

Scawthorpe Sunnyfields Primary School

Rose Crescent, Scawthorpe, Doncaster, South Yorkshire, DN5 9EW

Inspection dates 13–14 May 2015

| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in writing and mathematics. As a result, they do not always reach the standards they are capable of.
- The overall quality of teaching is not yet good throughout the school.
- Teachers' expectations for their pupils are not always high enough. Some opportunities are missed to challenge pupils further during their lessons.
- Teachers do not always make effective enough use of marking and feedback to enable pupils to improve their own work and address errors.
- Pupils do not always present their work accurately and carefully enough.
- The school improvement plan has many priorities and school leaders are not yet fully accountable for their successful completion.

The school has the following strengths

- The new headteacher provides an ambitious direction for the school. He is well supported by senior leaders and the governing body. As a result, teaching and learning are improving and standards are rising after a period of significant staff change.
- Children make good progress and a strong start to their learning in the early years and are well prepared for Year 1.
- Pupils enjoy reading and achieve well through school.
- Pupils are well behaved and they feel safe. They enjoy school and take good care of each other.
- Parents are strongly supportive of the school and appreciate the good range of information and support they receive.
- The curriculum is well planned and contributes well to pupils' spiritual, moral, social and cultural development and to their health and well-being.

Information about this inspection

- The inspectors observed teaching and learning throughout the school and also conducted several short visits to classrooms. They carried out two joint observations of teaching and learning with the headteacher. The inspectors also looked at a wide range of pupils' work and listened to several pupils read.
- Inspectors held discussions with groups of pupils, the Chair of the Governing Body and other governors, a representative of the local authority and the local leader of education who currently supports the school. They also spoke to members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 37 responses to Ofsted's online questionnaire (Parent View), the results of the school's own consultations with parents, and spoke to several parents during the inspection. They also considered the responses from staff to the inspection questionnaire.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use and impact of pupil premium funding, and records relating to pupils' behaviour and to safety and child protection.

Inspection team

| | |
|------------------------------|----------------------|
| Andrew Clark, Lead inspector | Additional Inspector |
| Sue Eland | Additional Inspector |
| Claire Patton | Additional Inspector |

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is broadly in line with the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are White British.
- Children attend the Nursery class on a part-time basis.
- The results of the National Curriculum tests were not published in 2014.
- There have been significant staff changes since the previous inspection. The headteacher was appointed in February 2015 after a short period as acting headteacher. Over half of the teachers are new to the school since the previous inspection with several new to the profession. The school receives support from a local leader of education.

What does the school need to do to improve further?

- Improve the quality of teaching in order to accelerate pupils' progress and raise standards in, writing and mathematics by:
 - ensuring that teachers' expectations are consistently high for pupils' work in all subjects
 - making effective use of marking and feedback to help pupils improve the quality of their own work
 - ensuring all pupils present their work to the highest standards of care and accuracy.
- Further strengthen leadership and management by:
 - ensuring that there are not too many priorities for improvement and that they have clear and measurable targets so that all leaders contribute to their rapid success
 - ensure middle leaders are fully accountable for pupils' achievement in their areas of responsibility.

