



Dalton Listerdale Junior and Infant School

Inspection Report

Better
education
and care

Unique Reference Number 106865
Local Authority Rotherham
Inspection number 287630
Inspection date 4 October 2006
Reporting inspector Stephen Hardwick HMI

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

Type of school	Primary	School address	Beech Avenue
School category	Community		Brecks, Rotherham
Age range of pupils	3–11		South Yorkshire S65 3HN
Gender of pupils	Mixed	Telephone number	01709 543719
Number on roll (school)	223	Fax number	01709 514193
Appropriate authority	The governing body	Chair	Mr D Ridgway
		Headteacher	Mrs L Blakesley
Date of previous school inspection	15 October 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and an Additional Inspector.

Description of the school

Dalton Listerdale Junior and Infant School is of average size and serves an area of mostly private housing on the outskirts of Rotherham. Most pupils are White British. The proportions of pupils who are eligible for free school meals, who are from minority ethnic backgrounds or who have additional learning difficulties and/or disabilities are all below average. The pupils' attainment on entry to the school is in the range average to above.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Dalton Listerdale is an outstanding school that provides its pupils with many opportunities to develop and display their talents.

The pupils make good progress and by Year 6 reach standards that are well above average. The school's results in the national tests at Key Stage 2 have improved to match the high performance at Key Stage 1. The quality of teaching is good overall and the curriculum is enriched by many additional activities. The school makes excellent provision for the pupils' personal development and takes great care to ensure they are safe and have equal opportunities. Much is also done to promote health through exercise and a balanced diet. The pupils enjoy school, as reflected in high levels of attendance. They are keen, well behaved and readily take on responsibilities.

The headteacher's leadership is outstanding and she is well supported by the senior staff and by governors, who are closely involved in the school. Despite high results in national tests, there has been no complacency, with raising standards still a key concern. The school takes a measured view of its performance and its plans are based on appropriate and challenging priorities. Senior staff and teachers are all involved in the comprehensive programme for monitoring what is being achieved. Close account is taken of the findings from these activities so the school has a good grip on how well it is doing and what needs to be done to move forward.

The issues raised when the school was inspected in 2001 have been tackled with purpose: for example, there is much work in evidence related to different cultures and a successful Foundation Unit has been established with an exciting outdoor area. The school is strongly placed to continue to improve: it provides very good value for money.

What the school should do to improve further

- The school has no significant weaknesses. The priorities in its overall yearly plans are appropriate to build on what has been achieved.

Achievement and standards

Grade: 2

The school has sustained consistently good standards since it was last inspected in 2001. At Key Stage 1, almost all the pupils have reached the basic level expected for their age in the national assessments in reading, writing and mathematics: significant proportions have reached the higher levels. In the last two years the school's results in the national tests at Key Stage 2 have risen, to give a picture similar to that at Key Stage 1. Almost all the pupils have reached the target Level 4 and half of them have gained the higher Level 5. The school's results at both key stages have been well above average.

The pupils in the Foundation Stage make good progress. They enter Year 1 with standards that are often above those expected for their age, a position that is sustained

in Key Stage 1. Based on the school's test results the pupils' progress in Key Stage 2 is average or better, with the different groups faring equally well. Overall, the pupils make good progress during their time at Listerdale: they are well prepared for secondary education.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding, as is the provision for their spiritual, moral, social and cultural development.

The pupils are very well behaved and keen to succeed. They conscientiously take on responsibilities and greatly enjoy school, as shown in their high levels of attendance. There is much fruitful collaboration in class and elsewhere: breaks and lunchtimes are settled social occasions characterised by fun and play. The pupils know right from wrong and show consideration for each other.

Assemblies are thought-provoking occasions allowing pupils to consider moral issues, as well as to reflect and pray. The school rightly takes pride in the breadth of its provision in the arts, with dramatic and musical productions a strong tradition. Much is also done to promote the understanding of different faiths and cultures, an aspect of work that was criticised when the school was inspected in 2001.

