

Canon Popham Church of England (VA) Primary and Nursery School

Church Balk, Edenthorpe, Doncaster, South Yorkshire, DN3 2PP

Inspection dates

17–18 December 2013

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

- In Key Stage 2, too few pupils make more than expected progress, particularly in writing, and, as a result, achievement requires improvement.
- Across Key Stages 1 and 2 pupils do not improve their writing skills at a good enough rate, particularly boys. Attainment in writing lags behind that in reading and mathematics.
- Teaching requires improvement, particularly in Key Stage 2. Teachers do not always provide work that meets the needs of different pupil groups, especially to challenge the most-able pupils. In lessons, they do not always explain well enough how pupils can improve their work or explain what they are expected to achieve.
- Teachers do not always ensure that pupils present their work to a high standard.
- The teaching of writing requires improvement. Teachers do not always give clear enough guidance on how pupils can improve grammar, punctuation and spelling in their written work.
- Pupils are not given enough opportunities to use and apply their literacy and numeracy skills when completing work across the curriculum subjects.
- Leaders, including governors, do not always focus precisely on checking pupils' progress when evaluating quality of teaching and so some teaching still requires improvement.

The school has the following strengths

- Leaders are having a positive impact and are bringing about good improvements in behaviour, teaching and pupils' achievement.
- Governance has improved since the last inspection. Governors are now well placed to hold the school to account.
- Learning gets off to a good start in the Early Years Foundation Stage. Children make good progress and are well prepared for Year 1.
- Pupils now make good progress in reading and mathematics in Years 1 and 2 and standards by the end of Year 2 are now significantly above average.
- Pupils enjoy school and attendance is above average. They behave well in lessons and around the school and feel safe.
- The school works well with parents to support pupils learning.

Information about this inspection

- Inspectors observed 13 lessons or part lessons, one of which was jointly observed with the headteacher. In addition, inspectors listened to children read and made several other short visits to observe the learning of groups of pupils.
- Discussions were held with senior leaders, groups of pupils, parents, teachers, four members of the governing body and a representative from the local authority.
- Inspectors took account of the 20 responses made by parents to the online questionnaire (Parent View), one letter and 15 staff questionnaires.
- A number of documents were examined. These included the school's view of its own performance, records of checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.

Inspection team

Sue Eland, Lead inspector

Additional Inspector

David Matthews

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Almost all pupils are of White British heritage.
- An average proportion of pupils are supported through school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been a number of changes to teaching staff.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Key Stage 2, so that it is consistently good or outstanding in order to accelerate pupils' progress to a good rate by:
 - making sure that activities reflect the varying needs of different groups of pupils, especially to challenge the most-able pupils and so that more reach the higher levels of attainment
 - improving the guidance teachers give to pupils during lessons on how to improve their work and clearly explaining to them what they are expected to achieve
 - insisting that pupils always present their work to a high standard
 - ensuring that teachers' marking is consistently good across the school and that pupils are given the opportunity to respond to teachers' comments and advise
 - providing more opportunities for pupils to use and apply their basic literacy and numeracy skills when they undertake work across the various curriculum subjects.
- Improve pupils' achievement in writing, particularly between Years 1 and 6 and especially of the boys so that an above-average proportion of pupils make the expected rate of progress and better by:
 - providing clear guidance to pupils on how to improve their grammar, punctuation and spelling in their written work
 - providing a better range of activities that will interest and motivate the boys to write
 - ensuring that the learning environment provides high quality examples of writing from which pupils can learn
 - placing greater focus on developing the skills of lower-attaining pupils.
- Further strengthen the overall good leadership and management, by making sure that leaders, including governors, focus even more precisely on linking the quality of teaching with pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress in Key Stage 2 is not consistently good. Between Years 3 and 6, too few pupils make more than the expected rate of progress, particularly in writing. Standards across the school in writing lag behind those in reading and mathematics. The achievement of boys in writing is weaker than the girls, particularly by the end of Year 6. As a result achievement requires improvement.
- Children begin in the Nursery with skills, knowledge and understanding that are typical for their age. Most children make good progress in the Early Years Foundation Stage from their individual starting points. They learn early literacy and number skills at a good rate because they use them every day in a wide range of purposeful indoor and outdoor activities. As a result children are well prepared for learning in Year 1.
- In Years 1 and 2, the overall level of attainment is rising. Pupils now make good progress in reading and mathematics. This, for example, reflects in the well-above average proportion of pupils that met the expected standard in the Year 1 reading check of their skills in linking letters with the sounds they make. The proportion of pupils reaching the expected levels of attainment in reading and mathematics at the end of Year 2 is much higher than average. In writing, however, the proportion is average and, despite some recent improvements, requires improvement.
- Achievement in Key Stage 2 is also improving as a result of improvements to teaching but it remains variable across the classes. In 2013, overall attainment at the end of Year 6 improved slightly on 2012. However, there was a wide variation between subjects. In mathematics, attainment rose dramatically and was significantly above average. Standards in reading and writing however were broadly average. Not enough pupils currently in Key Stage 2 make better than expected progress, particularly in writing.
- In reading, the attainment of boys at the end of Year 6 in 2013 was similar to that of the girls. However, in writing, there was a wide gap, with the attainment of boys being much lower than the girls and lower than boys nationally. The proportion of boys making expected progress in writing was also well-below average. Across the school, boys' progress in grammar, punctuation and spelling has not been at a good rate. School data and inspection evidence shows progress in both reading and writing across Key Stage 2 is improving but these gaps compared to all pupils nationally are yet to be successfully closed.
- The achievement of the most-able pupils, and particularly in Key Stage 2, requires improvement. Although the proportion of pupils reaching the higher levels of attainment in Year 6 in mathematics was much higher than average, in reading and writing it was broadly average, reflecting progress at the expected rate.
- Most pupils with special educational needs make the progress expected of them and some pupils are starting to make better progress than this.
- The small proportion of pupils supported by the pupil premium, including those known to be eligible for free school meals, make similar progress to their peers. Although in 2013 there was no gap between the overall attainment of eligible pupils and those not eligible in the school, there were wide variances between subjects. In reading, eligible pupils reached levels of attainment that was about three terms ahead of other pupils, yet they were two terms behind in writing. As a result, although some eligible pupils make good progress, overall their achievement requires improvement. Nevertheless, school data and inspection evidence shows that these gaps are now closing at a good rate and shows that the school is being more effective in promoting equality of opportunity.