Inspection judgements

The leadership and management requires improvement

- Leaders and managers have not been successful in ensuring that teaching is consistently good and therefore pupils are not making the best possible progress.
- The new headteacher has quickly established a positive culture for learning following a period of significant turbulence and staff change. As a result, staff work well as a team and are ambitious for further development. Morale is high. However, there is still much to be done to ensure good outcomes for pupils.
- The leadership identifies areas for school improvement based on largely accurate analysis of pupils' achievement and other data. However, the school is concentrating on too many priorities at once and the targets set to measure their achievement are not always specific enough. Consequently, actions taken do not have all the impact that they could and rates of improvement are not yet the best they could be.
- Senior leaders provide good role models through their own teaching and the challenge and support they provide to other teachers. In particular, the headteacher and senior staff have worked well with a consultant headteacher to develop increasingly effective systems to observe and improve the quality of teaching and this is leading to greater consistency.
- Middle leaders, including subject leaders, are not yet fully accountable for their areas of responsibility. Several are new to their posts. They have developed well-considered action plans for future improvement. The procedures to measure and ensure the actions have the impact expected are not fully implemented.
- Staff are held fully accountable for the progress their pupils make and are required to fulfil stringent criteria, linked to pupils' achievement, to reach the next salary level.
- The school is receiving effective support from the local authority. They have provided support through the services of a local lead headteacher and training for subject leaders and the governing body. Challenging audits of the school's provision are already helping the headteacher to refine and sharpen his initial assessments and to build on the school improvement plans.
- The school tackles any issues of discrimination and fosters good relations well. As a result, parents hold the school in high regard. It promotes equality of opportunity and this contributes to the well-being of children and their families. However, the school is not fully effective in ensuring that pupils consistently achieve the best they can.
- Statutory safeguarding requirements are met. Policies are effective, up to date and reflect local and national guidance. Staff are well trained and vigilant in child protection.
- The additional funding for disadvantaged pupils is used well and has an increasingly positive impact on minimising any gap between the standards they reach and those of other pupils. The innovative 'Monday Club', for example, provides good support for pupils to address gaps in learning and complete homework.
- Parents are very proud of the school. They strongly appreciate the steps the headteacher and staff take to keep them well informed through regular meetings, newsletters and the use of the school website.
- Literacy and numeracy are central to the school's work. This is contributing to rising standards and, in particular, pupils' enjoyment in reading. Pupils have good opportunities to develop creative and sporting skills. For example, specialist teaching makes a good contribution to pupils' dramatic and music skills and whole school productions. The school makes effective use of primary school sport funding and the impact of expenditure is closely monitored. As a result, pupils have been successful in inter school team games such as rugby and in athletic competitions. An increasing proportion of pupils participate in after school activities.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are well prepared for life in modern Britain through assemblies and work in many subjects. For example, pupils explore issues of equality and fairness through studies on rainforests and fair trade. Pupils' business and enterprise skills are well developed through, for example, an exciting project with a well known do-it-yourself chain store.
- **The governance of the school:**
 - The governing body is effective, well led and managed. Since the previous inspection, the governing body has undertaken a review of all of its work and further improved its efficiency. It has reorganised the structure of committees to make sure it receives the most recent information and data on pupils' achievement, which they understand well. The governing body provide a clear steer to the school and act quickly to address staffing difficulties.
 - Governors make an increasingly good contribution to school improvement and have received good support and training from the local authority and a local leader of education. Members' skills are closely matched to the roles they undertake on the governing body.
 - The governing body is generally well informed through detailed reports from the headteacher linked to

the school improvement plan. However, the large numbers of priorities make it difficult to fully monitor their success. The governing body make their own systematic checks on the school's work, such as learning walks with senior leaders and presentations from subject leaders. They make good use of this information to hold leaders increasingly to account. This is recorded well in the minutes of meetings.

