



# Canklow Woods Primary School

Inspection Report

**Unique Reference Number** 131696  
**LEA** Rotherham  
**Inspection number** 282248  
**Inspection dates** 27 March 2006 to 28 March 2006  
**Reporting inspector** Mrs Jane Hughes CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Wood Lane
<b>School category</b>	Community		Canklow
<b>Age range of pupils</b>	3 to 11		Rotherham, South Yorkshire S60 2XJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 828405
<b>Number on roll</b>	193	<b>Fax number</b>	01709 837873
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs M Sheard
<b>Date of previous inspection</b>	22 March 1999	<b>Headteacher</b>	Mr Alan Clark

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 March 2006 - 28 March 2006	<b>Inspection number</b> 282248
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This smaller than average school serves an isolated and socially disadvantaged community. The proportion of pupils eligible for free school meals is more than four times the national average. Pupil numbers fell in 2003 and 2004 due to demolition of local housing but are rising. The attached Learning Centre, funded through Excellence in Cities, supports pupils with emotional and behavioural barriers to learning. More than double the average proportion of pupils has learning difficulties and/or disabilities. There is a smaller than average proportion of pupils from minority ethnic groups although a higher than average proportion of pupils do not speak fluent English. The school is to be demolished and rebuilt in 2007.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school with some outstanding features. It has tackled with relentless determination the serious weaknesses previously identified and provision is much better. The school's written evaluation of its performance is overly cautious in every aspect, markedly so with regard to the impressive care, guidance and support it offers. Standards are broadly average and rising as a result of the many improvements brought about by effective leadership. Pupils make good progress throughout their time in the school although weak early communication and literacy skills remain a barrier to higher attainment. Pupils' behaviour is exemplary and their attitudes and personal development are strong. Attendance is improving but remains below the national average. Pupils, including those with learning difficulties and/or disabilities, enjoy the highest levels of care. The well-being of the whole child comes first here. Teachers bend over backwards to make learning interesting through practical activities and a rich curriculum that spikes pupils' curiosity. Even so, pupils do not always have a clear enough understanding of their learning targets and teachers' marking does not give consistent feedback to pupils about how to improve their work. The leadership and management of the school are strong and effective, with a clear focus on improvement. Impressive systems for checking pupils' performance and tracking the progress they make are successful in supporting pupils' good achievement. The school knows itself well and is reaping the rewards of a newly stable, skilful staff team. The school works successfully with outside agencies and partners. Parents are increasingly active and valued partners in their pupils' education. The school's capacity to improve further is good. It provides good value for money.

### What the school should do to improve further

Accelerate pupils' progress and raise standards by:

- raising pupils' attendance rates
- ensuring pupils have a crystal clear understanding of their individual learning targets
- improving the quality and consistency of teachers' marking so that pupils know exactly what they need to do next to improve their work.

## Achievement and standards

### Grade: 2

Pupils achieve well and standards are broadly average by the end of Year 6. Pupils get off to a flying start in the Foundation Stage from exceptionally low starting points and achieve well because of good teaching and engrossing activities. Nevertheless, most pupils enter Year 1 with skills well below the standards expected for pupils their age. They make good progress in Years 1 to 6, attaining below average standards by Year 2 and broadly average standards by Year 6. Weak communication and literacy skills continue to affect their levels of attainment, as far fewer than average reach the higher levels in national tests. The school is justifiably proud of the support it offers

to vulnerable pupils. Learning mentors and skilled teaching assistants enable these pupils to make good progress through the school by tearing down the significant barriers to learning that confront them daily. Improvements to the quality of teaching and the tracking of individual pupils' progress, coupled with a complete change of teachers in Years 3 to 6, mean that the school is far more effective. Rigorous analysis of pupils' performance pinpoints intervention strategies required to improve individual weaknesses as seen in the much improved achievement in 2005. All pupils, irrespective of learning difficulties and/or disabilities, levels of attainment, ethnicity, those with English as an additional language, gifts and talents or particular vulnerability, make equally good progress.

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

### **Grade: 2**

Pupils' personal development and well-being are good. They really enjoy coming to school and their self-confidence blossoms. The youngest pupils respond well to the sensitive support staff offer and they quickly settle in. Pupils are courteous, friendly and behave beautifully. For instance, in the 'Sheffield Sharks' assembly, younger pupils were beside themselves with excitement, yet showed admirable self-control. Pupils clearly understand right from wrong along with the simple school rules. Parents say, 'Unacceptable behaviour is rare'. Pupils are highly motivated by the rewards system, particularly for attendance, although rates remain below average. Vulnerable pupils develop peacefully within the safe haven of the learning resource centre and this helps them to become more effective learners. Pupils learn to work safely and to value healthy lifestyles through an effective focus on personal, social and health education. The youngest pupils eagerly embrace healthy eating options, such as snacktime fruit, although older pupils find these less appealing. Pupils benefit from the emotional and physical challenges of residential trips and sporting activities. They contribute well to school life through the school council and learn to appreciate different points of view. They recognise and celebrate achievement spontaneously. Pupils raise funds for new playground equipment, using effective teamwork and organisational skills that stand them in good stead for future endeavours.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is consistently good. Pupils achieve well in lessons because teachers work hard to meet the needs of the high proportion of pupils with learning difficulties and/or disabilities or other individual needs. Teachers, supported most effectively by learning mentors and teaching assistants, successfully develop pupils' social skills so that they are happy, active learners. In the Foundation Stage, there is a good balance between adult led activities and those chosen by pupils. Pupils of all ages are calm, happy to work independently or at shared tasks, and clearly enjoy being in lessons. Good teaching is based firmly on accurate assessments of individual

