

Scawsby Saltersgate Infant School

Windsor Walk, Scawsby, Doncaster, South Yorkshire, DN5 8NQ

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their starting points, all groups of pupils make good and sometimes excellent progress. Pupils leave at the end of Year 2 with standards which are well above average in reading, writing and mathematics.
- The headteacher is driven to push the school to be outstanding. Her leadership effectively continues to improve the quality of teaching and raise achievement. As a result, the school is well placed to continue to improve.
- Teaching is effective. Teachers are dedicated and have high expectations for pupils. They skilfully probe and ask questions so pupils can work out answers to problems for themselves.
- Children in the early years are very well supported and make good progress in activities which excite and interest them.
- Relationships between staff and pupils are exemplary. As a result, pupils feel an exceptional sense of belonging, feel emotionally secure and are keen to learn.
- The behaviour of pupils is outstanding. They demonstrate very positive attitudes to learning, are polite and are very respectful to adults and one another.
- The care, guidance and support for disabled pupils, those with special educational and pupils who experience emotional difficulties, are excellent and a strength of the school.
- Pupils' spiritual, moral, social and cultural development is promoted very well.
- Pupils are safeguarded very well. Parents are very positive about the work of the school, and say that their children are safe.
- The excellent partnerships with local schools have successfully brought about improvements to teaching and pupils' achievement. Performance management at all levels is robust and staff are supported well in their professional development.

It is not yet an outstanding school because

- Standards in the Year 1 phonics screening test, although improving, are still below average.
- Governors are not proactive enough in finding out information for themselves about the impact of school improvement strategies.

Information about this inspection

- Inspectors observed 12 lessons, of which one was a support group for disabled pupils and those with special educational needs. Inspectors also observed pupils at lunch times and attended an assembly.
- An inspector listened to pupils read and discussed their reading with them. Inspectors also spoke to pupils about their lessons and reviewed the work in their books.
- Inspectors held formal and informal discussions with pupils to talk about their experience of school, and particularly their behaviour and safety.
- Inspectors reviewed a number of school documents. These included information about pupils' progress, school improvement plans and records of governing body meetings. Records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.
- Inspectors held meetings with the Chair of the Governing Body and two other members about pupils' achievement and governors' involvement in the school, such as analysing data and observing teaching in the school. Discussions were also held with the senior and middle leaders. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of 36 responses to the online questionnaire (Parent View). An inspector spoke to a group of parents as they dropped children off at school in the morning. Inspectors also considered responses from 32 staff to the inspection questionnaire.

Inspection team

Emily Wheeldon, Lead inspector	Additional Inspector
Tracy Fulthorpe	Additional Inspector
Keith Bardon	Additional Inspector

Full report

Information about this school

- This is a larger than average sized infant school.
- Most pupils are of White British heritage.
- A few are from minority ethnic backgrounds, with a few who speak English as an additional language.
- The proportion of pupils with special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of disadvantaged pupils supported through the pupil premium is well below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school provides for the early years in one nursery and three Reception classes.
- There have been significant changes in the senior leadership team since the last inspection.
- There is a privately run out-of-school club called 'Buddies' which operates in the junior school and shares the same site as Scawsby Saltergate Infant School. This provision is inspected separately by Ofsted.
- The school holds many externally validated awards, including Healthy School status, Eco-School Bronze Award, Investors in Pupils status, Anti-bullying Charter Mark, Inclusion Charter Mark and the Arts Mark.

What does the school need to do to improve further?