- Governors are appropriately informed on the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. They are largely clear about the steps the school takes to address any aspects of underperformance.
- The school's policies are updated regularly and statutory requirements are met. Finances are well managed overall by ensuring close scrutiny of all aspects of budget planning and raising challenging questions on, for example, the use and impact of specific spending such as the pupil premium and sport funding.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. They enjoy school and are keen to talk about their experiences. Pupils are polite and friendly towards each other and their teachers.
- Pupils' conduct in lessons is good in response to the high expectations of all staff. It is sometimes exemplary and generally contributes well to their learning. Very occasionally, pupils are not as self-motivated and as careful as they could be, particularly when teaching does not fully meet their needs.
- Pupils work well with others. They strive to achieve the 'Sunny Six' learning attitudes such as resilience in their work. They fulfil their roles as school councillors well and older pupils take good care of younger ones.
- The school makes good use of primary sport funding for outdoor activities at lunchtimes and after lessons. These contribute to the development of pupils' personal skills, including co-operation, and sportsmanship as well as to their physical fitness and health and well-being.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree. Leaders and the governing body are well trained and vigilant in ensuring pupils learn in a safe and secure environment.
- Attendance is consistently above average. The school has rigorous procedures to promote good attendance and punctuality, including the effective use of pupil premium funding.
- Pupils understand risks and dangers in their everyday life. They are well informed about different types of bullying including racist, homophobic and cyber bullying. Well-planned assemblies, special days and studies in several subjects reinforce pupils' knowledge and understanding. Attractive and informative newsletters and the school's website contribute to pupils' and parents' awareness of these issues.
- Pupils rightly feel that there are very few incidents of bullying and know what they would do should any occur. They are tolerant of others' views and beliefs. Staff and the governing body work well to promote this.
- The school keeps detailed records of the few incidents of poor behaviour and responds to them in a robust and well-considered manner. There are few exclusions. The school has had good success in supporting pupils who have emotional and social difficulties to improve their management of their own behaviour, particularly through use of pupil premium funding.
- Pupils are prepared well for the potential dangers they may meet in later life. They learn road safety from the early years on. Personal and social education, including activities with the emergency services, teaches them how to avoid the dangers of drugs and alcohol misuse as well as fire safety and other concerns.

The quality of teaching

requires improvement

- Teachers' expectations are not always high enough to ensure pupils consistently make the best progress they can. For example, opportunities are missed to adjust teaching in response to pupils developing needs during lessons or to question pupils more effectively in order to deepen their learning.
- Teachers do not consistently provide clear enough guidance through marking and feedback for pupils to improve their own work. They do not always insist that improvements are made.
- The presentation of pupils' work is too variable and does not always contribute to the accuracy of their

work, especially in mathematics.

- Overall teachers make more effective use of their knowledge of pupil' achievement to set work which meets the needs of pupils of all abilities. The school is trialling the use of new assessment procedures to raise expectations and meet the requirements of the new National Curriculum. This is raising standards further.
- Teaching assistants are deployed well to support and challenge different groups of pupils. They often provide skilled support to pupils with special educational needs including those with emotional and social difficulties. This also contributes to the largely positive progress disadvantaged pupils make.
- Staff establish good relationships with their pupils and manage behaviour well. Classrooms are attractive environments and conducive to learning.
- The learning needs of disabled pupils and those with special educational needs are well understood and all staff who work with them are well informed. Specific programmes to develop reading and writing skills contribute well to preparing these pupils for their future learning.
- The teaching of reading is good. Effective teaching of phonics (letters and the sounds they make) from the early years onwards contributes to pupils' success. Teachers encourage pupils to listen carefully and articulate sounds accurately. Their love of reading is strongly promoted throughout the curriculum such as in their research in history, geography and science.
- The teaching of mathematics has improved since the previous inspection so standards are rising. Leaders have worked well to produce and apply a policy for teaching calculation skills which is helping pupils reach the expectations of the new National Curriculum. Initiatives such as the fun mathematical challenges, which teachers set for pupils, are displayed around the school and contribute to pupils' enjoyment of mathematics.

