

Scawsby Saltersgate Junior School

Barnsley Road, Scawsby, Doncaster, South Yorkshire, DN5 8NQ

Inspection dates 17–18 March 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership at all levels has maintained consistently high standards over time and refreshed many aspects of the school's work since the previous inspection.
- Leaders have improved the overall quality of teaching. Teachers' knowledge and skills have continued to develop, resulting in high quality learning for pupils.
- Governors know the school exceptionally well. They leave no stone unturned when checking on its performance and challenging leaders to maintain standards.
- Pupils' behaviour is always outstanding in lessons and around the school. They are ambitious in their learning.
- The school has excellent procedures to make sure pupils are safe. They report feeling entirely safe in school.
- Teachers' expectations are consistently high, so pupils are always challenged to achieve to the very best of their abilities. Some pupils describe their teachers as, 'simply the best'.
- Standards in reading, writing and mathematics are well above national averages and have been consistently so over time. Almost all pupils throughout the school make excellent progress.
- However, leaders have not checked on the progress of a very small number of pupils with special educational needs closely enough. Their progress is good, but they do not always do as well as others in all subjects.
- Pupils benefit from a rich, well-planned curriculum which provides many exciting opportunities for learning. Pupils are keen to contribute to school life. For example, the suggestion of an outdoor learning area came from the pupils.
- Parents are entirely supportive of the school.

Information about this inspection

- Inspectors observed learning in a range of lessons, one of which was observed jointly with the deputy headteacher.
- The school’s work was discussed with members of staff, pupils, a representative from the local authority and members of the governing body.
- Also taken into account were the views of 29 parents who responded to Ofsted's online survey (Parent View), as well as questionnaires completed by members of staff.
- Inspectors observed the school’s work and examined a wide range of documentation including: national assessment data and the school’s own assessments; curriculum information; the school’s own view of its work as well as external reports; minutes from governors’ meetings; safeguarding documents and samples of pupils’ work.

Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school in which almost all pupils are White British.
- An average proportion of pupils is supported by the pupil premium. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets current floor standards, which are the minimum expectations set by the government for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The headteacher is a Local Leader of Education and, as such, supports other local schools.
- Before- and after-school care is available on site. This provision is not managed by the governing body and receives a separate report which is available via the Ofsted website.

What does the school need to do to improve further?

- Check on the learning of disabled pupils and those with special educational needs with increased rigour in order to close any remaining gaps in their progress more rapidly.

