



Scawsby Saltersgate Junior School

Inspection Report

Unique Reference Number 106706
Local Authority Doncaster
Inspection number 287593
Inspection dates 22–23 November 2006
Reporting inspector Jane Hughes

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

Type of school	Primary	School address	Barnsley Road
School category	Community		Scawsby, Doncaster
Age range of pupils	7–11		South Yorkshire DN5 8NQ
Gender of pupils	Mixed	Telephone number	01302 782100
Number on roll (school)	343	Fax number	01302 390896
Appropriate authority	The governing body	Chair	Mr John McCabe
		Headteacher	Mr P Marchant
Date of previous school inspection	4 December 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average school. Almost all pupils are of White British heritage. A far smaller than average proportion of pupils is eligible for free school meals or has learning difficulties and/or disabilities. The school is working towards the Healthy Schools award. In conjunction with its main feeder infant school, the school has made a joint bid for a Children's Centre to be established on the site.

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. Accolades such as 'very impressive' fall readily from the lips of parents when they refer to Scawsby Saltersgate Juniors. The school provides excellent value for money. Improvement issues from the last inspection have been tackled effectively. An absence of complacency and the leadership's urgent insistence on continuing improvement gives the school an excellent capacity for further improvement. The school's evaluation of its own performance is very accurate, although leadership's desire to make every aspect of provision as strong as possible led to a modest judgement for the quality of teaching and learning.

Outstanding leadership from the headteacher, senior leaders and governors reflects a clear vision, sense of purpose, high aspirations and an overarching focus on improvement and achievement. These qualities support the very high standards pupils reach in English, mathematics and science by the end of Year 6. Pupils' achievement is outstanding and this links closely with the excellent quality of teaching. Conscientious staff thrive on the high expectations demanded of them by senior leaders. They meet every challenge well and so pupils experience the highest quality learning experiences. Well-deployed teaching assistants are skilful in both knowledge and approach. As a result, all pupils make very good progress in lessons. Teachers mark pupils' work regularly and offer supportive written comments and immediate verbal feedback in lessons. Even so, in a very small minority of cases, developmental aspects of marking lack consistency and pupils are sometimes unclear about how to improve their work. Rigorous monitoring and searching analysis result in very accurate setting of targets. This is both well established and constantly evolving. The school makes meticulous use of data to present just the right levels of challenge to all groups of pupils, including higher attainers and those with learning difficulties and/or disabilities. The outstanding curriculum brings vibrancy and excitement to pupils' learning. The opportunities it provides contribute strongly to pupils' personal development by generating enthusiasm and a strong will to succeed.

Excellent relationships between adults and pupils ensure that pupils always feel valued. As a result their personal development is exemplary. Confident and effective learners in the classroom, they are equally positive members of the community once lessons are over. They are mature enough to manage office duties at lunchtime, organise fruit snacks at break or support others' emotional needs when they fret at the friendship bench. Outstanding levels of care, guidance and support for pupils are predicated by a central aim to nurture pupils' well-being. The school embraces all comers and offers a haven to vulnerable pupils. No matter what the difficulty faced by pupils or parents, the school goes out of its way to find the most effective form of support so that pupils feel secure and can perform as fully functional learners. Families and pupils trust the school to do the best for them, both academically and on a personal level. They are not disappointed. First class partnerships with parents and other agencies cement the school's excellent standing in the local community. Parents remark that they are proud to say their children are part of the Scawsby Saltersgate family.

What the school should do to improve further

- Ensure teachers' marking provides consistent guidance to pupils on how to improve each piece of work and so attain even higher standards.

Achievement and standards

Grade: 1

Having joined the school in Year 3 with skills well above the national average, pupils continue to make very good progress throughout the school. By Year 6, pupils consistently attain standards significantly higher than average in English, mathematics and science. Results declined marginally in 2006 but this does not detract from pupils' generally outstanding achievement over the past three years. All adults set the highest expectations for pupils and the success of this strategy can be seen most clearly in the way higher attaining pupils are enabled to reach their potential. There is no underachievement for any group of pupils. Those with learning difficulties and/or disabilities progress equally well. The school sets very challenging targets in English and mathematics for pupils and is usually very successful in achieving these. Pupils' very high levels of basic skills are strong indicators for their favourable future economic well-being.

Personal development and well-being

Grade: 1

The school's high expectations of pupils' achievement in lessons have a salutary impact on their personal development. Pupils know that they are expected to behave well and to be responsible members of the community. They rise impeccably to these challenges. They have the maturity to identify why and where issues of poor behaviour may arise, for example, if pupils get bored at playtimes. Impressively, they also suggest solutions such as the concepts of play leaders and extra playground equipment. Pupils enjoy extensive opportunities to learn how to keep fit and lead healthy lifestyles. They talk with enthusiasm about such issues. Pupils are passionate about social experiences such as residential visits which, parents agree, 'enable them to learn the social skills and independence which are all important in a child's development'. Pupils' spiritual, moral, social and cultural development is excellent. They enjoy the encouragement they have to debate and reflect on current and controversial issues. They are keen to celebrate each other's achievements and have an increasing appreciation of a diverse range of cultural issues. Above all, they really enjoy learning and especially, 'interesting lessons where we don't just look, but actually learn by doing things'. They envisage their futures clearly and have an excellent understanding of how their achievements will support this. Attendance is above average.