The school ensures that the pupils recognise how to be safe and healthy, for instance, in the distribution of fruit, advice on the content of packed lunches and a refusal to tolerate bullying. For their part, the pupils are confident to turn to adults for help and know that they are each an important member of a community. They have a say in affairs through the school council and, within lessons, they readily share their ideas and opinions. The pupils raise funds for charity and help in the locality. The skills and habits they learn stand them in good stead for the next stage of their education and for their future employment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are well planned and based on appropriate objectives that are shared with the pupils. Careful preparation enables work to proceed at a generally brisk pace. Particular strengths are the teachers' questioning and subject knowledge, the use of techniques to ensure that all pupils contribute and continual checks to make sure that the pupils have understood before new tasks are introduced. Classroom assistants also make strong contributions to the learning.

The pupils are attentive and work hard. They organise their materials well and quickly settle down to activities. In some classes, however, they need directing when they might have taken the initiative and there are times when chatter has to be stemmed by the teacher in order to keep the lesson on schedule.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced and meets requirements. Provision in the Foundation Stage is good, offering a well-judged balance between teacher-led activities and those for pupils to select themselves. Throughout the school care is taken to match the work to the needs of different groups of pupils and much is done to enliven tasks, for example, through visits in the locality and the use of visitors with particular expertise. The programme of work is enriched - for instance, through teaching modern foreign languages and through support from a nearby sports college - and there are regular special events. The school has an award for its promotion of the arts. There is a wide range of after-school clubs and competitions, which are well attended.

Care, guidance and support

Grade: 1

The school pays high regard to the pupils' safety, health and general well-being. Detailed policies ensure that, for example, procedures for child protection are followed, risks are assessed, and only suitable staff are employed. Much is done to promote a healthy lifestyle through diet and exercise, and pupils are made aware of the dangers associated with drugs and the importance of personal hygiene.

There are thorough systems for assessing pupils' standards and tracking their progress. Despite its high standards the school is keen to identify any pockets of underachievement and action is taken accordingly, for instance, over mathematics in lower Key Stage 2. The information is also used to set the pupils' targets. In consequence, the pupils know the level they are aiming for and the marking of their work tells them how this can be achieved.

Leadership and management

Grade: 1

The headteacher's leadership and management are outstanding. She has a challenging vision for the school and has sustained the drive for improvement over several years. There is a determination that each pupil will succeed, within an atmosphere of care and enjoyment. She is highly regarded by staff and parents. The senior staff fulfil key responsibilities well, working as a team, while other coordinators maintain proper oversight of their areas of responsibility. The governors too are closely involved in school, in helping to formulate plans and in checking its performance.

The programme for monitoring each aspect of the school's work is comprehensive and involves all the teachers, for instance, in observing each other's lessons or gauging the precise level that pupils have achieved. Test results are analysed closely and pupils are interviewed each term to gain their perspective on progress. This provides the school with an accurate picture of its strengths and relative weaknesses: there is a tendency to underestimate the quality of some aspects of provision but this reflects a refusal to become complacent, especially over standards. The school's overall plans

are carefully drawn together, with coordinators able to contribute their own concerns before priorities are finalised.

The school's efforts are highly regarded by parents and the work of other agencies is harnessed to good effect. Expertise is drawn in where necessary, for instance in sport and music, to enhance the pupils' experience. The school runs smoothly on a day-to-day basis and resources are carefully deployed to maximise their benefit. The school provides very good value for money.

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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 quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
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	1
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?	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	2
The extent to which learners adopt healthy lifestyles	1
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?	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	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 welcoming us to your school. We think Dalton Listerdale provides you with an outstanding education.

The school council members told us how much they enjoyed lessons and particularly the extra activities that you can join. You are clearly helped to eat healthily, take exercise and be safe, and you act responsibly when you are given jobs to do. You achieve high standards by the time you leave Year 6 and you made good progress in the lessons we saw. There were times, however, when we thought you could have taken the initiative without needing to be so closely directed by your teacher.

Mrs Blakesley leads your school very well and all the adults work hard on your behalf. Despite all that is going well at your school, Mrs Blakesley has appropriate plans to make further improvements. We are sure you can play your part.

Best wishes for the future.