Inspection judgements

The leadership and management are outstanding

- Inspirational leadership from the headteacher and deputy headteacher rubs off on leaders and managers at every level. Staff and governors alike are ambitious for their own development, the achievement of their pupils and for their school. Relationships within the school are outstanding.
- Improvements since the previous inspection have created a sense of urgency towards learning. Pupils thrive in a climate where teaching is outstanding. Their achievement is increased because their behaviour and their attitudes to learning are exemplary. There is no evidence of discrimination.
- Leaders recognise that their checking of data did not pick up the slightly slower progress of a few pupils with special educational needs quickly enough. However, in every other respect, these pupils and others are given every opportunity to reach their potential and all pupils have equal opportunities.
- Robust checking of teaching by senior leaders maintains the outstanding quality of teaching. Systems are firmly in place and are highly supportive in that teachers are encouraged to judge and develop their own skills, contributing to the school's outstanding results. Teachers new to the school are provided with the specific help they need and, consequently, settle to school routines quickly and flourish professionally. As a result, pupils make excellent progress overall and reach well above average standards.
- Senior leaders maintain an accurate overview of the school's work. They scrutinise evidence in school as well as national data closely, and work closely with local authority advisers to ensure that the highest standards are met consistently. A recent focus on reading provision, for example, is currently showing excellent results.
- The local authority recognises the quality of the school's leadership and the best practice is shared with other schools locally to provide wider support for learning.
- Middle leaders and managers plan an exciting curriculum full of rich learning opportunities. They have skilfully adapted what was already in place to meet the requirements of the new primary curriculum. Pupils are very eager to learn and use their skills very purposefully across a range of subjects. The richness of the curriculum has a particularly strong impact on pupils' language development. This is amply demonstrated in the excellent quality of pupils' writing.
- Leaders use the primary sport funding effectively. An initial audit of teachers' skills was carried out to ensure that the funding was directed precisely to where it would have the most effect. New resources now support the way that physical education is taught. The school's checks show that lessons have improved because teachers' skills have developed as a result of the additional training they have had from specialist coaches. The range of opportunities and pupils' uptake of activity has increased significantly. The school now participates fully in inter-school tournaments.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through the curriculum. There is a very strong emphasis on healthy lifestyles and pupils' social and emotional well-being. Leaders take positive steps to ensure that pupils are fully prepared to contribute to community life in modern the British society. Pupils have excellent social skills. They are confident and self-assured. Pupils have a strong sense of 'fair play' and of what may be considered just or unjust in society. They recognise social and cultural differences and are tolerant of others. Pupils learn about the importance of living in a democratic society and of having individual rights and responsibilities.
- Leaders know how pupil premium funding is used and of the impact it has in closing attainment gaps between disadvantaged pupils and others. Additional teaching and planned support for disadvantaged groups has had an extremely positive impact over time. The school's success at improving national test results for disadvantaged pupils is acknowledged in a recent letter from the Minister of State for Schools.
- Safeguarding arrangements are very well established in the school and all procedures meet requirements fully. Staff and governors are well trained and vigilant. They, and pupils, know their responsibilities with regard to safety and well-being in school. Leaders keep a close watch on attendance to ensure that it remains above average.
- **The governance of the school:**
 - Governors leave nothing to chance. Their very wide range of expertise is used to challenge and support leaders in equal measure. They know the school's many strengths and are quick to question leaders about any potential sign of weakness. Governors are fully aware of how teachers' performance is managed and they are clear about the quality of teaching in the school. They exercise proper procedures when reviewing recommendations regarding teachers' pay. They reward performance with integrity. Governors' financial management is very efficient. The pupil premium and primary sport funding are checked on diligently to ensure that spending has the right impact. Governors are justifiably proud of what they have achieved.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to learning are never less than exemplary. They thrive on the challenges of lessons and always strive to succeed. The quality of the work they do in books, and that displayed around the school, clearly exemplifies the pride pupils take in what they do.
- Behaviour around the school is excellent. Pupils move sensibly around corridors, always mindful of others. Their table manners in the dining hall are a credit to them and they know how to adjust their behaviour properly for assemblies. Relationships in the playground, where the 'friendship stop' is hardly ever needed, make playtimes happy and safe.
- Pupils make a huge contribution to the everyday life and atmosphere around the school. They are invariably polite and extremely well-mannered. There is always a friendly greeting. They are worthy ambassadors for their school in the way that they arrive smartly dressed in uniforms, and attend regularly.
- The active school council makes sure that every pupil has a say in school matters. Ideas are acted upon. For example, exciting improvements in the school grounds to encourage better fitness and well-being, and the building of an outdoor learning area, came from the pupils themselves.
- Pupils are very keen to take on additional responsibilities. Some are members of the anti-bullying council and have made a video to show the harm that bullying can cause. There are eco-warriors and play leaders as well as a pupils' consultation group. Some pupils with particular interests even start their own after-school clubs, adding to the impressive range already provided by the school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders take every reasonable precaution to make sure that everyone is safe while they are in school.
- Pupils express no concerns about their safety. They share excellent relationships with the adults who work in school, confident that help is always there when needed.
- Pupils know how to keep themselves safe in and outside of school. They are well aware of the potential dangers they might encounter when using the Internet, for example. They know how to deal with these dangers.
- Different forms of bullying are well known to pupils because of the strong guidance they receive. They understand how their behaviour might impact on others and are careful to avoid hurtful situations. Pupils state firmly that there is no bullying in school and that name-calling of any kind is extremely rare.
- Parents fully endorse pupils' views that they are safe in school. They support the school exceptionally well. They would unanimously recommend the school to other parents.

