

Scawthorpe Sunnyfields Primary School

Rose Crecent, Scawthorpe, Doncaster, South Yorkshire, DN5 9EW

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Since the time of the last inspection, pupils' attainment has fallen and their progress, over time, has not been good.
- Too few pupils gain the higher levels of attainment by the end of Key Stage 1 and Key Stage 2.
- Pupils do not make good progress in mathematics. Pupils are not always given enough opportunities to develop their mathematical skills in practical situations or to solve problems.
- Currently, progress is not consistently good. It varies too much between year groups and, as a result, overall requires improvement.
- The quality of teaching is not consistently good. Not all teachers use what they know about pupils' attainment to plan lessons well enough. As a result, work is too easy for some pupils, particularly the more-able, which limits their progress.
- Teachers do not always ask the right type of questions to extend pupils' thinking, or can jump in too quickly to provide the answers.

The school has the following strengths

- The recently appointed headteacher and senior leadership team have high ambitions for the school. Development plans are robust and based on accurate self-evaluation.
- Senior leaders and governors have relentlessly pursued improvements in teaching and eradicated all inadequacies. Teaching is now improving strongly.
- Procedures for checking on pupils' progress are now firmly established. This enables leaders to provide the right support to the right pupils at the right time.
- Pupils are now generally making good progress in reading and writing.
- The school uses its pupil premium funds well. As a result, most pupils who are known to be eligible for free school meals, for example, are making good progress in their writing.
- Pupils are enjoying coming to this improving school, they are kept very safe, behave exceptionally well and their attendance is high.
- Children in the Early Years Foundation Stage make good progress and are well prepared to start Year 1.

Information about this inspection

- Inspectors observed 19 lessons, of which two were joint observations with the headteacher. A number of small-group activities were also observed.
- Meetings were held with members of the governing body, senior leaders, school staff and representatives from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to a group of pupils from Key Stage 2.
- Inspectors took account of 34 responses to Parent View (the on-line questionnaire), a recent survey conducted by the school, and spoke to a number of parents at the start of the school day.
- Inspectors observed the school's work looking at progress data, performance management information, records relating to behaviour and attendance and self-evaluation reports, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Christine Millett

Additional Inspector

Paul Copping

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium fund is below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported through school action is below average.
- The proportion of pupils who are supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection, a new headteacher, deputy headteacher, and seven new classroom teachers have been appointed. A new Chair of the Governing Body has also been elected together with a significant number of new members.

What does the school need to do to improve further?

- Improve consistency in the quality of teaching so it is all at least good or better so that pupils make good progress in every class and more pupils reach the higher levels of attainment by:
 - planning work to better meet the needs and interests of all pupils, particularly the more-able
 - ensuring teachers' questions challenge pupils' thinking and then providing enough time for pupils to consider their response before providing them with the answer
 - ensuring that all pupils quickly follow the guidance given in teachers' marking on how to improve.
- Accelerate pupils' progress in mathematics so that it matches that which pupils make in reading and writing by increasing the opportunities for pupils to use their mathematical skills across a range of subjects and in problem-solving activities.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because over time pupils have not made better than expected progress in reading, writing or mathematics. Too few have gained higher levels in these subjects. Despite improvements, pupils still do not achieve consistently well in mathematics and more-able pupils do not yet make good progress.
- Most pupils start school with skills that are below those typically expected for their age. They make good progress in the Early Years Foundation Stage and are increasingly well prepared to start Year 1.
- As a result of improvements in the way sounds and letters are taught, an above-average proportion of pupils achieved the expected standard in the Year 1 reading check last year. Those pupils who did not read as well as expected have been given additional support this year. This is proving effective and is helping them to catch up. Across the school, pupils are now heard to read regularly and are making good progress.
- In 2012, attainment by the end of Year 2 was broadly average in reading, writing and mathematics. This did not represent good enough progress from pupils' previous starting points and the proportion of pupils gaining the higher levels was below average. However, as a result of improvements to the quality of teaching, pupils across Key Stage 1 are now making much better progress. Many more pupils are now working at or above age-related expectations.
- Attainment by the end of Key Stage 2, which was broadly average by the end of 2012, is also improving this year; so much so that pupils are now making good progress in their reading and writing. Progress in mathematics is also improving, but is not yet good. This is because progress remains too varied from class to class. In some lessons, there is not enough challenge for pupils who are capable of doing more and as a result, the achievement of the more-able pupils requires improvement.
- Well-tailored support for disabled pupils and those who have special educational needs is helping them make good progress.
- The headteacher has allocated the pupil premium fund in a wide variety of ways, for example additional tuition and small-group activities before and after main teaching sessions. This ensures that the majority of pupils who are known to be eligible for free school meals, for example, make good progress and that their attainment is now almost in-line with that of their peers. This shows that leaders take effective steps to promote equality of opportunity.