- Raise attainment in phonics so that a higher proportion of pupils reach at least average attainment in the Year 1 phonics screening test, by:
 - providing stronger encouragement for children in the early years to develop a deeper interest in books and to acquire early reading skills, and for pupils in Year 1 to read more and to use their knowledge of phonics when reading
 - providing a clear framework for teaching phonics which ensures that all pupils are taught at the appropriate level at all times.
- Encourage governors to be more proactive in finding out how well the school performs.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about driving the school towards being outstanding. Her energy and ambition have a highly positive effect on pupils and staff. All staff feel very well supported and work well as a team.
- Middle leaders have good subject knowledge and analyse data well to identify key priorities. They regularly speak to staff to find out if they require any support and monitor the quality of teaching across the school.
- The management of performance and training of all staff is robust and helping them to further improve their teaching and raise achievement. The headteacher and deputy headteacher observe teaching, look at pupils' work in their books and keep a careful track of their progress. They give staff clear guidance about which aspects of their teaching need developing. Teachers are set targets for improvement and these are linked to the school's priorities. Very effective links are made between the performance of teachers and their salary progression.
- The school development plan places strong emphasis on improving the quality of teaching and raising pupils' achievement. Leaders' view of the school's performance is accurate and successfully highlights the progress of different groups of pupils and clearly shows the progress they are making.
- Safeguarding policies and procedures are well established and understood by all staff. The curriculum is used effectively to provide pupils with an awareness of how to keep themselves safe.
- The school's work to promote pupils' spiritual, moral, social and cultural development is excellent. For example, there is a very pleasant atmosphere and a very strong sense of community in assemblies. Pupils enjoy being together and doing things with their friends.
- The school is a welcoming and inclusive place to be and pupils develop excellent knowledge about British values and show great respect and tolerance. The impact is seen in pupils' understanding of clearly defined boundaries of what is right or wrong as they move through the school. During the inspection, pupils enjoyed learning about Islam and children in the early years could describe particular elements with confidence.
- The school has made good progress towards implementing the new curriculum and has carefully considered new ways of assessing pupils' achievement. Curriculum planning provides a comprehensive coverage of all subject requirements. The curriculum effectively promotes pupils' literacy and numeracy skills overall.
- The primary school sports funding is used well to offer a range of sporting activities for children. As a result, pupils' participation in sports is increasing and teachers are improving their skills in teaching physical education.
- The pupil premium funding is used effectively to narrow the gap in the attainment between disadvantaged pupils and non-disadvantaged pupils. Money is being spent on extra staff and support groups in mathematics and literacy to help these pupils make better progress. This demonstrates the school's effectiveness in promoting equality, fostering good relations and tackling discrimination.
- Excellent partnerships with local schools enable staff to enhance their teaching. For example, the headteacher carries out joint observations with local headteachers and staff observe outstanding teaching in different schools. At transition times, in particular, there are very close links with the junior school and the out-of-school provision so pupils settle quickly.
- Partnerships with parents are strong. They hold very positive views of the school and of the provision for their child's education. They feel that their children achieve very well and receive high quality care and support.
- The school has links with the local authority. However, due to its overall effectiveness of being consistently good since its previous inspection, support has been light touch.
- **The governance of the school:**
 - Governors are ambitious and want the best for pupils. They have regular meetings with the headteacher to discuss the data which informs them about pupils' progress. They discuss the data in school and compare it to national. They know about the quality of teaching and what the school's targets are to raise pupils' achievement. Governors acknowledge that they could be more proactive in measuring the impact of the school's actions to improve the school further.
 - Governors are actively involved in promoting teaching through performance management. They are involved in the recruitment process and together with the headteacher, tackle any weaknesses in teaching. Pay awards are dependent upon teachers' performance in relation to pupils' progress.

- The governing body ensures the school meets safeguarding requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are extremely proud of their school and show mutual respect for others. The way they move around the school, behave in assembly and lunchtimes is outstanding. They take very good care of each other, look after school equipment well and are very smartly dressed in their school uniform.
- Pupils play sensibly and treat each other and adults with the utmost respect. They say they feel extremely well looked after by staff, 'every single one of them'.
- In lessons, pupils demonstrate highly positive attitudes to learning. Golden rules about tolerance, respect and trying hard, are well understood and embedded. Pupils are very eager to get on with their work. From a very young age, they quickly learn to adapt to changes in routine and settle down with minimal fuss.
- Staff manage the behaviour of all pupils extremely well and are positive role models, so boundaries are very clear and understood.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All staff who completed the questionnaire and all parents responding to Parent View say that pupils are very safe in the school.
- Bullying is extremely rare and pupils say they feel very safe and are fully aware of what constitutes bullying. They identify cyber-bullying, for example, and say, 'People sending nasty messages'.
- Pupils are very well taught to keep themselves safe. For example, they are encouraged to assess risks for themselves. In Year 1, for example, pupils are asked what might happen to the playground surface after the heavy rain, and they respond, 'It will be very slippy and we have to be careful.'
- Staff skilfully manage and support pupils whose needs are complex or whose circumstances make them potentially vulnerable. The excellent partnerships with professional agencies beyond school contribute well to supporting these pupils and their families. A particular strength is the school's programme called 'Sunbeams' aimed at vulnerable pupils who require emotional support through difficult circumstances. As a result, these pupils have a positive attitude to learning and confidently join in a wide range of school activities with the rest of their peers.
- Pupils' enjoyment of school is reflected in their good attendance and excellent punctuality, both of which have significantly improved since the last inspection. Holidays are no longer authorised in term time unless there are exceptional circumstances. Award systems, such as certificates for excellent attendance have also had a positive impact. Overall attendance is now above average, when this has not been the case in previous years.