The quality of teaching

is outstanding

- The highest expectations and rigorous challenge are hallmarks of the outstanding teaching seen throughout the school. They lead to pupils' rapid learning and excellent overall achievement.
- Teachers' continuous focus on their own professional development and its impact on their teaching have a direct influence on pupils' attitudes so they, too, are inspired always to do their best.
- Teachers value pupils' ideas and the contribution they make to lessons. This boosts pupils' confidence. It makes pupils more excited about their learning and more eager to 'have a go'.
- Learning is supported exceptionally well by resourceful planning and preparation. Precisely matched work is checked on continuously by adults in the classroom so that rapid progress is a matter of course.
- All adults question pupils extremely well. They expect explanations from pupils. These improve pupils' speaking skills and give a clear measure of their understanding of what they learn.
- Imaginative methods are used to capture pupils' interest and stimulate learning. Lessons are re-shaped if a better method is found to help pupils learn, so that every step in learning is secure before pupils move on to the next. In a lesson about equivalent fractions, for example, new learning resources were produced when the teacher recognised that some pupils were not as confident with the concept as she would like them to be. This helped pupils a great deal and their learning was secure by the end of the lesson.
- The teaching of mathematics is excellent. Pupils learn multiplication tables and how numbers work exceptionally well. Their mental calculation is quick and accurate and they use what they know to improve their knowledge further. Some Year 4 pupils, for example, quickly reeled off a list of squared number (5x5,

6x6, etc) clearly indicating that they know how to square a number. When faced with the new mathematical term 'square root' they could easily see the relationship between this and squared numbers. This kind of resourcefulness is promoted throughout the school.

- Problem-solving is a very significant feature in mathematics lessons and is frequently linked to real-life situations, so that pupils use their mathematical skills purposefully.
- High quality teaching of English through the school underpins the consistently high standards in writing at the end of Year 6. Pupils develop their speaking and listening skills when working in all subjects. Correct terminology and the best choices of vocabulary are consistently expected, so that writing is fluent and accurate whatever the topic. Basic spelling, punctuation and grammar are taught very effectively and always in the context of sentences so that pupils build up their skills through constant use of accurate writing.
- Teaching assistants are very effective members of the teaching team and skilfully help pupils to learn. They know pupils' particular needs well and give sensitive support when it is needed. They work effectively in classes alongside teachers, helping to check that pupils keep up a fast pace in their learning.
- Teachers use assessment extremely well. They encourage pupils to measure their own progress and give them clear and helpful advice about next steps through their marking. Pupils have enough time to do corrections before their next work, so that mistakes are not repeated and excellent progress continues.

The achievement of pupils

is outstanding

- Most pupils enter Year 3 with above average levels of attainment overall. The school builds on this positive start extremely well and raises standards further, so that they are well above average in reading, writing and mathematics by the end of Year 6.
- Published data show that standards have been significantly above national averages for the past five years. Similar standards were evident when the school was last inspected in 2006. Pupils' current work and school assessments indicate that pupils currently in Year 6 are working at a higher level than in previous years.
- Pupils make outstanding progress overall. The proportion which made expected progress in writing in 2014 was above average and a significantly higher proportion than the national average did better than expected. This picture of progress was similar in mathematics.
- Pupils are fluent readers at the end of Year 6. They use good expression and fully understand what they read. They read widely for information and for pleasure. They have a good knowledge of the styles of different authors and are clear about their own preferences for reading.
- The most able pupils are provided for well in all lessons. There is provision over and above this, such as special mathematics groups and additional booster lessons in English. In 2014 the proportions of pupils reaching the highest possible level, Level 6 in mathematics, writing and grammar, punctuation and spelling were all above the national averages.
- Disabled pupils and those with special educational needs are provided for very well. Individual learning plans are fully understood by pupils and parents, and progress is checked regularly. The quality of teaching they get and the additional support means that overall they make good progress and in some instances, excellent progress from their starting points. Nevertheless, the school's data show that a very small number of pupils do not make as much progress as others in all subjects. This was recognised by senior leaders, and some actions have begun to show good results, especially in reading. Leaders acknowledge that more rigorous checking is needed to ensure equal progress across all areas of learning for those pupils.
- The achievement of disadvantaged pupils has improved significantly. Compared with all pupils nationally and others in the school, gaps have virtually closed. In 2014 all pupils made at least expected progress in reading and writing, with considerable proportions doing better than that. Almost all made expected progress in reading. This compares extremely well with the national picture.
- In terms of their attainment in 2014, there was less than one term's difference between disadvantaged pupils and others in the school in reading, writing and mathematics. Compared with all pupils nationally, disadvantaged pupils equalled the attainment of others in reading and did better than them in mathematics and writing.

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	106706
Local authority	Doncaster
Inspection number	453280

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Mr D Sharp
Headteacher	Mrs M Oxer
Date of previous school inspection	22 November 2006
Telephone number	01302 782100
Fax number	01302 390896
Email address	headteacher@saltersjun.doncaster.sch.uk

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