

# Askern Moss Road Infant School

## Inspection report

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<b>Unique Reference Number</b>	106672
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309194
<b>Inspection dates</b>	29–30 September 2008
<b>Reporting inspector</b>	Fiona Gowers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	114
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Howard Connell
<b>Headteacher</b>	Mrs Suzie Darrell
<b>Date of previous school inspection</b>	26 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Moss Road Askern Doncaster South Yorkshire DN6 0NE
<b>Telephone number</b>	01302 700287
<b>Fax number</b>	01302 707774

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<b>Age group</b>	3–7
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This smaller than average infant school serves a socio-economically mixed area. Most pupils are of White British heritage. The school caters for a significant proportion of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is above average. No pupils are at the early stages of learning English. The proportion of pupils entitled to a free school meal is above average. The school has received the Healthy Schools Award, Activemark and a Clean Air Award.

## 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. It has a number of outstanding features and lives up to its motto of 'sharing the joy of learning'. The very strong leadership of the headteacher has been the key feature in the significant improvements made since the previous inspection. She recognises and fosters the potential of all in the school community. Very positive relationships have been established amongst staff, pupils and the wider community, with parents commenting on the, 'lovely, warm, family orientated' atmosphere in school. Pupils flourish in this very nurturing environment. They feel very safe and secure, grow in confidence, take a great deal of initiative in school life and develop outstanding personal and social skills. As a result, behaviour is excellent and pupils are very keen to learn and they really enjoy all the school has to offer.

Pupils get off to a flying start in the Early Years Foundation Stage (EYFS). Many pupils start the nursery with very low personal and social and language skills. They make excellent progress in the stimulating learning environment and standards are broadly in line with national expectations by the time pupils enter Year 1. The quality of teaching and learning in Key Stage 1 has improved and is now good. The curriculum has also improved and now meets the needs of the pupils more effectively. In particular, links between subjects are emerging, which add interest, relevance and enjoyment to learning. As a result, all groups of pupils, including those who find learning difficult, make good progress as they move up through the school. Standards by the end of Year 2 have risen and they are above average in mathematics, writing, reading and science. However, pupil progress in information and communication technology (ICT) has been slower and standards in ICT remain broadly average.

The care, guidance and support that the school offers its pupils are outstanding.

In particular, a strong partnership has been developed with families in the Traveller community. The use of the school's 'traveller pack' and website ensures Traveller children have extra resources to help them develop their learning whilst they are absent from school. Strong pastoral care helps children settle back into school and make good progress when they return.

Leadership and management are good. The headteacher has a clear vision and strong leadership style, which enthuses her staff. The school's leadership works tirelessly to develop an excellent partnership with parents and other agencies for the good of the children and the community. The school is well supported by the governors and by a very committed staff team. Plans for improvement are well thought out and clearly focused on the most important priorities. The school is well placed to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

When they join the Nursery many children's ability levels are below national expectations, and are especially low in personal and social skills and language development. The fun, vibrant curriculum and excellent levels of care and support help children flourish and make rapid progress in all areas of learning. They thoroughly enjoy a stimulating range of learning activities both indoors and outdoors. Even rain does not dampen children's enthusiasm for learning outdoors! Highly skilled staff encourage children to explore things for themselves and very sensitively move children on in their learning and personal and social development. Children are very proud of their accomplishments and keen to find out more, making comments such

as, 'Look what I can do!' Standards by the end of the EYFS are broadly in line with national expectations. There has been a marked improvement in children's early writing skills, following a whole school initiative on 'linking letters and sounds'. The leadership of the EYFS is in a period of transition. The headteacher has ensured excellent leadership is maintained, as the current EYFS leader has the opportunity to work alongside her successor. The very caring staff team establish clear routines, which help children settle in quickly and feel very happy and secure. Many parents express their appreciation of all the EYFS has to offer, typically commenting: 'I am very pleased with my child's progress. We are informed every step of the way.'

### **What the school should do to improve further**

- Provide more opportunities for pupils to use computers in order that they can improve their skills in ICT.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Following a period of broadly average standards, provisional Key Stage 1 results in 2008 show that standards have risen and they are now above average at the end of Year 2 in reading, writing, mathematics and science. The school's performance data confirms this significant improvement. It shows that many pupils are progressing at a faster pace than previously and more pupils are reaching the higher levels in school assessments. Most pupils are on track to reach their challenging targets. The improved achievement of pupils is largely a result of whole school initiatives to improve the quality of teaching and learning and also the curriculum. Progress in ICT has been slower. Standards in ICT remain broadly average, because pupils have had limited opportunities to improve their key skills in ICT. Pupils from the travelling community achieve well, because of the very strong partnership with parents and the very effective guidance and support provided by the school. Pupils with learning difficulties and/or disabilities make good progress because of well-targeted learning activities and the outstanding quality of pastoral care boosts their self-confidence effectively.

