



Askern Moss Road Infant School

Inspection report

Unique Reference Number 106672
LEA Doncaster

Inspection number 274857
Inspection dates 26th – 27th April 2005
Reporting inspector Mr Graham Martin

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Infant	School address	Moss Road
School category	Community		Askern
Age range of pupils	3 – 7 years		Doncaster
			South Yorkshire
			DN6 0NE
Gender of pupils	Mixed	Telephone number	01302 700287
Number on roll	128	Fax number	01302 707774
Appropriate authority	The governing body	Chair of governors	Mr H Connell
Date of previous inspection	September 1999	Headteacher	Mrs S Darrell

Age group	Published	Reference no.
3 – 7 years	May 2005	274857

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Askern Moss Road Infant School and of the local education authority.

The inspection was carried out by an additional inspector.

Description of the school

Askern Moss Road Infant School is a small school for children aged three to seven years, situated near to Doncaster. A nursery class for children aged three and four is housed in a separate building on the school site. Just over a quarter of pupils are entitled to free school meals. This is above the national average. Many of the children who start in the nursery class have language and social skills below expectations for their age. Several pupils come from Traveller families; there are no other children from minority ethnic groups. No children have English as an additional language. The number of pupils with special educational needs (SEN) is below average. The headteacher was appointed to the school in January 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This school provides a satisfactory education for its children, a judgement that is reflected in the school's own evaluation. Provision for the children in the nursery and reception classes is satisfactory. The nursery makes good provision for the youngest children to achieve well in their personal and social development. The school has other strong features in its work, including the very good leadership and management skills of the recently appointed headteacher and the good quality of relationships between children and staff. Most children achieve well and reach the standards expected for their age. Standards could be higher, especially in literacy. Assessment could be used more effectively to challenge the more able children to reach higher standards. Teaching and learning are satisfactory but occasionally lessons are not exciting or interesting enough.

The children are happy at school and they say that the adults care for them well. Parents also praise the school's care for their children, describing the school as a 'family'. In the early days of her leadership, the headteacher has taken very good steps to check the school's work, setting out clearly what most needs improving and how it will be done. Improvement since the last inspection has not been good enough. However, recently improved teamwork and better involvement of staff in deciding what needs to be done mean that the school now has a good capacity to improve. Recent improvements to efficiency mean that the school now gives satisfactory value for money.

Grade: 3

What the school should do to improve further

- Improve teaching and learning, particularly in literacy, making better use of assessment to challenge higher attaining pupils.
- Make learning more exciting, and relevant to the children's direct experience.
- Improve the skills of all teachers in leading the actions to raise standards.

Achievement and standards

On average, children enter the nursery class with personal, social and language skills below those expected for their age. Children achieve well in the nursery and reception classes so that, by the end of the Foundation Stage, most children reach the expected standards for their age.

In Years 1 and 2, most children make good progress so that they reach national standards. They do better on average than children in similar schools. Standards in the 2004 national assessment results were good. Children in the current Year 2 class have made satisfactory progress. Higher numbers of children with learning difficulties in this class mean that standards in Year 2 are only just satisfactory overall. Therefore, national assessment results are likely to be lower than in recent years. Although there is a good emphasis on ensuring that children learn the basic skills of reading, writing and number, children do not use these skills well enough across the curriculum. Opportunities for children to learn from applying and using language and number in other subjects are limited.

Children with the highest levels of ability do not achieve as well as they could, because teachers are inconsistent in their assessments of children's learning. The school is working to encourage greater interest in purposeful reading and writing and to raise the level of expectation for these children. The school meets the particular needs of children with learning difficulties and those from Traveller families well by carefully checking and supporting their progress.

Grade: 3

Personal development and well-being

The children enjoy school and have good attitudes to learning. They describe well what they like about their school. The children understand the school rules and behave well. Attendance is satisfactory and there have been recent improvements to the way the school checks attendance. Teachers and teaching assistants praise the children freely, which encourages them to try their best. The children gain good confidence to learn from this positive encouragement. The children say that they feel safe in school, they make good friends and they

enjoy the fun of playing and learning together. They trust the adults and know that there is someone who will help them when they are in need.

There is good provision for the children's social and moral development, as seen in their polite and courteous behaviour. Their spiritual and cultural development is satisfactory, but more should be done to make the school a place where children are excited and inspired by the opportunities for learning.

