



Scawsby Saltersgate Infant School

Inspection Report

Unique Reference Number 106703
Local Authority Doncaster
Inspection number 287592
Inspection date 21 February 2007
Reporting inspector John Brennan

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

Type of school	Infant	School address	Windsor Walk
School category	Community		Scawsby, Doncaster
Age range of pupils	3-7		South Yorkshire DN5 8NQ
Gender of pupils	Mixed	Telephone number	01302 784429
Number on roll (school)	287	Fax number	01302 781374
Appropriate authority	The governing body	Chair	Mr John McCabe
		Headteacher	Mrs Julie Howe
Date of previous school inspection	26 February 2001		

Age group 3-7	Inspection date 21 February 2007	Inspection number 287592
-------------------------	--	------------------------------------

© Crown copyright 2007

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 Education Act 2005, 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 carried out by one Additional Inspector.

Description of the school

This larger than average infant school serves families from in and around the Scawsby area of Doncaster. This is an economically mixed area, and that is reflected in the school's intake. On entry to school, most children have skills and abilities that are typical for their age. Almost all pupils are of White British heritage. The percentage of pupils who have learning difficulties and/or disabilities is below average. The school has Investors in People Status, a Healthy Schools Award and has been awarded an Activemark.

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 school: it gives good value for money. On entry to school children's skills and abilities are average. Good quality teaching within a good curriculum helps pupils to achieve well so that by Year 2 standards have risen to significantly above average. Children's education gets off to a good start because provision in the Foundation Stage is stimulating and effective. Staff, especially in the Nursery, join in well with pupils' learning. Pupils are encouraged to talk and think at every opportunity, within a broad range of practical tasks that entice them to learn. Throughout the school, staff are very supportive of pupils and pitch work at the right level. Pupils of all ages are increasingly aware of how to improve their work. This focuses their efforts and helps them to do well. Pupils are especially keen on group work because as one said, they get to 'work together'. As a result, they enjoy lessons and during group work do a lot of talking together about learning, and this helps deepen their understanding. Pupils are less keen on times when the teacher is talking to the whole class because as one pupil said they are 'listening' times. This is because talk at these times is not routinely used as a way of testing and deepening thought of enough pupils.

The drive of leadership towards improvement can be seen in the way it has set about developing the curriculum to ensure that learning is maximised. Projects and subjects are increasingly used as vehicles to teach 'learning habits'. Tasks are devised with the aim not only of improving knowledge but of helping pupils work together, solve practical problems and share their work with others in a variety of ways. This does much to add purpose to learning and enjoyment of school and helps them to develop good skills for the future. However, pupils do not achieve as well when it comes to computing skills. A shortage of computers limits pupils' experiences and slows the rate at which they acquire information and communication technology (ICT) skills.

Pupils' personal development is good. The emphasis put on 'empathy training' through an innovative programme for their personal development helps pupils understand their own feelings and how their actions impact on others. As a result, their behaviour is outstanding and they actively cooperate with each other and work hard. Pupils are active at playtimes and many eat healthily. This has helped the school achieve Healthy Schools Awards and an Activemark. In contrast, pupils' understanding of life in a diverse, multi-ethnic society is less well developed.

The care, support and guidance given to pupils is outstanding. Pupils thrive in the supportive environment created for them. Their progress is very well tracked and information gained from this is promptly acted upon. Whether it is learning, behavioural or emotional support, pupils are provided with just what they need to enable them to achieve well. It is testimony to the supportive environment created that pupils include their peers alongside staff as people they would turn to if they have worries. Parents express considerable satisfaction with what the school does for their children. The school is increasingly proactive in working with parents, for example running workshops for parents of children in the Foundation Stage to help them support their children's learning.

The school is well led and managed. Improvement is pursued on the basis of a thorough understanding of the school's strengths and weaknesses. The headteacher clearly leads the way. A newly devised senior management structure and the attention given to helping subject leaders check up on their subjects means that increasing numbers of staff share in leadership. Governors play their part effectively in supporting the school and in holding it to account. There is a very strong sense of teamwork, which is one reason why the school has achieved the Investors in People award. The school has improved well since the last inspection and has good capacity to continue to do so.

What the school should do to improve further

- Improve the rate at which pupils acquire and make use of computer skills.
- Give pupils in Years 1 and 2 more opportunities to learn through talk during whole-class teaching times.
- Ensure that pupils know more about life in multicultural Britain.

Achievement and standards

Grade: 2

Through the Foundation Stage children achieve well in learning to read, write and count. On entry to Year 1 the vast majority reach expected levels and typically one third of children exceed these. Pupils continue to achieve well through Years 1 and 2, by the end of which standards in reading, writing and mathematics are above average. Results in national tests in most years have been significantly above average and in some years have been very high. A dip in test results in 2005, when higher-attaining pupils did less well than in previous years, has been tackled effectively. Consequently, results bounced back in 2006 as the performance of higher-attaining pupils picked up. Pupils who have learning difficulties and/or disabilities also achieve well because of the sensitive and prompt support they receive.

