

Travis St Lawrence CE Primary School

Cuckoo Lane, Hatfield, Doncaster, South Yorkshire, DN7 6QE

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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

- Pupils are not yet reaching high enough standards overall in English and mathematics based on their starting points.
- The proportion of pupils making better than expected progress is too low when compared to pupils nationally.
- The quality of teaching is not consistently good enough to enable all pupils to make at least good progress. Tasks do not always challenge and sustain pupils' interests.
- Subject leaders are not fully involved in monitoring their subjects in order to improve teaching and achievement in them.

The school has the following strengths

- Pupils' behaviour is good overall and at times it is exemplary. Pupils are polite, considerate and get on well together.
- Pupils say that they feel safe in school. Good pastoral care ensures that they are safe in school.
- The headteacher and two deputy headteachers work well together and the school is starting to move forward at a rapid pace.
- The school provides a lively, enriching curriculum for pupils.
- Governance is good. Governors have a good understanding of the school's performance, including the quality of teaching, and work well with the senior leadership team in bringing about improvements.

Information about this inspection

- Inspectors observed 14 teachers teaching in 14 lessons, along with short observations in some classes.
- They observed pupils in lessons, at play, in assembly and as they moved around the school.
- Discussions were held with the staff, the Chair of the Governing Body and other governors, pupils, a representative of the local authority and several parents.
- Inspectors heard pupils read from Years 1, 2 and 6. They analysed in detail pupils' work from across the school.
- The inspectors took account of the 31 responses from the on-line questionnaire (Parent View) and the views of parents they met during the inspection. The inspectors also considered the responses to staff questionnaires.

Inspection team

John Foster, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This school is much larger than the average sized primary school.
- Almost all pupils are of White British heritage with English as their first language.
- The proportion of pupils supported through school action is well below average. The proportion supported by school action plus or with a statement of special educational need is below average.
- The proportion of pupils eligible for the pupil premium is broadly average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those who are looked after by the local authority.
- In 2013, the school met the government's current floor standard which is the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning across the school so that it is consistently good or better, thus enabling pupils to make faster and more sustained progress in English and mathematics, by:
 - eradicating all weak teaching
 - consistently matching teaching and learning to pupils' needs
 - ensuring that activities sustain pupils' interest and pace of learning
 - giving enough attention to ensuring pupils complete the tasks set for them
 - making sure that support staff are used to best effect in supporting pupils' learning.
- Improve the quality of leadership and management by:
 - further developing the role of middle leaders so that they are fully involved in checking on teaching and standards and use this information effectively to increase pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- From their starting points, most pupils make at least expected progress as they move through the school. However, too few make better than expected progress.
- Children start in the Nursery class with skills and understanding that are broadly typical for their age, although the language skills of some children are below those expected. They get a good start in Nursery and Reception classes so that most reach expected standards overall by the time they start in Year 1.
- Historically, pupils have reached high standards during their time in Key Stage 1. This has levelled off during recent years, although most still reach above average standards. In 2013, the Year 1 pupils, however, did not reach average standards in the national phonics (letters and the sounds they make) screening check. This has now been addressed and the current Year 1 pupils are on course to reach national levels. Pupils enjoy reading and say that they read regularly at school and at home. Teachers encourage pupils to read so that they become fluent.
- There is a wide variance in standards and progress across Years 3 to 6. The current Year 6 pupils are broadly on track to reach average standards in English and mathematics, with a small proportion reaching higher standards. However, from their starting points in the Year 2 national tests, they have not made good enough progress.
- The picture is improving rapidly because of more focus on the needs of the most able pupils. Overall, they make similar progress to others but this is rising as a growing proportion of pupils in the current Years 3, 4 and 5 are making better than expected progress and are expected to reach higher standards by the end of Year 6. Although there are differences in the performance of boys and girls year-by-year, over time boys and girls make similar levels of progress. The promotion of equal opportunities for pupils is improving.
- Disabled pupils and those with special educational needs make similar rates of progress to other groups of pupils. Their needs are identified early and they are often well supported in their learning although at times support staff are not always used effectively.
- Pupils known to be eligible for free school meals, and supported by pupil premium funding, make similar or better progress than other groups of pupils. The effective use of this funding to employ an extra teacher has had the desired effect of helping this group of pupils to reach higher standards. Some funding has been used to subsidise visits and to provide additional resources. The standards of attainment for this group of pupils are about two terms behind other pupils.
- By the end of Year 6, most pupils' skills in literacy and numeracy are developed soundly to prepare them for the next stage of their education.

