



Scawthorpe Sunnyfields Primary School

Inspection Report

Unique Reference Number 106747
LEA Doncaster
Inspection number 277620
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Mrs Lesley Clark CfBT Lead Inspector

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

Type of school	Primary	School address	Rose Crescent
School category	Community		Scawthorpe
Age range of pupils	3 to 11		Doncaster, South Yorkshire DN5 9EW
Gender of pupils	Mixed	Telephone number	01302 780386
Number on roll	206	Fax number	01302 783765
Appropriate authority	The governing body	Chair of governors	Mrs M Robinson
Date of previous inspection	5 June 2000	Headteacher	Mr A Colcombe

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size primary school serves an area of social and economic disadvantage to the north of Doncaster. The majority of pupils are of White British heritage. Very few pupils are at an early stage of learning English as an additional language. Although the proportion of pupils with learning difficulties and/or disabilities is broadly average, a large number of these have complex learning needs or behavioural difficulties, reflecting the above average percentage with statements of special educational need. The school is over subscribed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school run with 'pride, passion and belief': the headteacher's words which accurately describe why it is successful. The school is too modest in its assessment of how good it is, illustrating its desire to be better still. While acknowledging that standards and care, support and guidance are outstanding, it believes that everything else is good because 'there is always more to do'. Leadership and management are outstanding and the passionate belief that 'everyone can succeed' is infectious. Every child is known and pupils are well aware they matter. They have a say in what goes on at school and adults listen to them and take action. As a result, they are happy, confident and comfortable learners. Standards are consistently high and pupils achieve exceptionally well because of the outstanding teaching. The systems to support pupils' personal development and to guide them academically are outstanding and secure extremely good progress for all pupils. Provision and the quality of teaching in the Foundation Stage are also outstanding. Pupils love coming to school, behaviour is exemplary and attendance rates are above average. Pupils work extremely hard and take responsibility right from the start for checking whether they have met their targets. The curriculum is good but opportunities for pupils to be physically active are restricted. Governance is good and the school runs extremely well. The school continues to improve in all respects and has outstanding capacity to improve further. It offers outstanding value for money.

What the school should do to improve further

- Provide more opportunities for pupils to be physically active.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding because teachers set and expect very high standards. The involvement of pupils in assessing their own learning is a key factor in their success. From a low starting point, particularly in communication, language, literacy and personal, social and emotional development, pupils go on to achieve exceptionally high standards in English, mathematics and science at the end of Year 6. Standards have been consistently well above average at the end of Year 2 and 6 for the past five years, and each year the results notch up a little higher. In 2005, 60% of Year 6 pupils reached the higher levels in English and mathematics and 75% in science. Almost all pupils with learning difficulties and/or disabilities reach the expected standards and some exceed them; the school often exceeds its challenging targets. Standards are high because teaching is outstanding. Pupils who struggle with their learning are identified very early on and given intensive support so they can catch up. Excellent systems ensure that pupils from an early age learn to speak clearly and grammatically and to read and write fluently and accurately. 'Maths challenges' and unusual projects, involving practical work at home, encourage pupils to apply what they learn, involving their families too.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and the fostering of their spiritual, social, moral and cultural development is highly effective. Pupils work incredibly hard. They concentrate for extended periods of time and give their work their full attention. Attendance rates are above average. Pupils clearly enjoy school, behave impeccably and get on extremely well with each other and with staff. They show an ability to work as a team, to be creative and persistent; for example, older pupils search for solutions to imaginative technology challenges set by local businesses.

Pupils lap up opportunities to take on responsibility. The school council is highly influential. Pupils are fully in charge and get things done. Pupils are critically aware of how well they are doing and keep improvement targets firmly in mind when working or appraising their efforts. Older pupils, acting as 'play leaders' for younger pupils, patiently help them play together. Some play equipment is provided for pupils but at present, playtimes are more social than active occasions. The impact of a healthy tuck shop and the availability of fruit can be seen in the increasing number of pupils who have switched from eating crisps to more healthy options. However, a few still remain to be converted. Pupils demonstrate a very mature sense of social responsibility. Thoughtful assemblies and a partnership with disabled adults and children open their eyes to difference, be this physical or cultural. As one child said 'We are all the same underneath.'

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and pupils' learning is outstanding. In Years 2 and 6, it is inspirational because of the dramatic blend of imaginative role play, intense concentration and thoughtful discussion. The strong focus on vocabulary means that pupils learn to talk and write with conviction on a wide range of topics. Year 6 pupils explained, for example, that 'if you include a question in your writing you're involving your audience'. Teachers' expectations are high but challenges are pitched at the right level so pupils are inspired, not overwhelmed. Younger pupils, for example, work their way assiduously through the reading books, helping to take responsibility for their progress so that by Year 6, pupils expect to read two to three substantial books a week. Thorough and accurate assessment helps teachers plan what to teach and to provide extra help to those who need it. Teaching assistants provide sensitive support to those with learning difficulties and/or disabilities. As early as Reception, children are involved in checking their work against agreed criteria and so they are fully aware of what they need to do to improve their work. Good use of technology injects pace into teaching, clarifying teaching points and engaging pupils in active learning. Teachers' excellent subject knowledge gives quiet authority to their teaching and so pupils learn effectively with high levels of interest.

