



Conisbrough Balby Street Junior and Infant School

Inspection Report

Unique Reference Number 106738
LEA Doncaster
Inspection number 277616
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Crags Road
School category	Community		Denaby Main
Age range of pupils	3 to 11		Doncaster, South
			Yorkshire DN12 4DX
Gender of pupils	Mixed	Telephone number	01709 862640
Number on roll	164	Fax number	01709 861630
Appropriate authority	The governing body	Chair of governors	Rev Davies
Date of previous inspection	13 March 2000	Headteacher	Mr I Henderson

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Introduction

The inspection was carried out by two additional inspectors

Description of the school

The school is situated between Denaby Main and Conisbrough. Pupils attend from a wide area, which is characterised by above average levels of social and economic deprivation. An above average proportion of pupils have free school meals. The proportion of pupils with learning difficulties and disabilities is average. There are a small number of looked after pupils. The school received a Healthy Schools award in 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that provides satisfactory value for money. The inspection team agree with the school's judgement of its effectiveness. The quality of education, including the teaching, is satisfactory which means that there is scope for improvement that the school has identified. Pupils leaving the school in 2005 reached below average standards, lower than the school's usual attainment. This was due to high levels of learning difficulties in that group of pupils. Pupils generally make satisfactory progress although some of the lower attaining pupils do not do as well as they could. Well planned activities and good teaching ensure provision in the Foundation Stage is good.

The school is satisfactorily led and managed. Pupils' and parents' views are regularly sought. The school works well in partnership with Excellence in Cities to improve the range of work for pupils, especially the more able pupils. Good steps have been taken to provide training for parents so they can help their children at home. Pupils' personal development is good and the school provides satisfactory care, guidance and support. The school provides a sound range of extra activities and makes effective use of visits to enrich the pupils' work. There has been satisfactory improvement in the school; all issues from the last report have been dealt with adequately, although there is still no subject leader for science. The school is working hard to eliminate its weaknesses and is satisfactorily placed to make further progress.

What the school should do to improve further

- Improve the progress of lower attaining pupils throughout the school.
- Continue to raise standards throughout the school by improving the quality of teaching and learning.

Achievement and standards

Grade: 3

The inspection team agrees with the school that achievement and standards are satisfactory. Children have low standards in many areas of learning when they start in the nursery. Some have very little language and find it difficult to say what they mean. As a result of well planned activities and good teaching, all children, irrespective of their learning difficulties or disabilities, make good progress by the end of the Foundation Stage. By the time they reach the end of Key Stage 1, standards are generally average in reading, writing and mathematics compared to similar schools. More able pupils make good progress, especially in reading and writing. By the end of Key Stage 2, the results of the most recent national tests in English, mathematics and science were exceptionally low and the school did not meet its modest targets. This was expected by the school because of pupil absences and the exceptionally low attainment of that cohort of pupils at the end of Key Stage 1. More able pupils attained well. Pupils currently in Key Stage 2 are making satisfactory progress, although there is evidence of underachievement by the lower attaining pupils in some classes. This is being well tackled by the school, which supplies additional help for such pupils. Pupils

with learning difficulties and disabilities make satisfactory progress as a result of the support provided.

Personal development and well-being

Grade: 2

The inspection team judges this aspect of the school's work to be good although the school judged it to be satisfactory. Pupils enjoy coming to school and are keen to join in lessons and activities. Attendance is average but has improved steadily over the last two years. During lessons, behaviour is very good and pupils mostly play cooperatively at break and lunch times. They have many good opportunities to learn about keeping safe and fit, such as 'healthy lifestyles' week, and they understand the importance of healthy diets. In Years 5 and 6, pupils contribute well to the school community, through duties such as leading the play of younger pupils at playtimes. Older pupils learn about the world of work through enterprise activities such as selling shares and products and acting as a team.

The school caters well for all aspects of spiritual, moral, social and cultural development. Pupils sponsor a child in Ethiopia and their harvest assembly collection supported a local hospice. Independence is effectively fostered in the Foundation Stage; children learn to be independent by choosing activities and collecting resources themselves.

