

Mexborough Pitt Street Infant School

Pitt Street, Mexborough, South Yorkshire, S64 0LT

Inspection dates 18-19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The quality of teaching is outstanding. This ensures pupils' outstanding progress.
- Children in the Nursery and Reception classes make an excellent start in learning to read and write and in mathematics. By the end of their time in these classes almost all speak clearly and confidently about their work and play.
- Rapid progress continues in Years 1 and 2. By the end of Year 2 a vast majority of pupils have reached the levels expected for their age and many exceed these, particularly in reading.
- This rapid progress is the result of carefully chosen work which meets pupils' needs exactly.
- Pupils' behaviour is outstanding. They are exceptionally friendly and polite. They take a great pride in their school and take very good care of one another. Pupils say that they feel very safe.
- The curriculum includes many exciting experiences which captivate the pupils' interest and extend their imagination. Pupils are encouraged to check and review their work, but this is not fully established in all lessons.
- The headteacher, staff and the governing body have maintained the outstanding aspects of the school's work since the previous inspection and have further improved teaching and pupils' progress.

Information about this inspection

- The inspector observed 10 lessons taught by six teachers and visited other activities for shorter periods of time. The inspector listened to pupils read.
- Meetings were held with groups of staff and pupils and representatives of the governing body.
- The inspector took account of 10 responses to the online questionnaire (Parent View) and looked at the results of the school's own survey of parents' views.
- The inspector observed the school's work and looked at work in pupils' books. She looked at records relating to attendance, minutes of governing body meetings and records of the school's checks on the quality of teaching and the setting of targets for teachers and other staff.
- The inspector examined information on pupils' attainment for the school year 2011/12 and information provided by the school on current learning and progress.

Inspection team

Liz Godman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is above average.
- Most pupils are of White British heritage.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- It is not possible to comment on the success of the school in meeting the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, because pupils leave the school at the end of Year 2.

What does the school need to do to improve further?

- Extend the opportunities for pupils to review and check their learning, so that they are able to further improve their work.

Inspection judgements

The achievement of pupils

is outstanding

- Most children join the Nursery with skills below those typical for their age, particularly in communication and language.
- Children make outstanding progress so that, by the end of their time in the Nursery, almost all are confident in talking to one another and to adults and most are able to speak clearly. A very few are learning to read and write at a level well above that expected for their age.
- Outstanding progress continues in the Reception class. Children make considerable gains in all the areas of learning, but particularly in reading, writing and mathematics. Many read mathematical language very well and complete simple sums accurately. As a result, most children in the current Reception class are working at or above levels typical for their age.
- At the end of Year 2 in 2012 pupils reached broadly average levels in reading and writing from below-average starting points when they joined the school. Attainment in mathematics was a little below average. In 2012 pupils known to be eligible for free school meals did not attain as well as other pupils and, overall, were a little over two terms behind their peers. Nevertheless, these pupils made at least good progress overall.
- A greater number of pupils than in 2012 in the current Year 2 are working at levels above those expected for their age, particularly in reading and mathematics, and almost all have reached the expected levels. This indicates outstanding progress from their starting points and outstanding achievement overall, reflecting the school's strong promotion of equality of opportunity for all pupils.
- Pupils known to be eligible for free school meals in the current Year 2 have made rapid progress and the gap in attainment between these and other pupils is closing quickly.
- Pupils in Years 1 and 2 make outstanding progress in many lessons. Almost all in Year 2 can write accurately and at length. During the inspection Year 2 pupils wrote about a recent visit to a local nature reserve, adding detail to their work about the plants and animals they had seen.
- Pupils in Year 2 read fluently and have a good knowledge of fiction and non-fiction texts. They show a very good understanding of what they are reading and know how to use their knowledge of letters and sounds to work out unfamiliar words. Many are reading at a level above that expected for their age.
- In a Year 2 lesson pupils made outstanding progress in learning to tell the time, with many reading and solving challenging mathematical problems.
- Disabled pupils and those who have special educational needs also make outstanding progress because work in lessons meets their needs exactly.

The quality of teaching

is outstanding

- The quality of teaching is outstanding overall and results in pupils' rapid progress. This is confirmed by the school's progress data and checks on the quality of teaching as well as by pupils' work and lessons observed during the inspection.
- Teaching in the Nursery and Reception classes is consistently outstanding. Children are highly involved in the interesting activities provided and often bring their own ideas and interests to their learning and play. Adults make exceptionally good use of this to further extend children's language and communication skills and to deepen their understanding of the world.
- All staff have very high expectations of the pupils and this helps all pupils to make better than expected progress during their time in the school.
- Detailed checks are made on the progress of every pupil. This information is used to ensure that lessons are exceptionally well planned and meet the pupils' needs exactly. This helps those with special educational needs and those known to be eligible for the pupil premium to make outstanding progress, as well as challenging some very able pupils. Sensitive and well-judged

support from all staff helps all pupils to feel fully involved and included in school life.