The quality of teaching

requires improvement

- The quality of teaching overall is not consistently good enough to enable all pupils to make good progress in their learning. While most pupils make expected progress, too few make more than that expected progress.
- Activities do not always sustain pupils' concentration and enthusiasm for learning. Tasks do not always match pupils' needs although this is improving with more challenge now being provided, especially for the most able pupils.
- At times, not enough attention is given to ensure pupils complete tasks and this slows their progress.
- Across the school, the ways in which support staff are used varies widely. In some lessons, they are an integral part of learning but, too often, their skills are not used well enough to support pupils' learning.
- Pupils are inspired to learn when they know precisely what they are required to do in order to improve their work, are given sufficient time to complete their tasks and are challenged to think

hard. In Year 6, for example, pupils in mathematics who worked hard and diligently followed up their ideas to successfully find the relationship between the number of sides in a shape and the number of diagonals within the shape.

- A major strength in the teaching across the school is the excellent relationships that exist between the pupils and adults. Pupils know that they can rely on their teachers for help and that they can contribute to lessons without fear of ridicule should they get things wrong.
- Children have a good start in the Early Years Foundation Stage because activities capture their imagination and extend their learning. Both the indoor and outdoor learning areas are used effectively to give children a wide range of experiences.
- Teachers' marking is good. They use the well-established marking policy effectively in order to inform pupils what they are doing well and how their work can be improved. Pupils respond well to their teachers' comments so that they know what they need to do to reach the next level in their work. Clear targets are set for pupils based on accurate assessment of their work.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to work hard, whether on their own, in pairs, or in groups, and do so enthusiastically; supporting each other well in their learning and making helpful suggestions to one another about how their work can be improved.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. For much of the time, particularly in lessons, it is exemplary. When they move about the school pupils are polite to each other and show consideration towards adults and other children.
- Occasionally, when their interest is not kept focused in lessons, a few pupils do not behave as well as they should so that learning slows.
- In the playground and around school pupils say that they get on well and play well together. Pupils are aware of different kinds of bullying but are adamant that there is no bullying at their school.
- Pupils take enormous pride in their work and the quality of presentation has improved significantly since the previous inspection so that it is consistently neat and carefully produced.
- The school's work to keep pupils safe and secure is good. Pupils told inspectors that they feel safe at all times in school.
- The school has worked successfully to improve attendance. The improving picture means that attendance is now a little above the national average.

The leadership and management are good

- The senior leadership team, led by a strong and determined headteacher, has continued to develop the amalgamated school effectively, so that as pupils move through the school they have a wide range of experiences to help them to learn. Through effective evaluation of the school's performance, they have built on its strengths and have been successful in addressing some of the weaknesses identified. They are acutely aware of what needs to be done to maintain the improvement.
- While a large majority of the staff fully support the senior leadership team in their efforts to bring about school improvement, indications are that some members of staff do not recognise that rapid improvements are needed.
- Effective monitoring of the school's performance has led to an improvement in the quality of teaching and learning across the school, which has begun to have a positive impact on pupils' achievement. However, there are too many occasions when activities fail to sustain pupils' learning and are not always at the correct level for pupils.
- Subject leaders are not fully effective because they have yet to be given enough responsibility for monitoring standards and achievement in their subjects. Although they undertake scrutiny of

teachers' planning and pupils' work they do not have a full picture of teaching or progress to make a full contribution to improving their subjects.

- There are effective arrangements for checking the performance of staff. Clear lines of evaluation are established, with specific targets set relating to individual teachers' needs. The teachers are clear that their targets must be met before they can progress through the pay scale.
- The school has devised an exciting and stimulating curriculum for the pupils. The range of topics identified as a base for learning are such that pupils are eager to participate in lessons and gain much from them. Visits and visitors form an integral part of the curriculum and pupils talk enthusiastically about their residential visit. The rich curriculum engages pupils well and promotes learning in English and mathematics.
- The government funding to develop sport in primary schools has been used effectively. Coaching staff have been employed to support learning. Pupils work well in the physical education lessons, such as when they participate in active basketball training sessions.
- Safeguarding arrangements fully meet current requirements.
- The local authority provides appropriate support to the school.
- **The governance of the school:**
 - Governance is good overall. Governors share the headteacher's plan for developing the school and give her and the senior leadership team their full support. They are aware of the many strengths of the school and equally aware of where improvements are needed. They are fully involved in monitoring the school's performance and ensure that the school's development planning is implemented. Each governor has close links with a subject leader and they meet regularly to check on performance in their particular subject. Governors are fully involved in checking on the staff's performance, and ensure that stringent targets are met before they consider teachers' pay progression. The use of the pupil premium funding is monitored closely, and governors are clear about how it is used and the effects it is having on raising eligible pupils' standards. The members of the governing body ensure that funding available is used well to support pupils' learning.

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	106766
Local authority	Doncaster
Inspection number	442170

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	380
Appropriate authority	The governing body
Chair	Ralph Silvester
Headteacher	Elizabeth Gibson
Date of previous school inspection	7 November 2012
Telephone number	01302 840200
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