The quality of teaching

requires improvement

- The quality of teaching, although improving, overall requires improvement. Over time, pupils

have not always received good enough teaching to help them make better than expected progress relative to their starting points. This is particularly so at Key Stage 2 and especially in writing.

- Teachers do not always give enough opportunities for pupils to use and apply their basic literacy and numeracy skills when they undertake work across the various curriculum subjects and this prevents pupils from making good progress, especially in Key Stage 2.
- Teachers do not always provide work that meets the needs of different pupil groups. For some pupils work is sometimes too hard and for others, particularly the most-able, is too easy. Not enough pupils reach the higher levels of attainment, particularly in reading and writing.
- In lessons, the quality of guidance teachers give to pupils on how to improve their work and in explaining to pupils what they are expected to achieve is not consistently good. Teachers do not always insist that pupils present their work to a high standard.
- The quality of teachers' marking is variable across the school. Although work is marked regularly, and in some cases teachers make helpful comments about how to improve their work, pupils are not given enough opportunity or time to respond to teachers' comments and advice and, as a result, some pupils continue to make the same mistakes.
- The teaching of writing requires improvement. Teachers do not always make the most of their classrooms and display spaces around the school to promote writing, such as to provide high quality examples, from which pupils can learn. Boys sometimes lack the motivation and interest in writing because teachers do not yet provide work that encourages them to want to write. The progress of some lower-attaining pupils, particular boys in writing, for example, is hampered because teachers do not always guide them well enough on how to improve the grammar, punctuation and spelling skills in their work.
- Teaching is improving and more is now good. In the Early Years Foundation Stage, for example, teaching has improved and is now good. Children now make good progress because activities are carefully designed to promote children's basic skills and ensure they are well prepared with the personal skills needed for learning in Year 1. The school is now placing a greater emphasis on improving achievement in reading and writing. New teaching methods along with efforts to promote pupils' enjoyment of reading and writing are paying dividends. More pupils are now making better progress across the school, particularly in Key Stage 1.
- The teaching of special educational needs is also improving. Some pupils are now making better progress because of the tailor-made provision on offer which more closely reflects their individual needs. The introduction of a nurture group, the appointment of a learning mentor and new projects such as the Dream Den, Pride and Survival projects are being effective in improving pupils' progress.

