

Todwick Primary School

Kiveton Lane, Todwick, Sheffield, South Yorkshire, S26 1HJ

Inspection dates

15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders and governors have made sure that the school has improved a great deal since the last inspection. They are all working together, determined to see that teaching and pupils' achievement keep improving.
- Right from their first days in the Reception Year, pupils make good progress as they move up through the school.
- Over the last two years, leaders and staff have concentrated particularly on improving pupils' writing. This work has been very successful and pupils now achieve much better in writing than at the time of the previous inspection.
- Teaching is usually good and is sometimes outstanding. Teachers choose topics and activities that are linked to pupils' interests so they are keen to get involved in lessons and learning. All adults give pupils the confidence needed to tackle new work.
- Pupils behave well in lessons, around the school and on the playground. They feel very safe here because, as they say, 'people look after you'.

It is not yet an outstanding school because

- There is still a small amount of teaching that requires improvement. Occasionally, pupils spend too long listening to teachers. The comments teachers write in pupils' books are sometimes not helpful enough. Leaders are looking for more ways to help all teachers be as expert as the ones that are outstanding.
- Some pupils find it difficult to use the sounds made by letters (phonics) to help them read new words.
- In mathematics, work is not always hard enough for the most able pupils. Not all teachers find exciting ways for pupils to use their skills to solve problems that involve mathematics.

Information about this inspection

- The inspectors observed 10 lessons and eight teachers. Two of these lessons were observed jointly with the headteacher. Additional short visits were made to each of the seven classrooms.
- Meetings were held with groups of staff, pupils, members of the governing body and a representative of the local authority.
- Informal conversations took place with a number of parents as they brought their children to school.
- The inspectors examined a range of documents including samples of pupils' work, records relating to pupils' progress and behaviour, and the school's plans for its future development.
- They looked at the 35 responses to the online questionnaire for parents (Parent View).

Inspection team

Rosemary Eaton, Lead inspector

Additional Inspector

Sally Hicks

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- A smaller than average proportion of pupils is supported through school action. The proportion supported at school action plus or with a statement of special educational needs is also smaller than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- Almost all the school's teachers and leaders have joined it since its previous inspection.
- A private provider of childcare shares the school's site. This offers a nursery and before- and after-school clubs which are inspected separately by Ofsted.

What does the school need to do to improve further?

- Improve teaching further so it is all good or outstanding by making sure that:
 - pupils do not spend longer than necessary listening to teachers
 - comments written in pupils' books inform them exactly what they have done well and what they need to improve
 - less expert teachers have more chances to learn from those whose work is already outstanding.
- Raise achievement further in reading and mathematics by:
 - making sure that pupils in Years 1 and 2 and less-able pupils in Years 3 to 6 can all use their knowledge of the sounds made by letters (phonics) when reading new words
 - setting work in mathematics that is always hard enough for the most able pupils
 - making sure that all teachers plan equally well for pupils to use their skills to solve problems in mathematics.

Inspection judgements

The achievement of pupils is good

- When they start school, most children's skills are similar to those expected for their age. They now make good progress in the Reception Year. This is because adults make sure that activities indoors and outside enable each child to build on what they have already learned.
- By the end of Year 6, more pupils than average reach higher than the nationally expected standards in English and mathematics. This is one sign of the good progress pupils are making. Progress is now faster and more even because there is much more good and outstanding teaching than in the past.
- Different groups of pupils make the same good progress because leaders and staff do their best to give all pupils, whatever their circumstances, equal opportunities to be successful.
- Disabled pupils and those with special educational needs make good progress. These pupils receive good quality support from teachers and teaching assistants and the school works closely with experts such as speech and language therapists.
- The small number of pupils eligible for the pupil premium achieve well. For the past two years, they have reached higher standards and made better progress than pupils not entitled to the extra funds both in this school and in schools across the country. When deciding how to spend the premium, leaders consider what will most benefit individual pupils. For example, some are helped to take part in particular clubs or visits. This means that lack of money does not stop pupils having experiences that they can recall when doing their work in school.
- Last year, fewer Year 1 pupils than average reached the expected standard in the national phonics test because they had not learned the necessary skills well enough. Pupils were not taught phonics in an organised way until two years ago. This resulted in some less-able pupils in Years 3 to 6 not developing good enough skills and they still struggle to read some new words. The school knows which pupils need extra help and is making sure they get it.
- Pupils enjoy reading and explain why they like different authors and types of books. They now have lessons that help them to understand for example why authors have chosen particular words. This is one reason why pupils' own writing has improved so much.
- Pupils use their writing skills very well to help them learn in subjects such as science and history.
- Pupils develop the necessary mathematics skills well. Some are not as able to use these skills to solve the sorts of problems they might encounter in everyday life. This is because not all the teachers provide the same exciting and carefully planned tasks that feature in the best lessons.