The quality of teaching

requires improvement

- Although teaching is improving, it still requires improvement. This is because, over time, it has not been good enough to help pupils make good progress from their starting points. Also, while teaching has significantly improved in a number of classes, it remains weaker in others. For example, pupils in Year 4 are currently making much better progress in mathematics than pupils in Year 6.
- In the majority of classes, pupils of different abilities are provided with work that meets the needs and interests of all pupils and from their various starting points and appropriate challenge. However, this good practice is still missing in a few other lessons where all pupils are more regularly given the same starting point, regardless of their ability. This means that in these lessons some more-able pupils are not making as much progress as they could.
- Children are taught effectively in the well-resourced Early Years Foundation Stage. Activities are carefully planned to support all areas of learning. Children are encouraged to work independently, taking responsibility for their own learning and also cooperating well together.
- The quality of marking has improved and is now providing pupils with effective guidance so they are clear, for example, about how to improve their writing. However, not all teachers ensure that pupils follow that guidance quickly enough.

- In the best lessons, for example in a Year 5 writing lesson where pupils had to use the internet to plan a residential trip to the Peak District, teachers asked a wide range of questions to either consolidate pupils' understanding or challenge their thinking. However, in other lessons, adults ask questions that often limit pupils to a 'yes' or 'no'. On other occasions teachers do not give pupils long enough to think about their answers before they are expected to reply.
- Pupils in Year 4 are frequently given opportunities to develop their mathematical skills in a range of problem-solving activities. They enjoy this challenge and encourage one another to do their best. This excellent practice is missing in other classes, where some mathematics topics are taught in isolation and pupils do not have enough opportunities to apply what they are learning in a range of subjects across the curriculum.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour has been maintained since the time of the last inspection and attendance remains high.
- Pupils' excellent attitudes to learning are a significant factor in why so many are now making better progress in their lessons. They have a high regard for their teachers and are eager to please. They display positive attitudes to their lessons, and even when teaching is not as good as the best, most pupils demonstrate an eager desire to work hard.
- Pupils say they get on well together; playtimes and lunchtimes are happy occasions. Pupils are well-informed about all sorts of bullying and know how to keep themselves safe when using, for example, the internet. Indeed, exclusions and incidents of bullying are exceptionally rare.
- The vast majority of parents who responded to Parent View, or who took the opportunity to speak with inspectors, are confident that their children are safe and happy at school.
- Children in the Early Years Foundation Stage are helped to make excellent progress developing their personal and social skills. Adults are experienced at helping the most sensitive children to quickly develop their self-esteem and build a positive attitude to school life.
- The work of the school to develop pupils' spiritual, moral, social and cultural awareness is effective. Pupils are highly respectful of the views of others. In the best lessons, pupils encourage one another to do their best.

The leadership and management are good

- Leaders at all levels consistently communicate high expectations and have a shared determination to ensure the school continues to improve. Self-evaluation, based on a wide range of monitoring activities, is accurate and effectively informs school improvement plans.
- The deputy headteacher has effectively introduced a robust system to check on pupils' progress and measure their attainment. This enables swift action to be taken to assist pupils who require additional support. This is helping to tackle any discrimination and ensuring all pupils have equality of opportunity. It also provides secure evidence that the trend of decline in attainment from the previous inspection has been halted and more pupils are once again making much better progress.
- Performance management arrangements have been improved and are the driving force behind the improvements seen in teaching. Robust action has been taken to eradicate inadequate teaching and leaders appreciate the effective support provided by the local authority to support this work. Leaders appreciate that inconsistencies in the current quality of teaching have not yet been fully addressed.
- Since their appointment, leaders have been busy reorganising the curriculum to provide an increasingly wide range of enjoyable activities, both in lessons and after school. Pupils now benefit from residential trips and a number of visits to support their learning in lessons. Leaders recognise that these improvements are not yet complete, and plans to develop the mathematics curriculum, for example, are already in place.

■ **The governance of the school:**

- The governing body is well organised and newly elected members have benefited from a range of training opportunities to equip them for their role. Governors are willing to challenge when required and encourage when deserved. They know how well the school is performing in relation to other schools across the country. They use this information, alongside looking at work in pupils' books and observing the work of the school, to gain a clear view of the school's strengths and what needs to be done to further improve pupils' achievement. Governors have supported leaders to allocate the pupil premium funding wisely and monitor carefully the difference this expenditure has on pupils' progress. They use information from the performance management procedures to ensure only teachers who meet both their targets and the teachers' standards are considered for annual pay awards. Governors ensure safeguarding arrangements meet requirements and 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	106747
Local authority	Doncaster
Inspection number	411850

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	257
Appropriate authority	The governing body
Chair	Martin Hobbs
Headteacher	Julie Beech
Date of previous school inspection	8 January 2009
Telephone number	01302 780386
Fax number	01302 783765
Email address	head21@sunnyfields.doncaster.sch.uk

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