The behaviour and safety of pupils

are good

- Behaviour has improved since the last inspection and is now good. Pupils behave well around the school and at social times, including in the dining hall. In lessons, they often behave particularly well and this is helping to speed up pupils' progress.
- Pupils are adamant that behaviour has improved. They like the recently introduced 'traffic-light system' for managing behaviour and this encourages pupils to improve their behaviour. Pupils say that the wider range of extra-curricular clubs now on offer means that they are enjoying school even more.
- Pupils are welcoming and courteous. They interact well with adults and with each other. Pupils respond promptly to instructions from all staff, whatever their role, and so the school runs smoothly.
- Most pupils show good attitudes to learning and work hard and are enthusiastic, particularly in lessons where teaching is good. Although pupils continue to behave well, even when teaching is less effective, some of the mundane tasks they are given means that pupils sometimes make less effort to contribute their own ideas and show less enthusiasm for the tasks they are given.
- Pupils say they feel safe in school and are happy to talk with members of staff if they have any

problems. Pupils are confident that staff deal with any issues well. This view was supported by the vast majority of parents.

- Pupils say bullying is uncommon. They have a good understanding of the different forms of bullying, including the safe use of the internet. They say they feel safe in school.
- The vast majority of pupils arrive at school on time and attendance is above average.

The leadership and management

are good

- Since the previous inspection, the headteacher, together with other members of the leadership team and governors have improved the school. Their determination and vision to improve the school further is clearly evident.
- Leaders have rigorously tackled weak teaching so that no inadequate teaching remains and the proportion of good teaching is improving quickly. In particular, there have been good improvements in the Early Years Foundation Stage, and in pupils' behaviour. Pupils' skills are improving at a faster rate, particularly in reading and mathematics in Key Stage 1.
- Middle leadership, while relatively new, has also been strengthened. They are now making a more effective contribution to checking the effectiveness of the school's work in their areas of responsibility. Together, these improvements have significantly strengthened the ability to improve the school further at a good rate.
- Leaders have a very clear view of the school's strengths and weaknesses. Plans for improvement focus on the right priorities. The roles and responsibilities among the leadership team in addressing these priorities are very clear. Leaders are now focussing on ensuring that the quality of teaching is consistently good, particularly in Key Stage 2, and strengthening pupils' achievement, especially in writing. Even so, leaders are not always sharply focused on linking the quality of teaching with pupils' progress overtime when checking the quality of teaching and, as a result, some teaching still requires improvement.
- The leadership of teaching has improved and is now good. Leaders check carefully the performance of staff. Performance-management arrangements have improved and now reflect the school's key priorities. Targets for staff are appropriately linked to incentives so that teachers are held accountable for the progress of their pupils.
- Improvements to the curriculum are helping pupils make better progress. There are now more interesting and exciting topics which better meet the interests of pupils. Even so, further curriculum adaptations are still required in order to ensure that pupils make good progress in developing their basic literacy and numeracy skills when completing work across the curriculum subjects.
- The school works well with parents and this is supported by the views of parents using the online Parent View questionnaire. The recently revised home-learning policy is a clear example of both pupils and parents engaging more with the learning opportunities on offer.
- Safeguarding arrangements meet statutory requirements.
- The new primary school sports funding is used to good effect. Teachers are becoming more confident in teaching physical education and pupils enthusiastically join in the wider range of new sporting activities which is helping to promote improvements to their well-being.
- The local authority has provided adequate support to the school.
- **The governance of the school:**
 - Governance has improved since the last inspection. Governors are now more confident in their roles and responsibilities and, as a result, are able to hold the school to account effectively. Governors have reviewed and revised the systems which enable the information about the school's performance, including pupils' achievement and the quality of teaching, to be more easily shared and understood. They are now more involved in checking that the school is improving. However, they do not always focus closely enough on pupils' progress when linking this with their evaluations of the quality of teaching.
 - Governors are aware of the strengths and weaknesses of the school. They ensure the management of financial resources are effective. They know how the pupil premium is

allocated, for example, and the impact it is having on improving the achievement for those it is intended. Governors ensure that reviews of teachers' work are linked closely to the standards expected of teachers and to the pay scales that teachers are on. They make sure that performance-management targets, including that of the headteacher, reflect the school's improvement priorities.

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	106768
Local authority	Doncaster
Inspection number	425738

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Gil Robinson
Headteacher	Alison Navas
Date of previous school inspection	26 September 2011
Telephone number	01302 884465
Fax number	01302 890623
Email address	admin@canonpopham.doncaster.sch.uk

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