

# All Saints Harworth CofE (Aided) Primary School

Scrooby Road, Harworth, Doncaster, DN11 8JT

**Inspection dates** 5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- School leaders, including governors, have created a culture of high expectations for staff and pupils. Pupils work hard and reach standards that are above average in English and mathematics by the end of Year 6.
- Pupils achieve well, regardless of ability or background. This reflects the school's strong commitment to ensure that all pupils can do well.
- Teaching is nearly always good, and occasionally outstanding. Teaching is usually lively with imaginative activities that meet the needs of pupils from all ability groups.
- Pupils behave well and they feel safe in school. This is because they are confident that adults will deal quickly with any incidents that may occasionally arise.
- Pupils have positive attitudes towards school. They enjoy working and playing alongside each other, and show respect and understanding towards those from backgrounds different from their own.
- The subjects taught promote pupils' spiritual, moral, social and cultural development well by offering an extensive range of experiences both in school and beyond.
- Teamwork among all staff is very good and morale is high. School leaders and governors have successfully tackled the issues from the previous inspection, demonstrating that they have the capacity to improve further.

### It is not yet an outstanding school because

- Although the quality of teaching is improving, not enough is outstanding.
- Teachers do not give pupils enough chance to develop their ability to learn and investigate things without direct adult support.
- Teachers do not make enough use of modern technology to support pupils' learning in the classroom.
- Occasionally, teachers do not make sure pupils respond to their guidance in marking.

## Information about this inspection

- The inspectors observed 16 lessons or parts of lessons, four of which were observed jointly with senior leaders. They visited two assemblies, looked at work in pupils' books and listened to them read.
- Meetings were held with senior leaders, governors and pupils. A discussion was held by telephone with a representative from the local authority.
- The inspectors looked at a number of documents including school development plans, records of governors' meetings, pupils' assessment and tracking information, and arrangements for safeguarding pupils.
- The views of parents and carers were considered through the 12 responses to the online Parent View questionnaire and one message sent to Serco, the company responsible for managing the inspection on behalf of Ofsted. The inspectors took account of the 17 responses to the staff questionnaire.

## Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Sara Storer

Additional Inspector

## Full report

### Information about this school

- The school is average in size compared to other primary schools.
- Most pupils are of White British heritage. Very few speak English as an additional language.
- The proportion of pupils supported by pupil premium funding is lower than found nationally. This is additional funding from the government to support particular groups of pupils. In this school it only applies to pupils who are eligible for free school meals.
- The proportion of disabled pupils or those who have special educational needs supported through school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club and an after-school club for pupils. Both are managed by the governing body.
- The acting Headteacher Sue Thickitt took up the appointment in January 2013.

### What does the school need to do to improve further?

- Improve the quality of teaching so that a higher proportion is outstanding by:
  - giving pupils more opportunities to learn independently
  - providing more modern technology, and using it fully to extend pupils' learning and understanding
  - making sure that all pupils get the chance to respond to teachers' comments by improving and correcting their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils work hard and make good progress so that by the end of Year 6, their attainment in English and mathematics is above average.
- Disabled pupils and those who have special educational needs make good progress because teachers use information on how well they are doing, including the national Year 1 check on phonics (the sounds that letters make) to identify their needs. Skilled teaching assistants and teachers work with these pupils by planning individual programmes to help them overcome their difficulties.
- Pupils who are known to be eligible for pupil premium funding make good progress, and their test results in English and mathematics are in line with those of their classmates. The latest checks on pupils' progress held by the school and the sample of pupils' books seen during the inspection show that pupils who are known to be eligible for free school meals do as well as other groups.
- An effective approach to teaching phonics helps pupils to read unfamiliar words. By the end of Year 2, many read independently and comment on their favourite parts of a story. Older pupils discussed their favourite authors enthusiastically and said they enjoyed reading because 'it inspires your imagination'. By the end of Year 6 they read widely, both for pleasure and to find information.
- Pupils write fluently and legibly using a wide range of vocabulary to interest and engage the reader. This was demonstrated by some particularly imaginative writing that filled the gap between the pictures and words from Anthony Browne's book *Gorilla*, reflecting the school's good promotion of pupils' spiritual, moral, social and cultural development.
- Pupils make good progress in mathematics because their lessons are usually lively and challenging. In a Year 5 lesson, pupils made good progress in applying their knowledge of how to use numbers, including decimal numbers, to plot the position of co-ordinates on a grid. The teacher enabled all pupils to accurately plot numerical positions. This led to more difficult tasks, such as finding the co-ordinates of the corners of triangles and rectangles, which pupils placed on the grids for themselves and each other.
- Children in Reception make good progress in their learning and development. They get on very well together, share and take turns, and listen carefully to adults and each other. Many confidently use shapes to make totals up to 10 and beyond. They enjoy books and read and write simple sentences accurately owing to the effective teaching of phonics.

### The quality of teaching is good

- Teaching is consistently good across the school, with occasional examples of outstanding practice. Pupils say that teachers make learning fun and this fosters good relationships between staff and pupils. In many lessons, teachers give pupils opportunities to share their ideas and opinions with each other and this helps them to consolidate their learning.
- Disabled pupils and those who have special educational needs are taught well because teachers identify their specific learning needs and provide tailored work and support to help them. Pupils who are known to be eligible for pupil premium funding make good progress because of

additional support such as extra literacy sessions, which are often taught on a one-to-one basis.