pupils' needs. Combined with good planning, this ensures that work is closely matched to individual needs, including those of pupils with learning difficulties and/or disabilities. Pupils respond well to teachers' consistently high expectation of work and attitudes. Skillful behaviour management, based upon challenging tasks and mutual respect, maintains the momentum of pupils' learning. Teachers use a wide range of resources, including information and communication technology (ICT), to ensure pupils' learning moves steadily forward. Teachers regularly mark pupils' work, but the marking is not of consistent quality, and more needs to be done to show pupils how to improve their work. Tracking of pupils' progress is effective and accurate but this information has yet to be fully exploited when setting short term learning targets for pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It offers pupils exciting learning opportunities and a wide range of enrichment activities. These help pupils to enjoy school and achieve well. Classwork is complemented by opportunities for other 'hands on' team activities, such as a secondary school linked engineering project. Good links between subjects help pupils to make sense of what they are learning. Specialist language, music and sports teaching bring particular benefits. The curriculum is enriched by good opportunities for sport, music and the arts. Termly educational visits widen enormously pupils' social and academic experiences. The curriculum makes good provision for pupils who need additional help with poor language and communication skills in order to achieve success in their learning and in tests. This is now a feature of teachers' planning, and is linked with the use of ICT to improve learning. Good curricular links with local secondary schools enable pupils to make a smooth transition from Year 6.

## **Care, guidance and support**

### **Grade: 1**

The school offers outstanding care, guidance and support to all its pupils. Arrangements for child protection are robust and well understood by staff. Health and safety procedures are secure. Pupils say they feel safe and happy at school and that, 'It's fun here'. The school is an extremely caring community where all pupils flourish. Conscientious administrators, kitchen and lunchtime staff, along with caretaking personnel, complement the first class provision. Excellent systems are in place to ensure that pupils make a confident start when they join the school. Exemplary procedures to identify vulnerable pupils and strong links with parents and outside agencies ensure that these pupils, like others, receive impressive support. Staff are skilled at providing all pupils with just the right level of guidance to help them to become independent learners. Learning mentors promote pupils' emotional well-being with equal success. Parents say that they are kept well informed of their pupils' progress.

## Leadership and management

### Grade: 2

The school's leadership and management are good. The headteacher and deputy headteacher have not wavered in their determination to improve the school's performance since the previous inspection. There is no room for complacency here. Leaders set the bar high and staff accept the challenge. Management regularly evaluates the school's performance, although the conclusions are often too modest. The school is particularly adept at tracking the impact of its provision and striving to ensure all pupils achieve well. The senior leadership team leads by example, placing strong emphasis on best practice. Energetic and skilled subject leaders are effective in developing the skills of the whole staff team. Correct development priorities enable staff to focus on specific areas that will have the most impact on achievement for all groups of pupils. Even so, closer attention needs to be paid to the effectiveness of teachers' marking to improve pupils' performance. The school listens carefully to the views of parents and pupils, acting on many of their opinions. Parents exclaim, 'Canklow rocks!' as they speak with pride about their school. They feel comfortable here and agree that their pupils are happy and well cared for. Well established links with local secondary schools and agencies such as Sure Start provide expertise for pupils in sport and foreign language learning along with support as they move on to new schools. Astute governors bring additional expertise to the school's work and they fulfil their statutory responsibilities well. Governors are knowledgeable about the school's priorities and where their efforts are best placed to ensure most impact.

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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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	4	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<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**

Thank you for making us so welcome in your school during our recent visit. Every one of you was a credit to yourselves, your families and your school during the two days we visited.

We really like your school! You'll find that we use the word 'good' over and over again about it. Here are the main things we like:

- the good progress you make in your learning and how you always try hard
- the exciting lessons your teachers prepare for you that make learning such fun
- classrooms and corridors are full of beautiful displays that help you learn
- your first class behaviour in lessons and around the school
- the outstanding way Mr Clark and all the adults take such good care of you
- the many interesting or helpful visitors you have in school to help you learn
- the way more of your parents are starting to come into school to help all of you and learn new things too.

We have asked your headteacher and all the adults to do the following to make your school even better:

- encourage your parents and carers to bring you to school every day so that you don't miss important work
- help everyone to become even better at English, mathematics and science
- make sure that the teachers' marking in your books shows you how to improve each piece of work in some way.
- make sure each one of you understands your learning targets.

So, well done everyone! Carry on working really hard and enjoying every minute.