



# Epworth Primary School

## Inspection Report

**Unique Reference Number** 117917  
**LEA** North Lincolnshire  
**Inspection number** 280187  
**Inspection dates** 16 March 2006 to 17 March 2006  
**Reporting inspector** Mrs Kathleen Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Birchfield Road
<b>School category</b>	Community		Epworth
<b>Age range of pupils</b>	4 to 11		Doncaster, South Yorkshire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01427 872345
<b>Number on roll</b>	307	<b>Fax number</b>	01427 875143
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Patrick Tonks
<b>Date of previous inspection</b>	1 March 2004	<b>Headteacher</b>	Mrs Patricia Ward

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 16 March 2006 - 17 March 2006	<b>Inspection number</b> 280187
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Epworth is a large primary school. All pupils are white British. The proportion of pupils eligible for free school meals is average. The number of pupils moving in and out of the school is higher than average. When children join the school their knowledge and skills are average for their age. The proportion of pupils with learning difficulties and/or disabilities is above average. Recently, the school has experienced considerable disruption and absence in staffing.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Epworth is a satisfactory school. This inspection judgement matches the school's own view of its effectiveness. The previous inspection found that the school had serious weaknesses. Since then the school has taken effective steps to improve with a great deal of help and support from the local authority. Consequently, the school's previous designation as having serious weaknesses no longer applies.

The provision for the Foundation Stage (Reception) is satisfactory; the children make satisfactory progress and are likely to meet national standards by the time they are ready for Year 1.

In Years 1 to 6, teaching and learning and the curriculum are satisfactory. The pupils achieve average overall standards at each key stage and most pupils make satisfactory progress throughout the school. However, standards could be higher because lessons sometimes fail to interest pupils and higher attaining ones are not always sufficiently challenged. There are also inconsistencies in the marking and correction of pupils' written work, especially spelling and presentation. The Year 6 national test results have improved significantly, mainly as a result of the intensive revision programme. Attendance, attitudes and behaviour are satisfactory. The school provides satisfactory care for its pupils but it does not always record and report accidents properly. The leadership and management of the school are satisfactory overall. However, some parents lack confidence in the school and the school's partnership with parents is unsatisfactory. The school spends its money wisely and provides satisfactory value for money. The school's record of recent improvement is a good one. In particular, standards have risen strongly at Key Stage 2. This demonstrates that the school has the capacity to improve further.

### What the school should do to improve further

- Improve the partnership with parents and involve them more in their children's learning.
- Record children's accidents and injuries more rigorously and inform parents when they occur.
- Make lessons more interesting and match the work set for more able pupils accurately to their abilities.
- Improve the consistency of the marking of written work and correction of spelling and presentation.
- Improve the monitoring of pupils' progress.

## Achievement and standards

### Grade: 3

Pupils' overall achievement is satisfactory. When they start Reception class, the children's attainment is broadly average for their age. They make satisfactory progress and, by the time they are ready for Year 1, the majority of children reach national

standards. Pupils make satisfactory progress in Key Stage 1 and achieve average standards. The Year 2 national test results were average in 2005. This is a satisfactory achievement given pupils' attainment on entry to Year 1, The 2005 national test results for Year 6 were average and are rising. At each key stage, a greater than average proportion of pupils exceed the level expected for their age. However, even more pupils could do so, and could cope with more difficult and challenging work. The school did not meet the targets that it set for Year 6 in 2005. This was because pupils' individual targets were too difficult for the pupils with learning difficulties and/or disabilities. However, these pupils do make satisfactory progress. At both Year 2 and Year 6 in 2005, the performance of girls in the national tests was considerably higher than that of boys.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and their spiritual, moral, social and cultural development are satisfactory. Pupils have satisfactory attitudes and say that they enjoy school. They especially enjoy work in information and communication technology (ICT), and lunchtime study clubs are well attended.

Attendance and behaviour are satisfactory. Most pupils behave well although some pupils become restless and inattentive in lessons, slowing the pace of learning. The school takes a strong moral line on behaviour, for example, as a theme for assemblies.