Quality of provision

Teaching and learning

Grade: 1

Highly skilled teachers coax every ounce of learning from pupils who keenly embrace these daily challenges. Teaching skills are maximised to enhance the quality of learning and accelerate pupils' progress. Teachers are very good at relating pupils' learning back to practical activities. Pupils say they enjoy these lessons the most. Adults make good links between different areas of learning to help pupils make sense of their lessons and apply the skills learned in one subject to their work in others. Lessons are carefully planned to accommodate the needs of all pupils, including those with learning difficulties and/or disabilities. Teachers' planning is particularly detailed and meets the needs of all pupils very well. Evaluations from one lesson lead seamlessly into plans for the next. Teachers mark work very regularly and this provides a useful check on pupils' progress. Even so, on rare occasions the marking does not consistently indicate to pupils exactly how to improve their work. Pupils are helped to set targets and to judge their own progress. These useful skills prepare them well for the future.

Curriculum and other activities

Grade: 1

Pupils experience a curriculum that is diverse, creative, inclusive and challenging. It provides enjoyment through its variety and, as a result, pupils progress in leaps and bounds as they move through the school. The curriculum successfully breaks down barriers between subjects to make learning more relevant, interesting and often exciting. It gives significant emphasis to the development of important skills, such as problem solving and investigating, to help develop pupils' understanding. Pupils use computers widely to support their learning. They write extensively to develop their literacy skills. Music, sport and technology are high profile in the school's work and there are many links with the community to help promote pupils' learning and provide high quality additional experiences. Visits, visitors and residential experiences, including a week long trip to France, widen pupils' horizons and lead to excellent learning and personal development. Clubs such as performing arts significantly benefit pupils' personal growth.

Care, guidance and support

Grade: 1

Pupils recognise that they are kept extremely safe and are well cared for. Overwhelmingly, parents say that they are impressed by the high level of care and the quality of educational support their children receive. Health, safety and the appropriate procedures to safeguard pupils are in place. Pupils themselves are frequently consulted on issues which might affect their enjoyment of school. Pupils know where to turn if they are worried. Strong links with the neighbouring infant school help pupils to settle in quickly so they can enjoy school and achieve very well straight away. Arrangements

as they leave are equally secure. The school takes good care of vulnerable pupils and those with learning difficulties and/or disabilities. These pupils do well in lessons and develop self-confidence. Systems for tracking progress are very well established and are effective in identifying the achievement of different groups.

Leadership and management

Grade: 1

Unwavering commitment from the headteacher and senior leaders to improvement at all levels ensures pupils reach challenging targets. Slight dips in performance are quickly identified and successful strategies employed to halt any drift. The headteacher's quest for continual improvement is validated year after year by the very high standards pupils attain and the excellent achievement this represents. The deputy headteacher, senior and subject leaders perform their duties exceptionally well. The highly professional and united staff team is tirelessly self-supporting. Highly effective administrative, lunchtime and ancillary staff ensure the school runs smoothly. The governing body benefits from a mix of enthusiastic parent and community governors guided by an experienced chair. They demonstrate excellent understanding of the school's priorities and offer first class support to the headteacher and staff, all with a keen eye on the school's academic and financial performance. There is a very strong commitment to maintaining and enhancing links with the local community. This is a leadership team that strives to serve its constituency, a desire illustrated through the six year 'SPLAT' project undertaken to provide meaningful extended provision for the neighbourhood and now revived within the bid, in partnership with the neighbouring infant school, for a Children's Centre.

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Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 your warm welcome when we visited your school recently. We enjoyed our shared lunches and listening to what you and your parents had to say about your school. You will be pleased, and probably not too surprised, to read that we agree with all the very positive things you said.

Your school is outstanding. You will see that word many times in our full report if you read it. There are many excellent elements to your school. You achieve very well and regularly reach high standards in your work and the tests you take. This is because your headteacher, the governors and all your teachers work so well together to give you the best education they can. You told us that your teachers are 'brilliant'. We agree that their teaching is outstanding and this helps you to make excellent progress in your learning, whatever difficulties you may have. Adults encourage you to become self-confident, mature and increasingly independent. These are all very important qualities for your future success. You told us that you enjoy coming to school, you feel safe and that the adults care for you very well. We agree. There are many clubs and activities to interest you and these help to increase your skills after school hours.

One of the reasons for our visit was to help your school to become even better. We have asked your headteacher and all the adults to make sure that when they mark your work they always write down some way in which you could improve it.

You probably realise by now that we spent two really enjoyable days with you. We know that you will help all the adults to carry on with the first class work that surrounds and supports you every day. It is a great challenge to keep working at the highest levels but we are sure you will try your best to keep up such high standards.