



Owston Park Primary School

Inspection report

Unique Reference Number 134538
LEA Doncaster

Inspection number 274863
Inspection dates 20 - 21 June 2005
Reporting inspector Colin Smith

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	Primary	School address	Lodge Road
School category	Community		Skellow
Age range of pupils	3 – 11		Doncaster
			DN6 8PU
Gender of pupils	Mixed	Telephone number	01302 722271
Number on roll	550	Fax number	01302 720342
Appropriate authority	The governing body	Chair of governors	Mrs S Williams
Date of previous inspection	New School	Headteacher	Mrs S Berry

Age group	Published	Reference no.
3 – 11	July 2005	274863

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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 Owston Park Primary School and of the local education authority.

The inspection was carried out by three additional inspectors

Description of the school

Owston Park is a large, recently amalgamated, primary school. It provides full time education for 472 children between the ages of 4 and 11 and part-time education for 78 nursery children aged 3 and 4. The number of children with special educational needs is below the national average. Over a quarter of the children are eligible for free school meals, which is above the national average. Many children are from disadvantaged backgrounds and, in many instances, their social and language skills are lower than expected for their age when they enter the nursery. A very small number is from minority ethnic families, but no child has English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Owston Park is a good school with some outstanding features. It offers good value for money. Parents and pupils hold the school in high regard. In the short time since the amalgamation, senior staff and governors have formed a good understanding of the school's effectiveness. Their assessment that leadership, teaching and the curriculum are good is well founded. Children's personal development is excellent and has improved further since the school judged it to be good.

The good improvements already made in English and information and communication technology (ICT) demonstrate the schools' eagerness and capacity to move forward. The school has a very positive ethos. The school's approach to partnership with parents, welfare authorities and neighbouring schools to ensure children's well being, is outstanding. In this school, every child matters. A good level of care is provided and all children are fully included in all activities. Children get off to a successful start in the nursery and reception classes. In these classes, the quality of education provided is good, although outdoor activities are not always as challenging as they could be. Consistently good teaching across the school enables children to achieve well, irrespective of their different needs and abilities.

The school judges children's progress to be outstanding. In some instances it is, and standards are much higher than in similar schools. However, inspectors' findings point to good achievement because there are still some weaknesses in writing. Although children's learning is assessed thoroughly, the information is not used sufficiently to identify where the school needs to target its resources.

Grade: 2

What the school should do to improve further

To raise standards further:

- Ensure the information available on how well children are learning, in reading, writing and mathematics in each class and year group, is fully analysed, so that the school knows where to target extra effort to make standards higher.
- Relate the marking of children's work more closely to their targets to bring standards in writing up to scratch.
- Inject greater challenge into outdoor activities in the Foundation Stage.

These improvements will help the school to move forward in its quest for excellence.

Achievement and standards

All children make good progress throughout the school, including those with particular learning needs and those with high ability. The challenging targets set for pupils are met and, in some cases, exceeded. Most children enter the nursery with attainment lower than expected for their age. They make good progress in the nursery and reception classes and the majority of children achieve the learning goals expected in literacy, numeracy and in their personal development, by the end of the reception year.

Infant and junior children also make good progress and achieve standards that are much higher than in similar schools. However, standards in Year 2 and Year 6 this year are not as high, because many of these children had very low starting points. Standards were above average in science and well above average in mathematics by the end of the primary years in 2004. However, standards in English were still below average because of weaknesses in children's writing. This is why the inspection team judges achievement to be good, rather than outstanding, as the school self-evaluation suggests. Teachers are working successfully on improving children's writing and on their speaking and listening skills to enable them to make better progress in English. Children's literacy, numeracy and ICT skills are developing successfully, preparing them well for the future.

Grade: 2

Personal development and well being

Children's personal development and well being are outstanding. Children like school very much; that is why attendance is good. They benefit from very trusting relationships with adults, helping them to feel safe. This forms the basis of their very good attitudes. As a result, they learn well. Children behave very well in all aspects of school life. During the year there have been one permanent and four fixed term exclusions. The school strenuously avoids excluding children, but felt these were necessary to protect others. The vast majority of children are polite, respectful and considerate. A sense of calm and purposefulness is evident around the school, which is an indication of the very good conditions for learning that staff create.

The school is very successful in developing children's spiritual, moral, social and cultural awareness. Social skills are particularly well developed, helped by regular opportunities for children to work together. Children are mature and responsible and their actions reflect the values the school teaches them. When

talking about the school's practice of letting children assess each other's work, a Year 6 child said, "But we never say something is 'rubbish' – that would be hurtful."

Children develop a very good awareness of how to take care of themselves. They know a lot about balanced diets, exercise and keeping safe. They know how to make informed decisions and when to say 'No'. They even learn to plan finances successfully and make an important contribution to the community though links with local and national charity work.

Grade: 1

Quality of provision

Teaching and learning

The quality of teaching and learning is good and matches exactly the school's view of itself. The calm and yet very busy and purposeful atmosphere in lessons enables children to learn successfully and with considerable enjoyment. The work provided for them is very well matched to their different learning needs. This enables the higher attaining children to extend their learning further. Good support benefits children who find learning difficult. This is successful in removing barriers to their learning. Teachers make very good use of questioning to probe children's understanding, make them think and move their learning on. Learning is excellent when teachers listen carefully to what the children say and adjust their teaching to match their understanding. Where lessons are outstanding, children are inspired and cannot wait to begin their writing.