- Most teachers use their good subject knowledge well to ask questions that make pupils think and probe their understanding. This allows them to judge how well pupils have understood the lesson and to adjust the activities accordingly. When teachers mark pupils' work they provide guidance about what has been done well and what pupils need to learn next. However, not all teachers consistently give pupils the chance to improve and learn from their corrections.
- Most teachers use imaginative methods to capture pupils' interest. In a Year 6 lesson, the teacher used trailers from films such as *Shrek* to inspire pupils to analyse the language used to persuade viewers to watch the film. Pupils judged the effectiveness of such language and what language they would use for this purpose. However, the school does not provide a wide enough range of modern technology, like tablet computers and electronic readers, to extend opportunities to research and enhance learning.
- Learning activities are generally planned to meet every pupil's needs, including demanding work at the right level to stretch more-able pupils. In a Year 4 lesson, pupils created their own stories based on the characters from a range of different books. They enjoyed this demanding task calling for resilience and perseverance. However, pupils are rarely asked to learn independently and dictate the pace of learning for themselves, for example by being able to choose more difficult tasks at an earlier stage in the lesson rather than having to complete a series of less demanding tasks first.
- Teaching in Reception is good and sometimes outstanding. Adults record children's achievements and use this information to plan learning experiences to match their developing needs. There is a good balance between activities that children select for themselves and those that are led by adults. There is a wealth of learning resources and equipment to help children learn rapidly. They gain independence from the activities they choose themselves, and are introduced to new experiences through expert adults' guidance.

### **The behaviour and safety of pupils are good**

- Pupils are polite, helpful and friendly. They get on well with each other, regardless of background, and show respect for the views and opinions of others. They are proud of their school and say, 'There is absolutely nothing we want to change.' Older pupils enjoy their responsibilities as monitors or playground friends, helping to ensure that break times are happy for all pupils.
  - Pupils behave well in lessons and around the school. They say that lessons are rarely disrupted by poor behaviour, although they understand that one or two pupils in school have difficulties in managing their behaviour. Very occasionally, when the pace of the lesson slows, a few pupils become fidgety and chat among themselves.
  - There is a calm, orderly atmosphere in school. Pupils say they feel safe in school because adults are always on hand to sort out minor incidents that may occasionally arise. They have a good understanding of different types of bullying such as racist behaviour and cyber bullying, but they are adamant that it is rare. Records kept by the school show only a very few recent reported incidents.
  - Pupils know how to stay safe outside school. Support from agencies such as the police and the fire and rescue service has taught them about risks associated with substance and alcohol abuse
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and how to resist peer pressure.

- The school provides good opportunities for pupils to develop their social skills in a safe and stimulating environment, both at the beginning and end of the school day, in the breakfast and after-school clubs.
- Staff have successfully worked hard with parents and carers to improve attendance and to reduce persistent absence. Consequently most pupils attend on time.
- Parents and carers who expressed a view feel that behaviour is typically good and that their children are safe.

### **The leadership and management are good**

- The acting headteacher has continued to provide the strong leadership established by the headteacher. Together with the other senior leaders, she has maintained a culture of high expectations for staff and pupils. Rigorous monitoring of all aspects of pupils' education gives leaders and governors a clear picture of what the school does well and where further improvements are needed.
- A continual focus on improving the quality of teaching means that most is good, and an increasing proportion outstanding. Senior leaders regularly check the work of teachers and set targets for improvement. Close links between performance management and training make sure that all staff have opportunities for career progression, and these systems ensure that teaching is only rewarded if it has a good impact on raising pupils' achievement.
- The school is committed to ensuring that all pupils should have an equal chance to succeed. Senior leaders frequently check pupils' progress to identify those at risk of falling behind, so support can be provided to help them catch up. Consequently there are very few gaps in the progress made by different groups of pupils. Discrimination on any grounds is not tolerated.
- The range of taught subjects meets the pupils' needs and interests well. The strong focus on literacy and numeracy prepares them well for the next stage in their education. Pupils enjoy taking part in the wide range of out-of-school activities, including sports, music and art, and this promotes their spiritual, moral, social and cultural development well. Part of the pupil premium funding is used to provide educational games and help some pupils to take part in school journeys, so they can have similar opportunities to those of their classmates.
- The school responds well to the limited support provided by the local authority, and buys in additional support as necessary.
- **The governance of the school:**
  - Governors have a good balance of professional skills that they use to monitor and question school leaders. They visit school regularly so they understand how well pupils achieve in comparison with other schools, locally and nationally. Governors are well informed. They can talk confidently about the quality of teaching and ensure that staff performance is managed thoroughly, particularly in terms of the link between performance and pay rises. They ensure that the pupil premium funding is spent to provide enrichment activities as well as to support pupils to make sure they do not fall behind. Governors have relevant training to equip them for their roles. For example, training on child protection and safer recruitment procedures has enabled them to ensure that the school complies with all the current national requirements for

safeguarding pupils.

## 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

<b>Unique reference number</b>	122804
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	403498

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Archer
<b>Headteacher</b>	Kerrie Louise Clowes
<b>Date of previous school inspection</b>	9 April 2008
<b>Telephone number</b>	01302 742477
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