Pupils understand the need to eat healthy food and the importance of physical exercise. They are keen to take on responsibility through activities such as the school council, cloakroom monitors and caring for younger pupils at lunchtimes. Pupils' enthusiastic participation in events and projects, such as the Wesley Rectory herb garden, helps to improve the local environment and foster a sense of responsibility to the community. Pupils are prepared satisfactorily for the next stage of their education at secondary school. Pupils' basic skills of literacy and numeracy are satisfactory and their ICT skills are good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Some lessons proceed at a good pace. For example, in a Year 4 music lesson, the teacher's infectious enthusiasm and stimulating activities ensured that all pupils were eager to try their hardest. The school has identified areas of weakness in pupils' work, for example, subtraction, and has flagged these up for the teachers to improve. This is working well. Relationships between teachers and pupils are consistently good. However, in some lessons, pupils are too passive and need more encouragement to participate and to answer questions.

Teachers' use of resources, and their effective deployment of teaching assistants is another good feature of the teaching. However, there are also weaknesses in the

teaching. Lessons are, at times, dull and uninteresting. For example, when teachers take up too much of the lesson with instructions, leaving insufficient time for pupils to solve problems or to express their ideas. The level of work for the more able pupils is sometimes too easy for them. Pupils are not always made aware of what they have done well and how they can improve their work. Teaching assistants make strong contributions to learning by supporting pupils with learning difficulties.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets the needs of the pupils. All the necessary subjects and areas of learning are taught, with suitable priority given to literacy and numeracy. The curriculum planning is based securely on national programmes of work. Teachers make effective links between subjects to add interest and to help pupils to consolidate their learning. The curriculum is suitably adapted to cater for pupils with learning difficulties and/or disabilities, with good support from specialist services. Visits, for example, to local historic houses, enrich the day-to-day curriculum. Planned visits to school extend pupils' learning and personal development, for example, a police officer talked to older pupils about drugs. Pupils have good opportunities to learn to play musical instruments and around 70 pupils are members of the school choirs. After-school clubs, particularly for pupils in Years 3 to 6, are varied and popular.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support for pupils are satisfactory. The child protection procedures are satisfactory but the school has identified a need for staff training in this aspect of its work. Regular safety checks around the school and for outside activities and visits help to ensure the pupils' safety. Many of the staff have been trained in first aid. However, the recording of accidents is not rigorous enough and parents are not always informed when their children are accidentally injured in school. A number of parents expressed concerns over this issue. The monitoring of pupils' progress is not yet fully effective and does not show clearly enough how well individuals and groups of pupils achieve.

The school consults pupils and acts on their views; for example, the School Council has recently introduced an 'open surgery' for pupils to discuss their concerns.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher takes a strong lead in analysing the school's effectiveness. The school's self-evaluation is accurate and reveals the school's main strengths and weaknesses. The school improvement plan gives clear direction to its work and helps to focus resources on the most important priorities. Action, such as lunchtime revision classes aimed at boosting performance, has been the main reason that standards have risen so strongly in Year 6. A programme of

intensive support and training has helped staff to become more effective in helping pupils make greater progress. Governance is satisfactory. The governors are playing an active role in running the school. They manage the school's finances, helping to ensure that it provides satisfactory value for money.

There has been much illness and absence amongst the staff which has led to disruption to pupils' learning in the recent past. The partnership with parents is not satisfactory and some parents lack confidence in the school. Significantly, many parents feel that the school takes insufficient account of their views, for example, about misbehaviour. Nevertheless, there have been many improvements since the last inspection and the school has the capacity to continue to improve.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

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18 March 2006

Dear Children

As you know, a team of inspectors came to your school recently to carry out an inspection. This letter is to thank you for the welcome you gave us and for helping us with our work and to let you know what we found out about your school.

Two of the things that we liked about your school are:

your enthusiasm for taking responsibilities in school and in the community

the good use you make of the ICT suite to help you improve your knowledge and understanding.

We have asked the school to do these things:

to give you more interesting and challenging work

when teachers mark your work they should tell you what it is that is good about it and what you need to do to improve

ensure that all accidents are recorded and reported to your parents

work more closely with your parents so that they know more about how well you are doing and how they can help you to improve.

Yours sincerely

Mrs Kathleen Yates

(Lead inspector)