The quality of teaching is good

- Warm and close relationships between staff and pupils enhance learning exceptionally well. Pupils are encouraged to try their best and this creates a highly positive climate for learning.
- Pupils find lessons interesting and are engaged in their learning. Teachers encourage pupils to learn from one another. Pupils are encouraged to improve their work and they willingly share their work with others.
- Teachers have high expectations and regularly check pupils' understanding in lessons. They provide appropriate support so that no pupil falls behind. Teachers effectively build on pupils' prior learning frequently.
- Staff ask questions with more than one possible answer which enable pupils to work things out for themselves. As a result, children are naturally curious and keen to find out about how things work. Children are inquisitive learners. For example, in Year 1 children enjoyed talking about dinosaurs and said, 'Extinct means when an animal died and isn't around anymore'.
- Overall, reading skills are taught well across the school. From the Nursery Year, children learn to tune into language and discriminate between different sounds. As they progress through the school, teachers support the most able pupils very well. However, their support for middle and lower attainers is less effective, especially in encouraging them to combine letter sounds into words. In Year 1, they are increasing the range of reading books which have a stronger emphasis on phonics and have support

groups for pupils who require additional help. However, systems to support the teaching of phonics and to track pupils' progress at different levels are not embedded fully in the early years and Year 1.

- The contribution made by teaching assistants and learning support assistants is strong. They effectively support disadvantaged pupils and pupils who are disabled or have special educational needs. This targeted support enables these pupils to make good progress. Staff check the progress pupils make to see if the work they are doing to support pupils is effective. Pupils demonstrate positive attitudes to learning and work is carefully tailored to match their abilities.
- Teachers' marking helps pupils to improve. For example, teachers tell pupils what they have done well and what could be improved by telling them what their next steps are. As a result, pupils make good progress. Homework is well planned and enjoyed by pupils. Parents say there is a good balance between their child working on their own and needing help. Pupils say it helps them to understand what they have learned in school
- Work in pupils' books show that overall they are taught literacy and numeracy skills well. The exception over time has been the teaching of phonics in Year 1. They are given many opportunities to apply these skills in topic work, such as extended pieces of writing, or problem solving in science, and this helps them to make good progress.
- Effective use is made of information and communication technology in lessons to enhance learning and interest pupils. In the Reception class, for example, children enjoy creating their own pictures using a drawing and painting tool and drag pictures across a large interactive screen to work out mathematical problems.

The achievement of pupils is good

- Pupils make good and sometimes outstanding progress from their different starting points and reach well above average standards in reading, writing and mathematics by the end of Year 2. This has been the picture for the last five years.
- Pupils achieve well in reading by the end of Year 2. The proportion of pupils attaining at the higher Level 3 is significantly above the national average. This indicates they make excellent progress in Year 2 in this subject. The proportion of pupils also reaching Level 3 in writing and mathematics is significantly above average, but in 2014, the proportion of pupils achieving Level 3 dropped slightly in writing, but this remains above average.
- The most able pupils make excellent progress in all subjects due to challenging tasks set for them. Examples include pupils using quite sophisticated vocabulary. In mathematics, pupils identify the number of right angles in shapes and calculate addition using two digit numbers. Although middle and lower attainers perform well in writing and mathematics, their performance in reading was less strong in 2013 but has improved this year.
- A below average proportion of pupils reach the expected standard in the Year 1 check on phonics (letters and the sounds they make). The school is addressing this issue and data show that results are improving, and that the proportion of pupils reaching the expected standard is now closer to average.
- Pupils who speak English as an additional language, disabled pupils and those with special educational needs make good and sometimes outstanding progress from their starting points. Their progress in reading, writing and mathematics is similar to, and often higher than, similar pupils nationally. They are supported well by teachers and other adults in small group work and through individualised support groups, which are tailored to meet their specific needs. Parents say their children achieve very well and receive high quality care and support.
- The effective deployment of individual support for disadvantaged pupils has been successful in ensuring that any gaps between their attainment and that of non-disadvantaged pupils in school continue to close. In 2013, the attainment of disadvantaged pupils in Year 2 was below that of non-disadvantaged pupils nationally in 2013 in reading and mathematics, but above the national in writing. In 2014, the gap between the attainment of disadvantaged pupils and that of non-disadvantaged pupils continues to close across all subjects. Overall, disadvantaged pupils are making good and sometimes outstanding progress given their starting points.
- Overall, there is little difference in the progress made between groups of pupils currently in the school and all are making good and sometimes outstanding progress. This demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils.