Grade: 3

Quality of provision

Teaching and learning

Teaching is satisfactory overall, although occasionally lessons lack pace. In these lessons expectations of learning are too low. Good teamwork and teaching in the nursery class give children a good start by developing good attitudes to learning. A good emphasis on the basic skills across the school brings satisfactory achievement in reading, writing and number. Teachers' planning does not always take into account the range of learning needs within the class, so the level of work is sometimes set for those of average ability. This lowers the expectations of higher attaining children.

Teachers manage the children well to provide good day-to-day organisation. Resources are limited, including those for better teaching of literacy and information and communication technology. There is satisfactory checking of the children's work. Teachers also check that children are meeting the learning targets they set. However, teachers are not secure about the national levels of attainment when assessing work, which shows in the lack of challenge in some marking and target setting. Children who find learning difficult or have special educational needs are identified. They are given learning targets well matched to their needs and receive good support and encouragement, so their learning and achievement are satisfactory.

Grade: 3

Curriculum and other activities

There are satisfactory opportunities for children to learn. Statutory requirements are met. Opportunities for learning in the nursery class are based

on direct experience, with a good balance of self chosen and adult led activities. The basic skills of literacy and numeracy are emphasised across the school, so that children make the expected progress in their language and number skills. However, this often limits exciting and challenging learning opportunities in other subjects. There is, however, improving use of visits and special events to enrich themes for learning. More could be done to widen learning experiences and give children opportunities to bring their own experience into their learning. This is recognised by the new leadership and is a focus for immediate improvement. A good example was seen in a lesson where children discussed their 'keep safe' posters in the context of their local community. They decided that it would be a good idea to ask the parish council to make their local play park safer.

Grade: 3**Care, guidance and support**

The overall quality of care is satisfactory, with some good features. Parents place great value on the care the school gives. They say it is a school to which they can entrust their children. Lessons include appropriate opportunities for children to learn how to keep safe, how to eat healthily and to value exercise for fitness.

The assessment of children's learning needs improvement. Procedures for tracking the children's progress are improving. The headteacher has introduced good systems to track the achievement of individual children. Staff are developing a greater understanding of how to use this information to lift their expectations of children's learning. Child protection and health and safety procedures are in place.

Grade: 3**Leadership and management**

There are very good features in the leadership of the new headteacher. She has accurately identified what needs to be done for the school to improve.

Every child matters in her very clear vision for the school. Improvement under the new leadership has been rapid because the headteacher has focused on improving the quality of teaching and learning. This is seen in her good management of information about the children's learning, and in the way she checks teaching and advises teachers on how to improve. Teamwork has improved because all staff share the headteacher's vision. Alongside parents and governors they have worked well to shape the direction of the school. There is more to be done to develop the leadership skills of all staff so that they share the responsibility of school improvement. Consequently, leadership and management are satisfactory at present.

The work of the governors ensures that statutory responsibilities are fulfilled. Good information provided by the headteacher gives governors a better picture of what they must do to support her in her work and challenge the school to improve. As a result, governors now have a clearer view of the school's strengths and weaknesses, enabling them to be more decisive than in the past. The school has strengthened its good relationships with the local community. Good partnerships with other schools help pupils to transfer at age seven.

Grade: 3

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INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	* 3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	* 3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Y
Effective steps have been taken to promote improvement since the last inspection	N

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	* 2
The <i>standards</i> reached by learners	3
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	* 3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community.	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	* 3
How well do the curriculum and other activities meet the range of needs and interests of learners?	* 3
How well are learners cared for, guided and supported?	* 3
How well does the provision promote the well-being of learners?	* 3

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	* 3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
The adequacy and suitability of staff to ensure that learners are protected	Y

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	Yes
Learners are encouraged and enabled to eat and drink healthily	Yes
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	Yes
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	N/A

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Askern Moss Road Infant School
Moss Road
Askern
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27th April 2005

Dear Children

Thank you for welcoming me to your school and helping me to find out about the work that you do.

There are some good things about your school that you can be proud of. Thank you for telling inspectors what you think of your school. These are some of the things we found out:

- You settle into school well and you enjoy learning
- You are polite, thoughtful and you behave well
- You listen carefully when others are speaking
- You try hard to follow your teachers' instructions
- Your headteacher is kind. She is working very hard to make your school better and to make learning fun
- Your school has lots of useful space and even a wildlife area
- Your teachers take good care of you and help you to get on well together
- You often choose what you want to do sensibly and you tidy up well to help your teachers

I have asked your school to make some things better for you, so I would like your school to:

- Give you even more exciting and interesting things to do
- Make sure your teachers help you to improve your work, especially your reading and writing
- Ask you what you can do to help your teachers to make your school better.

Mr. Graham Martin
Lead Inspector