The achievement of pupils

requires improvement

- Pupils' achievement is not good overall, particularly in mathematics and writing, because the quality of teaching is too inconsistent. Achievement is stronger in reading because the teaching is largely good.
- The results of national tests have steadily improved by the end of Year 2 and are broadly average for reading, writing and mathematics.
- The evidence of inspection shows that pupils are largely at expected levels by Year 6. A steadily increasing proportion are working at above expected levels especially in reading.
- Achievement through the school is, however, too variable to ensure pupils always make the best rates of progress that they are capable of. In particular, weaknesses in teachers' expectations and the care pupils take to present work accurately limits their progress in mathematics and writing.
- The achievement of the most able pupils is similar to other pupils and requires improvement overall. Pupils are generally mature and keen to improve. However, teachers do not always expect enough from pupils of all abilities, including the most able. In particular, pupils do not have the opportunity to think deeply enough about their work and record it in sufficient detail.
- Pupils' write for a wide range of purposes. Pupils' grammar and punctuation skills are developing well overall. For example, Year 3 pupils make good use of paragraphs in their persuasive writing.
- Pupils' progress in mathematics has improved since the previous inspection although it is not yet consistently good. Pupils apply their calculation skills increasingly effectively in solving mathematical problems. For example, pupils in Year 6 made good use of their knowledge of factors and multiples to investigate perfect and random numbers. They largely work systematically and logically. Sometimes, however, they are not always precise and accurate enough in their written mathematical work.
- Pupils enjoy reading and their progress is good. They take a lively interest in books. Pupils' phonic skills are well developed and they use them well to tackle unfamiliar words. The results in the Year 1 national screening check for phonic skills are now above average and have improved well since the previous inspection. By Year 6, pupils of all abilities read with evident enjoyment. They choose books which challenge them, including works of Shakespeare. They have a good understanding of the development of character within a story and the inferences of the plot and are confident to discuss these.
- The school makes good use of funding for disadvantaged pupils and this is reducing gaps between the achievement of these pupils in the school and non-disadvantaged pupils. As there is no published National Curriculum test data for 2014 Year 6 pupils, a direct comparison cannot be made. However, the evidence from inspection shows that the effective use of specific programmes to boost learning and support pupils' welfare is narrowing the gap and building on strengths observed at the previous inspection.
- Disabled pupils and those who have special educational needs often make progress which is similar to

other pupils overall.

The early years provision

is good

- Good leadership and management of the early years have ensured sustained effectiveness over time. The quality of teaching is good and procedures to assess children's progress are effective. The early years has been less effected by staffing disruption. The teachers and teaching assistants have a good understanding of the needs of young children and have high expectations of them.
- Children's starting points are generally below those typical for their age, particularly in reading, writing and number skills. They make rapid progress in these areas through Nursery and Reception so they are well prepared for their next stage of learning in Year 1.
- Relationships are good. Staff establish good relationships with parents from the start through helpful procedures to prepare children for Nursery and to settle them in to their new surroundings. These procedures enable the staff to build a good initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Literacy and communication skills are efficiently taught and this supports the rapid progress many children make in reading and early writing. Staff make effective use of indoor and outdoor activities to improve children's speaking skills to form a firm foundation for reading and writing development. Children have good opportunities to write for a range of reasons, such as when they record their trails of mini beasts or write accounts of traditional tales.
- Disadvantaged children in the early years achieve positively and make good gains in their early language and communication skills. The school has links with educational and health agencies such as speech therapists to provide early support to children with special educational needs, if needed.
- The most able children make good progress because they make rapid gains in key skills such as phonics, comprehension, addition and subtraction. Children are stimulated by the opportunities for role play and questions which help them think and reason.
- Teachers make accurate assessments of all aspects of children's achievement and use these to plan future learning. Overall, teachers and teaching assistants question children closely to secure and extend their knowledge and their understanding of the world.
- Children of all abilities work and play very happily together and concentrate on their activities. Their behaviour and safety are good. Very occasionally, children are over excited and call out which is not always fully addressed. They feel safe and secure. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. Teaching assistants and other adults are deployed effectively to have a good impact on children's achievement across all areas of 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

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| Unique reference number | 106747 |
| Local authority | Doncaster |
| Inspection number | 462278 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 266 |
| Appropriate authority | The governing body |
| Chair | Martin Hobbs |
| Headteacher | David Richardson |
| Date of previous school inspection | 15 May 2013 |
| Telephone number | 01302 780386 |
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