Curriculum and other activities

Grade: 2

The acquisition and use of language is at the heart of the school's good curriculum. Pupils are bombarded with opportunities to talk, listen, act, read and write. As pupils said, they 'rob' books of language to use in their own writing. Other key skills in mathematics, science and information communication technology (ICT) are also very well planned. All in all, pupils are extremely well prepared for the next stage of their education. Good links are forged between subjects, adding interest and challenge to learning. In Year 2, pupils' glove puppets became key characters in plays that were performed for younger pupils. The use of specialist teachers for music and dance works very well. Pupils love these lessons, saying they are 'hands on and practical.' A good balance between indoor and outdoor activities in the Foundation Stage provides the children with an exciting range of learning experiences. Pupils go on a good range of educational trips, including those aimed at developing their personal qualities. However, there are limited opportunities for pupils to take part in activities outside of lessons and the school has yet to realise fully the potential of the generous grounds for promoting exercise and other activities.

Care, guidance and support

Grade: 1

Standards of care are outstanding. Pupils say that staff are 'easy to talk to' and inspection findings confirm this. Pupils' academic needs and individual personalities are very well known. Adults are always prepared to offer a consoling shoulder or have a quiet word. Pupils are helped to feel good about themselves. Meticulous systems for assessing pupils' progress underpin this sensitive attitude. Prompt and timely interventions are instigated at the first sign of being needed and a careful eye kept on subsequent progress. This suits all abilities but particularly pupils who have learning difficulties and/or disabilities. Very skilled work, including that by teaching assistants, ensures that catch up work dovetails neatly with pupils' every day work. The needs of higher attainers are not forgotten, with regular challenges testing thinking. Good quality specialist teaching is provided for pupils at the early stages of learning English as an additional language, enabling them to make rapid progress. Assessment information is shared with pupils so that they have a very good idea about how to improve. Systems for ensuring pupils' safety, including those for child protection, are thorough and quickly instigated when necessary.

Leadership and management

Grade: 1

Leadership and management are outstanding. The school sets and achieves exceptionally high standards because of excellent systems which ensure that pupils leave school confident and self-assured, with advanced literacy and numeracy skills. Meticulous attention to detail and strong teamwork underpin all that the school does. Every child is known and valued and the inclusion of every individual is central to its

work because, 'children only have one chance'. The experienced senior management team gives an inspired lead with an absolute conviction that everyone has the capacity to succeed. While the assistant headteachers take the lead on teaching and establishing systems, the headteacher asks the right questions, oversees assessment and considers himself as 'the cement keeping it all together'. New staff work alongside more experienced staff members so that systems for teaching literacy and numeracy are uniform, yet allow for individual flair. Rigorous assessment procedures with regular monitoring and evaluation by the senior management team ensure pupils make outstanding progress and teaching assistants constantly develop their expertise. Consequently, there is a real buzz about the school and it thrives. The school's stringent self-evaluation secures systematic improvement through early intervention and well planned actions. It runs extremely well. Governance is good and governors' accurate perception of the school's many strengths benefit pupils' learning. The school remains at the forefront of educational practice with both innovative and well tried practices that involve pupils fully, together with their families and outside agencies to support its work. It has a deservedly good reputation locally and has excellent capacity to improve further.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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 welcoming us to your school and for being so courteous, friendly and helpful. We really enjoyed talking to you and would like to share with you what we thought about your school.

What we liked most about your school.

- We think you achieve high standards in English, mathematics and science. We especially like the way you use language so well both when you speak and when you write.
- We were really impressed at how hard you work and how well you concentrate in lessons.
- We believe that the way you carefully check your work against targets or success criteria that you have agreed with your teachers helps your work to be of a high standard.
- We think that your teachers are exceptionally good and that they are skilled at making lessons interesting, informative and fun. We like the way you have lots of opportunities to talk to each other, work in groups or do drama and we believe this is why you do so well.
- We think your headteacher and teachers have many more good ideas for making your school even better.
- Your parents and carers are delighted that you come to this school.

What we have asked your school to do now.

- We think that you need more opportunities to be physically active. The school's generous grounds and playing fields could be used more extensively for promoting exercise and other activities.

We really enjoyed meeting you and looking at your work. We think you are a credit to your school and wish you all the very best for the future.