

Askern Moss Road Infant School

Moss Road, Askern, Doncaster, DN6 0NE

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- From below average starting points, pupils make good progress throughout the school.
- At the end of Year 2, standards in reading, writing and mathematics are at least average and a significant proportion of pupils attain above-average levels of attainment.
- Pupils from the Travelling community achieve well because the school provides very good support to pupils, and their families, particularly when they are travelling.
- Pupils with special educational needs and those known to be eligible for the pupil premium make good progress because they are supported effectively.
- Teaching overall is good with some examples of outstanding practice. Teachers plan interesting activities and make very good use of teaching assistants and outdoor learning.
- Behaviour is good. Pupils are friendly and respectful of others. They form strong relationships with staff and so feel safe and happy at school.
- The school takes excellent care of all its pupils but especially those most in need.
- Staff and the governing body promote a calm, harmonious atmosphere in the school where everyone feels valued.
- Senior leaders inspire strong teamwork and ensure that staff have the training and support they need to improve teaching and to raise achievement.
- Parents are very positive about the school and all that it does to help their children make a good start to their education.

It is not yet an outstanding school because

- Teaching is not consistently good and not enough of the teaching is outstanding to accelerate progress further, particularly in writing and mathematics.
- Occasionally, the teaching focuses too much on pupils completing tasks rather than checking that they understand what they are learning.
- Subject leaders are not involved enough in checking that the teaching and learning are always good or better in their subjects.
- A few pupils are absent from school too often and this hampers their achievement.

Information about this inspection

- The inspectors observed 12 lessons, two of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and four other governors, senior and middle managers, subject leaders and a representative from the local authority.
- With very few responses to the online questionnaire (Parent View), inspectors took account of the school's own parent survey from 2012, the views of a number of parents spoken to during the inspection. Twenty three responses from staff who completed Ofsted's staff questionnaires were also considered.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Of the 162 pupils in the school, currently about a quarter, who regard this as their base school, are from the Travelling community.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus is below average. The proportion of pupils with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is above average. (Pupil premium is the additional funding provided by the government for pupils known to be eligible for free school meals, the children of service families and children that are looked after.)
- The proportion of pupils joining the school at times other than the start of the Early Years Foundation Stage is low although the pupil population does fluctuate during the year when families from the Travelling community go travelling.
- There has been a significant increase in the number of pupils on roll since the previous inspection and this has led to a number of staff changes in that time.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good and more is outstanding so that the rate of pupils' progress speeds up and achievement rises in all subjects, but particularly in writing and mathematics, by ensuring that:
 - the best practice that exists in the school is effectively shared to influence high-quality teaching throughout
 - teachers use the assessment information they have about pupils achievement to match the work appropriately to the needs of all pupils, particularly during whole-class discussions
 - teachers ask more probing questions that deepen pupils' understanding of their learning
 - pupils have more opportunities, particularly in their writing and mathematics, to extend their skills and understanding through practical activities that they do by themselves.
- Improve leadership, management and governance further by:
 - implementing even more rigorous systems to check the quality of teaching and learning throughout the school
 - involving subject leaders more effectively in checking that teaching and learning in their subjects is always good or better.
- Raise attendance by continuing to do all that is possible to make sure that all parents send their children to school every day so that they benefit fully from all that the school provides for them.

