

Inspection of Sprotbrough Orchard Infant School

Field House Road, Sprotbrough, Doncaster, South Yorkshire DN5 7RN

Inspection dates: 18 and 19 October 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils experience a purposeful and enjoyable education. Children in Nursery and Reception are quick to settle into school routines. Pupils value the support and encouragement they receive. Teachers help pupils to develop a curiosity about the world around them. Pupils enjoy their learning. They are taught to read, write and use numbers well.

Teachers encourage pupils to do well. They help pupils to become happy and confident in their learning. Pupils enjoy the trips and experiences that set the theme for the learning that lies ahead.

Teachers show pupils the importance of kindness and good behaviour. The majority of pupils behave very well. Pupils listen attentively when teachers demonstrate new learning. Pupils feel safe and well supported in school. Incidents of bullying are rare. Pupils know that teachers are attentive to their needs and listen to any concerns that they may have.

Parents and carers value the care and attention that their children receive. They appreciate how quickly their children settle into school life. If their children are unwell or at all anxious, parents know that teachers will keep a watchful eye on their well-being and let them know how well they are doing.

What does the school do well and what does it need to do better?

Leaders and teachers ensure that children receive a good start to their education. They map out the knowledge and skills that they want children and pupils to learn from the early years to key stage 1. They provide pupils with a solid foundation in reading, writing and mathematics. Teachers help pupils to acquire important information and skills across a range of subjects.

In the early years and at key stage 1, pupils are taught to read well. Teachers receive ongoing training on a new phonics programme. Pupils receive intensive phonics input at the start of the day. They quickly learn the relationship between letter and sounds. This helps them to become good readers. It also supports their emerging writing. Teachers provide pupils with books that support the sounds that they know. Pupils who need extra help with their reading get the support they need. Over time, teachers have enabled pupils to become good readers.

From the early years onwards, children and pupils develop a good understanding of mathematics. Teachers explain and model mathematics well. This enables pupils to learn important facts about number bonds and carry out mathematical operations.

Teachers check pupils' understanding well. They make adjustments for those who need extra help. Teachers promptly identify pupils with special educational needs and/or disabilities (SEND). They put support in place to support pupils with SEND.

Leaders recognise the importance of the wider curriculum. They have worked with subject leaders to develop the curriculum in a manageable way. The curriculum is mapped out more effectively in some subjects than in others. In subjects such as physical education, pupils learn movement and balance in well-developed ways. These steps are not consistently mapped out in all subjects. This makes it more difficult for leaders to gauge how well the intended curriculum is working in practice.

Teachers model new learning well. Pupils listen attentively in science and music when new ideas are introduced. Teachers encourage pupils to recall what they have learned from previous lessons. Pupils can talk well about what they have learned in subjects such as science. On occasions, there are gaps in time between teachers explaining new ideas and pupils completing related learning activities. For some pupils, this makes it more difficult to remember and complete these tasks well.

Pupils' personal development is enhanced by a personal, social and health education programme. They learn important information about families and relationships, the changing body and safety. Pupils enjoy planned visits and benefit from listening and working with visitors to school. These activities widen their experience and build their confidence.

Pupils' enjoyment of school life is reflected in their high levels of attendance. The majority of pupils behave very well, although some can be over-exuberant on occasions.

Leaders have maintained a focus on ongoing improvement. They provide staff, including those in the early stages of their careers, with the training and resources to do their jobs well. The overwhelming majority of staff feel well supported by leaders.

Leaders maintain good links with parents. They are providing parents with increasing information on the work of the school. Governors provide leaders with the necessary support and challenge. They ask important questions about key aspects of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with the necessary safeguarding training. This is updated at regular intervals. Staff know what to do if they have concerns over a pupil's welfare. Leaders follow up any concerns over pupils' safety and seek guidance from safeguarding partners. Leaders make ongoing checks where they have concerns over pupils' safety. Leaders make appropriate checks on the suitability of adults working at the school. Pupils feel safe in school. They are taught about how to stay safe in class and in assemblies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is mapped out less clearly in some subjects than in others. This makes it difficult for leaders and teachers to check how well the intended curriculum is being taught and learned in some subjects. Leaders should continue to develop the curriculum so that it is developed consistently well across all subjects.
- On occasions, there are gaps in time between teachers demonstrating new learning and pupils carrying out related learning activities. This makes it difficult for some pupils to remember. Leaders should consider how learning activities can be best used to enable pupils to apply their knowledge in a timely and effective way.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106707
Local authority	Doncaster
Inspection number	10242453
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	David Banks
Headteacher	Elaine Martin
Website	www.orchardinants.wordpress.com
Date of previous inspection	26 March 2009

Information about this school

- The majority of staff are new to the school since it was last inspected in 2009.
- The school is smaller than the average-sized primary school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held several discussions with the headteacher and senior leaders. They also talked to subject leaders and to teachers in the early stages of their careers. They talked to catering and caretaking staff.
- Inspectors looked in detail into the curriculum in reading, mathematics, art and science. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.

- Inspectors talked to members of the local governing body, including the chair, to find out how they support and challenge school leaders.
- The inspectors talked to a representative from Doncaster local authority to gather their view on the work of the school.
- Inspectors considered response to Ofsted’s staff questionnaire and to Ofsted Parent View, Ofsted’s online questionnaire, including free-text responses.
- Inspectors talked to pupils to gather their views on school life.

Inspection team

Malcolm Kirtley, lead inspector

His Majesty’s Inspector

Jane Clayton

Ofsted Inspector

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