standards by the time you leave school.
- You told me that you enjoy school and feel safe and secure.
- You think that behaviour is usually good, and I agree. I found that you behave well in and around the school and know how to stay safe.
- You have good relationships with your teachers and you get on well with each other.
- The headteacher, other adults and the governing body are working hard to make the school as good as possible for you.

In order to help you do even better in your learning I have asked the headteacher and your teachers to do the following things:

- make sure you complete as much work as possible in lessons
- use the information they have on how well you are doing to make sure those of you who start school at different times are helped to learn straight away
- give teachers with responsibilities for different subjects the opportunity to watch each other's lessons.

All of you can help the school by continuing to try your best in lessons, coming to school regularly and always behaving well. I wish you all the best in the future.

Yours sincerely

Christine Millett
Lead inspector