- All lessons provide opportunities for pupils to review and check their own and others' work, but this is more secure in some lessons than others. Occasionally, during the inspection, adults did not ensure that all the pupils used the checks and reviews to improve their work and to deepen their understanding.
- Teaching assistants make a strong contribution to the learning of all pupils. As well as supporting the learning of identified individuals and groups in lessons, they help to ensure that everyone in the classroom is making the progress they should.
- Staff know the pupils very well. They take pupils' interests into account when selecting themes and activities, and pupils play a key role in planning and deciding what the class will do. This provides an excellent and meaningful context for the teaching of reading, writing and mathematics.
- There are strong links between learning at home and at school which help to develop pupils' skills. Parents receive regular letters to explain what their children will be doing in school and how they can help at home. Many parents also come into the classroom at the start of the day to help their children practise reading, writing and mathematical skills.

The behaviour and safety of pupils is outstanding

- Pupils behave exceptionally well in lessons and around the school. They are very keen to learn and show great pride in their school and in their work. They are very friendly and polite to adults and to one another.
- Some of the youngest children are still learning to play with others. However, most settle into school very quickly and show sustained interest in the varied activities provided for them because of the models which adults provide.
- Older pupils are very sensible and play safely together at playtimes. They are keen to take on additional responsibilities, for example as playground buddies or as members of the school council.
- Pupils have a very clear understanding of bullying, commenting that it is almost unheard of at school. They know where to go to for help should they need it.
- Pupils say that they feel very safe in school. They know how to stay safe and how to avoid unsafe situations, for example when using the internet.
- All parents who gave a response to the online questionnaire agree that their children feel safe in school. This is confirmed by the school's own survey of parents' views.
- Almost all pupils arrive at school in good time in the morning, especially when they can share their work with their parents in the classroom at the start of the day.
- Pupils' attendance has improved markedly during this school year. This is the result of concerted actions to reward good attendance. There is also rigorous follow-up of pupils who are absent. The school's work with individual families has halved the number of children who are persistently absent and has helped to secure a better understanding of why regular attendance at school is important.

The leadership and management are outstanding

- The headteacher provides very strong leadership which sets the tone and expectations for all the school's staff and pupils. Staff at all levels work together as a cohesive team, showing very high levels of commitment to the school's work.
- The staff and governing body have a very clear and highly accurate view of the quality of teaching and of pupils' progress. This information is used very well to maintain the school's outstanding work and to secure further improvements in teaching and the progress of all pupils.
- The management of the performance of all staff is extremely rigorous and is used very well to identify further training and development needs. There is a strong partnership with the local

authority so that the school leads professional development work with other schools but also puts these opportunities to good use to further develop the expertise of its own staff.

- Very close checks are made on the progress of pupils and detailed records are kept. These are analysed very thoroughly to identify and provide the most appropriate additional help for each pupil.
- Careful consideration is given to the use of the pupil premium so that it is used very well to increase parents' involvement with their children's learning, as well as to provide additional help where it is needed. This ensures that all pupils make outstanding progress and is starting to narrow the gaps between these pupils and others.
- The school works exceptionally well with parents and adapts its approach sensitively to respond to the needs of families. The school focuses relentlessly on getting all families involved. It also recognises those who are harder to reach, but no child is left out and adults in school freely give extra attention to pupils who need it, for example by acting as reading buddies.
- The outstanding curriculum ensures the rapid development of all pupils' communication, reading, writing and mathematical skills and provides them with rich experiences in other subjects. For example, pupils learn about the natural world and they particularly enjoy the varied art activities, learning to draw and paint very well.
- The curriculum and assemblies also ensure that pupils show high levels of concern for others, are mature and thoughtful and are highly interested in different cultures.
- Safeguarding procedures meet requirements. The school takes particularly good care to ensure that all pupils are safe and happy.
- **The governance of the school:**
 - The governing body has a clear and accurate knowledge of the quality of teaching and of pupils' achievement. Its members receive detailed information and reports from the school's leaders, and corroborate this with regular visits during the school day and to special events and meetings for parents. The governing body contributes well to plans for using the pupil premium and keeps a careful check on the effects of its use, so that plans can be adjusted accordingly. Governors ensure that additional pay and promotion are only awarded to teachers whose performance is successful.

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	106683
Local authority	Doncaster
Inspection number	412487

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	158
Appropriate authority	The governing body
Chair	Edwin Simpson
Headteacher	Pauline Brandham
Date of previous school inspection	15 April 2008
Telephone number	01709 583271
Fax number	01709 578092
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