Careful assessments are made of children's learning. Teachers know where children are and what they need to learn next, and so do the children. Targets for improvement are set and often discussed, but are not always commented on when children's work is marked. The school has recently introduced a 'traffic light' system, whereby children assess their own and each other's work. This is proving popular and very effective in helping children to understand how well they are learning and what they need to do to improve.

Grade: 2

Curriculum and other activities

The school offers a good curriculum that fully complies with national requirements. The good curriculum provided for children in the Foundation Stage has been greatly enhanced by converting the quadrangle into an

interesting play area. However, the outdoor activities provided, particularly in the nursery, sometimes lack challenge. In infant and junior classes, many worthwhile learning experiences are provided, such as investigating and problem solving in science and mathematics and learning to speak Spanish. These, along with the wide range of out of school activities, greatly enrich children's learning and enable them to build successfully on their existing skills and knowledge. All activities are carefully planned to match the needs of children with different capabilities and to prepare them successfully to learn for themselves in the future. The need to stay safe and keep healthy is an important curriculum component. Issues such as exercise, healthy eating and the temptations and risks that children may face as they get older, are regularly raised in assemblies, school council meetings and class discussions. Children show considerable enjoyment in the diverse curriculum provided, which motivates them to learn and raises their achievement.

Grade: 2

Care, guidance and support

The level of care, guidance and support provided for children is good. Teachers, support staff, the vast majority of parents and outside agencies work together to ensure children's well being. This support is reflected in their good achievement and exceptional personal development. Staff keep a close check on children's academic and personal progress and take prompt action when any factors arise that could threaten their continuing development. Children's safety in school is paramount and any child who has difficulties or could be vulnerable is sensitively and effectively supported. Child protection procedures are well understood and conscientiously applied by all staff. The very small number of children who display poor behaviour are firmly treated, but this is tempered with patience and understanding. The school council provides good opportunities for children to express their views and share in decision making.

Grade: 2

Leadership and management

The school rightly judges leadership and management to be good. The headteacher has managed the amalgamation very successfully, built a strong team and created very favourable conditions for learning. Equality of opportunity is at the heart of the school's work. The headteacher is particularly skilled in developing links with parents, other schools and outside agencies. This focuses attention on children who need help and increases the support available. Self-evaluation is considerably enhanced by seeking, taking account

of and acting upon of the views of pupils, parents and local education authority personnel.

Governors ensure that all statutory requirements are met. They are keen to learn more to improve the support and challenge they provide. The clear way that teachers' personal targets are linked to priorities in the school improvement plan ensures that the whole school pulls together effectively to make changes. Intended improvements are carefully checked. This is why standards in speaking and listening, writing and ICT are improving. The continual focus on staff developing their professional skills makes success in achieving improvement all the more likely. Senior teachers promote children's personal development and wellbeing very effectively. These factors illustrate the strong commitment to improvement and reflect the school's good capacity to move forward. However, teachers' assessment files show that there are differences in rates of progress in reading, writing and mathematics between classes. This is not fully appreciated by staff, because the data collected has not been interpreted to show how much progress children make in one class, as opposed to another. This makes it harder to target resources where they are most needed.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

INSPECTION JUDGEMENTS

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

OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	Not applicable

ACHIEVEMENT AND STANDARDS

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

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community.	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How effectively and efficiently resources are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

Alexandra House T 0207 421 6800
33 Kingsway F 0207 421 6707
London WC2B 6SE www.ofsted.gov.uk



To the children of Owston Park Primary School
Lodge Road
Skellow
Doncaster
South Yorkshire
DN6 8PU

Date: 22 June 2005

Dear Children

As you know, a team of school inspectors visited your school last week to find out if your school is giving you the education that you should receive.

First of all, thank you very much for welcoming us to your school so well. We enjoyed talking with you and finding out about the things that you enjoy doing.

I am pleased to say that we decided that you have a good school. The things that were particularly good were:

- The good teaching that helps you to learn well.
- The way you enjoy learning so much.
- The way the school cares for you all equally well.
- The way you are trying to improve your writing.
- The good way you all behave towards each other and your teachers.

We have asked your teachers to improve three things to make your school even better:

- Your teachers have assessed how well you are learning and have set targets to help you to improve. Now we would like your teachers to gather all this information together to find out how much progress each class makes in reading, writing and mathematics. If there are differences between classes or year groups, this would show the headteacher where exactly to provide the extra help.
- Teachers have helped you to set targets for improvement. We would like them to remind you how well you are achieving your targets when they mark your work.
- We can see big improvements in the play areas for young children. We would now like to see challenging outdoor activities provided all of the time.

Thank you for helping us so much with the inspection of your school. We all hope that you will carry on enjoying learning and helping your teachers to make Owston Park Primary School a good place to be.

Yours sincerely

Colin Smith
Lead Inspector

Mrs Delia Hiscock
Inspector

Mr Frank Ravey
Inspector