The early years provision is good

- Quite a number of children start in the nursery with weakness in their communication and language skills and personal, social and emotional development. They go on to make rapid progress in these two areas of learning and reach an average level of development by the end of the Reception Year. Overall, children's performance in reading is less strong.
- Children, including those who are disabled or with special educational needs and the most able, make at least good progress from their different starting points. This means they are now well prepared for Year 1 with an average proportion reaching or exceeding a good level of development. This represents good overall progress from children's varying starting points.
- Relationships are highly positive between staff and the children. Children are confident to share their ideas with adults and each other. They feel very safe and secure because staff are caring and children feel special and valued.
- Children demonstrate excellent concentration and behave extremely well. Staff are excellent role models and children know what the boundaries are. They are praised regularly for trying their best and for being kind to others. As a result, they work harmoniously as a group and are respectful to adults and their peers.
- Teaching is strong and the staff work well as a team to ensure children learn well. They have a secure knowledge and understanding about how young children learn and planning is linked effectively to their interests. As a result, children enjoy the wide range of activities on offer.
- Children's play and learning is purposeful and almost all demonstrate levels of concentration and focus that are appropriate for their age. Activities to encourage children to write for different purposes are promoted well in the classroom and outside. Boys in particular, enjoy writing their names on a whiteboard and make plausible attempts at writing down items they need to take in a fire engine.
- The early years leader has a secure knowledge and understanding of the learning and development and welfare requirements of the early years. She keeps a close eye on the assessments made of children's achievement and knows what needs to be done to enhance learning further.
- Children settle into school quickly because staff prepare them well before they start full-time. For example, they talk to parents about their child's interests and needs and gather information about their home life. They also speak to staff from other early years settings and share information records. Transitions within school are smooth and Reception children settle in to Year 1 quickly.
- Children make rapid progress in their communication and language skills because staff plan a wide range of activities to develop their speaking and listening skills. Any concerns about children's communication and language skills are quickly identified and targeted support, such as speech and language support groups, are immediately set up.
- Partnerships with parents are strong. Staff are keen to work closely with parents and information about the nursery and how children learn is effectively shared with them. Staff put a strong emphasis on links with parents so they are heavily involved in their child's learning. For example, parents write down observations they have made of their child's learning at home on the parents' board. This information is effectively incorporated into planning so that activities are carefully matched to children's interests.
- Assessments are on-going and staff observe children learning at different times of the day. Observations are linked to areas of learning and next steps are identified. This effectively ensures children make good progress.
- Reading areas are not particularly inspiring places for children. Although they contain a wide range of different books, the area is not very inviting and does not enhance children's reading skills very well. As a result, children do not readily access these areas and are, therefore, unable to maximise their early reading skills.
- Staff have made good improvements in the use of the outdoor areas. Children very much enjoy learning inside and outdoors. They demonstrate good independence skills, for example, they find their photograph on a board and place it in a box when they have finished their milk. They take on responsibilities, such as tidying equipment away, and have the confidence to inform staff when they require help. Children are quick to follow instructions and cooperate well. This reflects the high expectations and well-established routines.

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	106703
Local authority	Doncaster
Inspection number	448309

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	341
Appropriate authority	The governing body
Chair	M Lucas
Headteacher	Julie Howe
Date of previous school inspection	12 October 2009
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