Inspection judgements

The achievement of pupils is good

- Most children start in the Nursery class with knowledge and skills that are below those expected for their age but a good number are less secure in their social and emotional development and their language skills. Consistently good and outstanding teaching in Nursery and Reception classes in a stimulating and well-organised setting helps children gain confidence in their learning and thus make good progress. Many, but not all, children attain average levels by the time they enter Year 1.
- Pupils' progress is good through Years 1 and 2. Pupils enjoy learning and work hard because they want to achieve well. At the end of Year 2, standards in reading, writing and mathematics are at least average and a significant and increasing proportion of pupils attain above-average levels.
- The teaching of reading is particularly good. Letters and the sounds they make are taught effectively and pupils' reading skills are developed well in all classes. By the end of Year 2, most pupils attain the levels expected for their age and a significant proportion is working at above expected levels.
- Standards in writing and mathematics, while at least average, are not always as high as in reading. This is because teachers do not always give pupils sufficient time to extend their writing and mathematical problem-solving skills on their own.
- Very good personalised support ensures that disabled pupils and those with special educational needs achieve well against their individual starting points.
- Pupils from the Traveller community receive individual support to help them catch up quickly. When travelling, the school provides good quality materials in their learning packs and through the school's website so that pupils can keep up with their learning while away.
- Teachers identify very quickly any pupils at risk of falling behind and intervene effectively. Occasionally, a few who miss too much school do not achieve all that they could.
- In the 2012 assessments for Year 2, the performance of boys was lower than that of the girls. The school's current assessment information suggests that this gap has narrowed effectively through topics that capture the boys' interest and imagination more effectively, for example, learning about castles, invasions and sea diving, so that they achieve well.
- Pupils supported through the pupil premium (in this school this includes pupils known to be eligible for free school meals, children of service families and children that are looked after), make good progress in reading, writing and mathematics. The attainment of pupils known to be eligible for free school meals is similar to that of pupils who are not eligible in the school and higher than that for pupils in similar circumstances nationally. Their attainment in English and mathematics is not significantly lower than it should be and many attain above average levels. The gap between the achievements of these pupils compared with non-free school meals pupils in this school and similar pupils nationally is narrowing effectively because support for these pupils, and also their families, is extremely well managed. This demonstrates that the school effectively promotes equality of opportunity.

The quality of teaching is good

- Overall teaching is good; some is outstanding. Where teaching is outstanding, teachers' expectations of pupils are very high and lessons are interesting and lively. For example, in an outstanding lesson in the Nursery class, children were captivated, and a little awed by how their faces changed as they 'roared' like lions when they talked about their visit to the zoo. Teachers used the photographs children had taken to recapture moments from their trip and so made the learning very purposeful but with a high level of challenge, particularly when children worked by themselves. For example, children unknowingly practised their letter sounds while pretending to

be wild animals.

- A very small minority of teaching requires improvement. Most teachers use information about pupils' ability and progress effectively in their planning. Occasionally, when this information is not used well, the planned activities do not challenge all pupils appropriately. In such lessons, pupils of all abilities sit through sometimes quite lengthy whole-class presentations that are too easy for some and too hard for others. Consequently, a few pupils become inattentive and restless, do not always listen carefully and so make slower progress.
- Teachers generally engage pupils well through discussions and explain clearly what tasks pupils have to do. However, opportunities are occasionally missed to check that pupils understand their learning by asking them questions that deepen their understanding so that they can then work by themselves more successfully. This is particularly so in activities such as writing and mathematics investigations where teachers do not always challenge pupils to apply what they already know to extend their skills further. While lower-attaining pupils achieve well because teaching assistants urge them to persevere, a few who work by themselves do not always progress as well as they could until reminded.
- Teaching assistants are deployed well in most lessons to support teaching and learning. The one-to-one and small-group support, for example for Traveller children, is effective in helping pupils most at risk of falling behind to achieve well.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils enjoy learning and try hard. Staff are very positive about pupils' behaviour and their eagerness to learn. While most pupils behave well and often are outstanding, the inattentive behaviour of a few pupils occasionally spoils their learning.
- Parents who contributed their views during the inspection were very positive about the school and pupils' behaviour.
- Pupils are very friendly, polite and respectful. They show high regard for all staff; these positive relationships give them the confidence to seek help if they are upset or worried.
- Pupils feel safe and well looked after at school. They have a good understanding of how to keep themselves safe and what to do when problems arise. They know that in hot weather they need to drink water, use sun hats and sunscreen to stay safe and healthy and know how to use the internet safely.
- The school takes excellent care of its pupils, particularly those most in need. They take prompt action to tackle any form of discriminatory behaviour. Pupils have a very good understanding of different types of bullying, including name-calling and say that incidents of bad behaviour and bullying are rare and that staff sort any problems straight away.
- Opportunities to take responsibilities as playground friends and class monitors, raising funds to support their partner school in the Gambia and growing and selling produce from their garden provide purposeful ways to extend pupils' spiritual, moral, social and cultural development.
- Through learning about other cultures, particularly the Traveller community in the school and the local area and by working with a wide range of visitors and going on visits, pupils show respect for the different communities and lifestyles in the world beyond school.
- Pupils' attendance has improved to broadly average levels, reflecting their enjoyment of school. However, despite the school's hard work, a few parents do not make sure their children attend every day and this hampers their children's achievement.