The quality of teaching is good

- Classrooms are attractive and stimulating. Pupils are proud of the examples of their work that show others what can be achieved and encourage them all to try hard. Good advice is provided in interesting ways, such as 'washing lines' of tips for writing.
- Teachers boost pupils' confidence by praising their work and efforts. This encourages pupils to attempt to answer questions or to do work that they might otherwise think was too hard. Pupils like their teachers and want to please them.
- Teaching assistants are well-trained and they play an important part in pupils' good progress. They often work with disabled pupils and those with special educational needs, leading small groups in the classroom or during extra sessions to help pupils catch up in reading or writing, for example.
- Lessons often include activities that capture pupils' imagination and make them excited about learning. Year 3 pupils said that they had just had the best maths lesson ever'. They continued, 'We made 'mocktails'. First we followed recipes and then we designed our own. We were learning about capacity. Teachers do not all plan such clever and inspiring ways for pupils to solve mathematical problems.

- Work is nearly always set at the right level for the different groups of pupils in each class. Just occasionally, the most able pupils are set mathematics work that is not hard enough. They are able to be successful without really trying.
- The way in which phonics skills are taught has improved and is still improving. Teachers often make sure pupils have time to practise what they have learned. For example, in the Reception class, a teaching assistant told a child dressed as Santa what to write on a Christmas list, making sure that he sounded out the letters as he had been taught.
- Occasionally pupils spend longer than necessary listening to the teacher give explanations or instructions. As a result, they do not get enough work done during the lesson.
- There are examples of excellent marking. Sometimes though teachers' comments are too general and so pupils are left not knowing exactly what was good about their work or how to improve it.

The behaviour and safety of pupils are good

- Pupils are keen to learn and get involved in lessons because teachers make sure they are so enjoyable. They try especially hard when they appreciate the importance of what they are learning. Year 6 pupils learned particularly well during a literacy lesson because they knew that they were writing stories for younger pupils and they were eager to do the best job they could.
- Lessons are seldom disturbed by poor behaviour. Adults act quickly if any pupils fidget or fail to follow instructions quickly enough, so very good order is maintained.
- The 'Good to be Green' system involves cards which are turned to red if a pupil acts inconsiderately. Sanctions such as a visit to the headteacher follow. Pupils really like this system and comment on how behaviour has improved since it was introduced.
- Outdoors, pupils are sometimes boisterous but they behave well so everyone can enjoy their play.
- Just a few incidents of bullying occur and these are dealt with quickly by the school. Pupils are clear about the difference between bullying and friends falling out. They are aware of different types of bullying such as name-calling and sending unpleasant messages over the internet.
- Together with the friendships they form, pupils say that feeling so safe is amongst the best things about the school. They are confident that the adults in school look after them. They also begin to take some responsibility for their own safety and learn for example about the risks linked to social networking sites.
- Older pupils are clear that they need to set good examples to younger children, for instance, by sitting still and quiet during assemblies.

The leadership and management are good

- The headteacher has been the driving force behind the improvements made since the last inspection. She has built up a strong team of other leaders and made sure that they, staff and governors are just as determined as she is to keep the school moving forward until it is outstanding.
- The new leaders are already having a strong impact on the school. For example, two of them have been trying out different ways of teaching pupils to solve problems in mathematics and have begun to give other teachers ideas to use with their own classes. The Reception Year teacher has led improvements in phonics teaching, training teaching assistants and working alongside teachers.
- All the new leaders make checks of different types on the quality of teaching throughout the school. The information they collect helps the headteacher to pinpoint where more improvements are needed, both for particular teachers and in the school as a whole. Careful plans are made to provide training for individuals or the whole staff and have played an important part in improving teaching.

- The leaders of subjects are now getting chances to develop their own leadership skills.
- Now the school has a number of outstanding teachers, leaders are looking for more ways in which those who are most expert can help others to develop their skills, for example, in marking pupils' work.
- In general, the teachers who are paid most have more responsibilities than other teachers.
- The curriculum is planned much better than before being based around topics that are interesting to pupils. Pupils appreciate the visits teachers arrange to give them vivid memories, for example, of a museum devoted to the Second World War. These experiences are drawn on back in school and enable pupils to add detail and atmosphere to their writing.
- At the time of the previous inspection, the local authority was providing a good deal of support. The headteacher was new to her role and it was known that the school needed to improve. Currently, the local authority keeps a check on how well the school is getting on and helps it and other local schools to work together to continue to improve.
- **The governance of the school:**
 - Governors are much better informed than previously. They are very ready to ask searching questions of the headteacher, for example, about how she judges the quality of teaching. Because they want to know about details and not just headlines, governors are clear about the strengths and weaknesses of teaching in different parts of the school and how they affect pupils' achievement. Training means that, for example, governors know how the standards reached by pupils compare to those of other primary schools. Governors have helped to improve teaching by providing the money that enables teachers to have time to work together. They have a demanding system to check that the headteacher is meeting her own targets: they take nothing for granted. Finances, including the pupil premium, are managed carefully and governors make sure that pupils are kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106907
Local authority	Rotherham
Inspection number	400871

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	203
Appropriate authority	The governing body
Chair	Violet Chapman
Headteacher	Susan Oakes
Date of previous school inspection	10 March 2010
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