Quality of provision

Teaching and learning

Grade: 3

The inspection team agrees with the school that teaching and learning are satisfactory. Teaching is excellent in those classes taught by the deputy headteacher. Outstanding features included: pupils engrossed in learning and very keen to contribute in lessons; challenging questions; and encouragement to explain their understanding. Learning in mathematics is generally better than other subjects because of the actions to improve teaching by the co-ordinator. For example, feedback to teachers has identified precise areas for development such as sharing and displaying what pupils are expected to learn. Weaker elements of teaching included work that was ill-matched to the pupils' understanding. There were low expectations of pupils in one inadequate lesson because they did little more than copy writing. Teaching assistants provide good support. The arrangements to check how well pupils are doing in English, mathematics and science are satisfactory and recent developments in mathematics mean that pupils know what they have to do to succeed. Parents are provided with clear statements of what their children need to concentrate on to succeed. Marking is satisfactory but does not always give pupils enough guidance on how to improve their work.

Teaching and learning in the Foundation Stage are good. Well planned sessions and effective deployment of staff mean that children are well supported and make good progress. The skilful matching of work to a mixed age group of reception and Year 1 children was very effective.

Curriculum and other activities

Grade: 3

The inspection team agrees with the school that the curriculum is satisfactory. A wide range of clubs and out-of-school activities enrich the curriculum. Pupils particularly enjoy visits to ancient monuments to support their learning in history. A high priority is given to physical education, which successfully contributes to boosting the self-esteem of pupils who learn more slowly as in a dance lesson in Years 5 and 6. The teaching of basic skills is given a high priority as a result of the recent fall in standards. This is most marked in improvements to the mathematics programme. The school provides well for the higher attaining pupils and is currently working to improve the arrangements for the lower attaining pupils.

The Foundation Stage curriculum is good, providing relevant experiences, both indoors and outside, in all areas of learning. Important skills such as communication are developed through enjoyable activities.

Care, guidance and support

Grade: 3

The inspection team agrees with the school's judgement that this is a satisfactory aspect of its work. Sound systems to prevent discrimination and harassment ensure pupils feel safe in school; they know what to do if troubled and are confident to talk to adults. Their views are sought and acted on. For instance, the personal, social and health education programme is to be developed to inform pupils better about bullying. In the meantime, any incidents are dealt with very firmly and the school council has adopted a charter to eliminate bullying. Support for pupils with learning difficulties and child protection arrangements meet requirements and pupils' individual circumstances are known very well and responded to sensitively. The school is working hard to let parents know how they can help their children at home. There are good arrangements to prepare pupils for leaving school. Pupils are aware of their mathematics targets and judge when they have achieved them. This approach is to be extended to English to help pupils know how they can improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory; this is also the school's evaluation. The headteacher has a clear vision for the development of the school. The deputy headteacher leads very effectively by the example of her excellent teaching and provides helpful, practical guidance for newly qualified teachers and other staff as mathematics co-ordinator. The school self-evaluation is a realistic appraisal of where the school is now and links well to the school improvement plan. Decisive action has been taken to improve teaching and learning in English and mathematics. There is a long term plan to cover the lack of leadership in science but this is not yet having an impact on improving provision. The checking of teaching and learning is accurate and staff are

given areas for development. The impact of this is very good in some classes for mathematics but less so in those classes where teaching is weaker. Parents' and pupils' views are sought via questionnaires and acted upon by the school. The concerns of parents are quickly and efficiently dealt with.

Governors are highly supportive of the school and know it well. They ensure that money is well spent and that the school achieves best value for money. They have taken decisive action to improve the teaching in Key Stage 2. Recent teaching appointments have the capacity to improve the school further under the leadership of the senior management team. Improvement since the last inspection has been satisfactory.

Leadership and management of the Foundation Stage are good. There is effective support for the newly qualified teachers. Several recent innovations are improving the continuity between the nursery, reception class and Year 1.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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

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

Text from letter to pupils explaining the findings of the inspection

Thank you for your help during the inspection. We would like to tell you about our findings. We enjoyed being in your school, especially talking to you and watching your lessons. The list below shows all the things we liked about your school.

- You work hard and enjoy coming to school.
- You all behave very well in school.
- You know how important it is to eat healthily and to keep fit.
- You enjoy your trips, especially staying away from home on the coast.
- Older children take very good care of younger children and have lots of jobs to do around school.
- You raise money to help children who are very ill.

We have asked your teachers to improve your school by doing the things on the list below.

- To give more support for those of you who find your work hard.
- To make the teaching better so you do well in your tests.

We wish you all the very best for the future