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

### **Grade: 1**

At the heart of this effective school is the excellent way in which pupils' self-esteem and confidence are fostered. Spiritual, moral, social and cultural development is outstanding. Pupils behave very well and show high levels of respect for each other and for those of other cultures. All pupils have the opportunity to carry out roles of responsibility, such as a 'Playground Buddy' and discuss how they can best look after each other in the school community. Children thoroughly enjoy growing and selling their own fruit and vegetables in the 'quad'. They clearly see the benefits this brings them, to their own health and also financially. As one group commented, 'One packet of seeds makes a lot of plants and vegetables. They taste better and cost less!' Children have a very good understanding of how to stay fit and healthy, readily taking part in the many sporting activities and choosing healthy options at snack-time. Attendance has improved and is currently in line with the national average, although this can vary if a significant proportion of children are travelling. Staff work extremely hard to maintain an upward trend in attendance. Pupils' very positive attitudes and above average standards in learning ensure they are prepared well for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils learn well because teaching is good. Teachers have good subject knowledge. Careful assessments ensure that lessons are planned to meet the needs of different groups of learners well. Teaching assistants contribute effectively to pupils' learning. Relationships are strong and they help to create a positive atmosphere in lessons. Pupils work very well together and help each other. Pupils make the best progress when teachers plan a variety of activities in a lesson. This approach motivates children to work hard by making learning fun and it challenges pupils to explore ideas by getting them thinking and talking together. For example, the opportunity to make their own Egyptian jewellery and work together in the Ancient Egypt 'role play' area helped pupils explore questions they wanted to find the answers to in their own research. As some pupils said, 'We're going to pretend we are Ancient Egyptians. It helps us learn about them.' Occasionally pupils don't have enough time to review what they have learned at the end of a lesson, which can make it more difficult to build on what they have learned next lesson.

### Curriculum and other activities

#### Grade: 2

The curriculum has improved since the previous inspection and underpins good progress in mathematics, science, writing and reading. There is an increased emphasis on learning through play, which supports children's language development and writing skills well. ICT is used to support different areas of the curriculum and the confidence and expertise of the staff in its use has improved. The school has very recently established an ICT suite and the provision to support the development of key skills in ICT is satisfactory. Consequently, pupils' progress in ICT is not as rapid as in other subjects. The curriculum provides excellent support for pupil's personal development and for their understanding of healthy lifestyles. The development of the 'quad', the outdoor learning environment, has made a significant contribution. This development gives the school the opportunity to work closely with those in the locality, including the disabled, in the community group. The whole school enjoys celebrating 'Traveller Month' and learning about other cultures, as well as taking part in a good range of enrichment activities.

### Care, guidance and support

#### Grade: 1

The school provides an extremely caring and supportive environment in which pupils feel very happy, safe and valued. Safeguarding procedures are in place. The school's 'Golden Rules' are used highly effectively and consistently by all staff and to promote pupils' personal development. Very effective use of praise and affirmation help children grow in confidence and self-belief. Children feel confident they would find someone to help with a problem and as 'Playground Buddies' they learn to care for each other very well. The school works very closely with parents to promote good attendance and support learning. For example, parents and carers work alongside staff at the weekly 'Share a Book' mornings. Very effective liaison with outside agencies ensures pupils with learning difficulties and/or disabilities are very well supported. Academic guidance has made a significant contribution to improved pupil achievement. Pupils' performance is carefully tracked and pupils enjoy working towards their targets. Pupils are increasingly helping each other find ways to improve their work.

## Leadership and management

### Grade: 2

School leadership has been successful in raising standards and promoting extremely high levels of pupils' personal development and well-being. The headteacher is well supported by a recently revised leadership team. The roles of staff in the leadership team are being developed to ensure the momentum of school improvement is sustained. The very effective partnerships that have been developed with other agencies are a distinctive feature of the school's leadership. For example, the school works very closely with the Traveller Support Service to ensure the needs of those in the traveller community are well met and continues to work with agencies supporting families before their children start school. The school has an accurate view of its strengths and areas for improvement, because the procedures for evaluating its work are thorough. Governors are very supportive and know the school well. They provide both challenge and support in the drive for further improvement, whilst recognising all that has already been achieved. As a group of governors commented, 'We have come a long way in three years.'

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**Annex A**

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly when I inspected your school. I enjoyed talking to you and looking at your work. Your school is providing you with a good education. You told me how much you enjoy coming to school and I could see how happy you are. Your behaviour is excellent and you try very hard to do what teachers ask of you and to keep your 'Golden Rules'. Your work as 'Playground Buddies' shows how well you look after each other. I know you have a lot of fun learning in the quad. I really liked eating the tomatoes you had grown!

Your headteacher leads your school well and makes sure you are happy and you learn well. You make good progress with your work. This is because you receive good teaching. Lessons are planned well and teachers work really hard to give you interesting and exciting things to learn. Children who are in the Nursery and Reception classes make excellent progress because teachers make learning very exciting.

Adults in school look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. I have asked your teachers to help you learn how to do a lot of different things on the computer. I am sure you will enjoy working in your new information and communication technology suite.

Thank you for helping me so much with the inspection. Keep working hard and coming to school regularly.

I wish you well in the future.