The leadership and management are good

- The headteacher has high aspirations for the school and its community and promotes strong teamwork throughout the school. Leaders check that pupils have the help they need to achieve well and involve outside agencies promptly when the need arises. The level of care the school

provides is outstanding.

- The school's current pupil progress data show that most pupils make good progress and a significant proportion are working at above the levels expected for their age.
 - The school improvement plan shows that leaders focus effectively on ensuring that the basic skills of reading, writing and mathematics are taught effectively. However, not enough of the teaching is of high enough quality to raise achievement to outstanding. This is because not all teachers check sufficiently that pupils understand fully what they are learning and how they might use their learning to full effect when working by themselves.
 - The monitoring of teaching, while effective in identifying where teachers need to improve their skills, does not check as effectively that subsequent teaching is stronger. Subject leaders are not involved enough in monitoring teaching and learning to iron out a few remaining inconsistencies particularly in checking achievement is at least good in all lessons.
 - Robust procedures that are linked to salary progression are in place to improve teachers' performance. Where teaching needs improvement, leaders organise appropriate training and support. While teamwork is generally good, the school is not using the outstanding teaching in the school as well as it could do to influence improvement in teaching even more rapidly.
 - The school promotes equality of opportunity well. Individual pupils' progress is reviewed frequently especially where pupils are in most need. Pupils at risk of falling behind are identified quickly receive the help they need promptly to help them to achieve well.
 - The curriculum links subjects together well through topics and themes that engage pupils' interests and bring learning alive. For example, the garden is a star feature where children cultivate fruit and vegetables, cook and eat what they can and as young entrepreneurs, sell the rest. Opportunities are sometimes missed to give pupils more time to think about their learning, for example, in mathematical problem solving, through investigations that make them apply their knowledge and skills more confidently.
 - Many enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development well. For example, pupils talked enthusiastically about sports activities like cricket and using computers to paint pictures and find information in history. Attractive displays about animals and their habitats and art work from the Aborigine culture enrich pupils' love of learning and extend their understanding of the world.
 - The school involves parents in school activities well. Staff organise materials and events to encourage parents to support their children's learning and many parents help organise social events such as the school fairs and gardening activities.
 - The local authority's involvement with the school is 'light touch'. Nevertheless, it provides very good support in reviewing the school's performance and good opportunities for staff and governor training.
 - **The governance of the school:**
 - Governors are highly committed to the school and the community it serves. Governors have the relevant, up-to-date training to, for example, ensure that the school meets all safeguarding requirements and that everything possible is being done in partnership with other agencies to support the children and their families that are most in need. They check that policies are up to date and that the finances are managed efficiently. For example, they ensure that the pupil premium funding is used to support the pupils for whom it is intended and they know its impact. The governing body implements effective arrangements to ensure that pay awards are linked to teachers' performance and know that teaching is not yet of high enough a quality to raise achievement to outstanding.
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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	106672
Local authority	Doncaster
Inspection number	412685

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Howard Connell
Headteacher	Suzie Darrell
Date of previous school inspection	29 September 2008
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