Personal development and well-being

Grade: 2

Pupils are very considerate of each other and play and work alongside each other very well. They enjoy school, their attendance rates are above average and they are well prepared for future life. Pupils have a good understanding of right and wrong and accept responsibility for their actions. They know themselves well. However, they have a limited understanding of life in multicultural Britain. This is a weaker aspect of their otherwise good spiritual, moral, social and cultural development. Pupils' outstanding behaviour is most evident in the playground. Playtimes are active and social occasions. As well as knowing a great deal about healthy eating many put principle into practice and eat healthily. A fledgling school council is giving pupils a say in wider aspects of school life. Pupils speak with enthusiasm about this new role.

Quality of provision

Teaching and learning

Grade: 2

The gentle and affirming way in which teachers manage pupils leads to calm and cooperative classrooms. Lessons have clarity of purpose and are well matched to pupils' differing needs. Lesson aims are made known to pupils and in some instances are teased apart, so that pupils are able to reflect on their own success in achieving these. Teaching assistants, particularly in Nursery, work well alongside teachers so that pupils get help throughout the lesson. However, there are some occasions in Years 1 and 2 when assistants, although actively involved in supporting pupils during group work, are less involved during class teaching sessions. Learning in the Foundation Stage is active and lessons continue to be active elsewhere, especially during group work. However, talk is not a consistently strong feature of class teaching. There are occasions when teachers talk and question pupils without involving enough of them. As result, some pupils do not join in with learning as well as they might, or do not have their understanding probed and developed through talking through their thoughts.

Curriculum and other activities

Grade: 2

The Foundation Stage curriculum, especially in Nursery, is vibrant and well organised. A good balance is achieved between child and adult-led activities and between indoor and outdoor learning. A recent curriculum review has led to a drive on ensuring that 'learning habits' such as working together and being investigative are woven into projects and subjects. However, a lack of computers restricts pupils' opportunities to learn through ICT. A good range of clubs helps pupils be active and enjoy school. Trips and visitors are used to good effect to further enliven learning. A thorough programme for pupils' personal development helps pupils understand how to deal with situations such as bullying, should they arise.

Care, guidance and support

Grade: 1

Impressive levels of care have a major impact on how pupils feel about themselves, school and their peers. Academic progress is very carefully tracked and information quickly acted upon to ensure that work is tailored to individual need and future progress carefully monitored. Pupils' knowledge of how they can improve their work is increasing as a result of work on making full use of assessment information. Vulnerable pupils, including those who have learning or emotional needs, benefit from high quality and particularly sensitive support from the adults who work with them. Those with particular talents and gifts are also well supported, through activities such as mathematics 'booster classes'. A broad range of programmes enables parents to share in their children's learning. This has a beneficial impact on pupils' progress. Arrangements to ensure pupils' health and safety, including child protection, are robust.

Leadership and management

Grade: 2

Leadership is probing and energetic in pursuit of school improvement. Performance data is analysed well and information is acted upon both at a management level to identify priorities and at an individual pupil level to guide support and intervention. A thorough programme of classroom visits, monitoring of planning, scrutiny of pupils' work and interviews with pupils helps give leaders an accurate picture of the school's strengths and weaknesses. This enables them to set a clear direction for future work through a well written school improvement plan. Staff training is well directed and has had a beneficial effect on teaching and standards, for example in the way assessment is used to guide learning. Governors are supportive of the school and also ask searching questions of it. A well thought out senior management structure has been put in place. Senior managers are new to post but nevertheless they have quickly come to grips with what needs to be done and are beginning to take a lead for themselves. Subject coordinators have been helped to develop skills to lead their subjects well. They monitor their subjects carefully.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', 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?	2
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
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 the 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?	1

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

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	2
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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome when I visited your school recently. You were all very friendly and helpful. It felt like I was visiting one big happy family. I would like to share with you what I thought about your school.

You go to a good school. The headteacher, staff and governors are working hard to make it better still.

You play your part in making this a good school. You behave extremely well and are very kind to each other. You think about the needs of other children. I could see how much energy you put into playtimes and how many of you eat healthily. You work hard in lessons and many of you know what to do to make your work better. You told me how much you enjoy group work. I think this is because you are able to work and talk about your work with others in your group. I think it also helps that you are given interesting work to do.

I have asked your teachers to work on some ways to make your school better still. I have asked the school to help all of you to talk more and share your ideas more when you are working as a whole class. There are not enough computers to go around. This means you are not able to use them as often as you should. Your teachers have already planned to do something about this so that you are able to use computers more often. The last thing I have asked the school to do is to help you find out more about the life of people in Britain, especially those from different backgrounds to you. You can help your teachers to make the school even better by continuing to work as hard as possible.

Thank you once again and good luck in the future.