

Stainforth Kirton Lane Primary School

Inspection report

Unique Reference Number	106718
Local Authority	Doncaster
Inspection number	309209
Inspection dates	6–7 October 2008
Reporting inspector	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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	218
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
Appropriate authority	The governing body
Chair	Mrs C Scorer
Headteacher	Mrs A Wall
Date of previous school inspection	6 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Thorne Road Stainforth Doncaster South Yorkshire DN7 5BG

Age group	3–11
Inspection dates	6–7 October 2008
Inspection number	309209

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This broadly average sized primary school serves an area with significant levels of social and economic disadvantage. Most pupils are of White British heritage and very few are at the early stages of learning English. The school caters for a significant proportion of Traveller children. The number of pupils with learning difficulties and/or disabilities is well above average as is the proportion of pupils entitled to a free school meal. The school has received the Healthy Schools Award, Basic Skills Award, Artsmark Gold, Chartermark for Inclusion and 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. All adults are deeply committed to the care and support they give to pupils and this is central to pupils' good achievement and personal development. Parents greatly value the strong pastoral care, typically commenting, the school community is 'like one big happy family' and that, 'Staff always greet the children with a smile.' Such positive relationships throughout school and very strong partnership with parents help pupils feel safe and secure. As a result behaviour is excellent and pupils enjoy their time at school. Pupils are very polite and considerate and learn to show care and concern for others, particularly as school buddies, making sure younger pupils are happy at lunch-times.

Many children start the Nursery with very low personal, social and language skills. They develop very positive attitudes to learning throughout the Early Years Foundation Stage (EYFS). This provides a firm foundation for learning higher up the school. Pupils achieve well throughout school to reach broadly average standards by the time they leave at the end of Year 6, although the proportion of pupils reaching the higher levels in national tests remains below average. Pupils with learning difficulties and/or disabilities achieve well because of well targeted support. The quality of teaching and learning is good and leads to good rates of progress overall. Pupils in some classes make faster progress than in others. This is because the teaching they receive is highly effective. Such lessons get off to a cracking pace and learning activities are stimulating and challenge pupils to think hard. This high quality teaching expertise is not always shared with other staff to help accelerate the learning of all pupils. As a consequence, not all lessons have enough pace and challenge to stretch the more able pupils. Academic guidance is good. Pupils enjoy working towards their targets for improvement, which help them make good progress. The school enjoys good links with the Traveller community, and Traveller children are helped to develop their learning whilst they are absent from school.

The school provides a rich curriculum, which helps pupils make good progress. Links between subjects are emerging, which add interest, relevance and enjoyment to learning, but there is still some way to go. In the best lessons, teachers make effective use of role play activities to enable pupils to explore ideas. For example, Year 6 pupils experienced what it was like sitting in an 'Anderson shelter' before writing imaginative stories as part of their work on the Second World War. However, pupils do not always have enough opportunities to improve the quality, content and presentation of their written work in the full range of subjects. The curriculum promotes improvement in the key skills for information and communication technology (ICT) well and ICT is used effectively to support learning in different areas of the curriculum. Pupils enjoy a good range of art activities.

Leadership and management of the school are good. The headteacher knows her school well and is determined to provide the best for pupils. She is well supported by a newly established leadership team, which evaluates its provision accurately. Plans for improvement are well thought out, paced appropriately and focus firmly on school improvement. A strong team spirit is fostered as staff become fully aware of the purpose behind new initiatives. The school is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When they start Nursery many children have ability levels well below those expected for their age. Children make good progress in all areas of learning. Progress in children's personal and social development is particularly rapid. This is very well supported by effective care and support and the very strong partnership fostered with parents. Children settle in very quickly and feel very safe and secure. They enjoy a good range of learning activities and are encouraged to be independent and explore things for themselves. The EYFS is well led. The staff team ensure learning activities meet the needs and interests of the children well. For example, the children's interest and enthusiasm for dinosaurs was effectively used to promote their creative, language and numeracy skills. The children in the Nursery and the Reception class can access a shared outdoor environment. Staff are currently working hard to improve the quality of learning activities outdoors, so they match the quality of those indoors. Close links with outside agencies and the high priority given to staff training enhances the provision well. Very effective transition arrangements enable children to settle well into the Reception class and then into Year 1. Parents are very appreciative of all the EYFS has to offer: 'My child is so happy and is doing very well. As a parent I feel staff try to do the best for us and not just our children.'

What the school should do to improve further

- Improve the consistency of teaching in school to that of the best, particularly in relation to the pace of learning and level of challenge provided for the more able pupils.
- Develop the curriculum to provide more opportunities for pupils to improve the quality, content and presentation of their written work across all subject areas.

Achievement and standards

Grade: 2

Achievement is good. Good teaching enables pupils to make good progress and reach broadly average standards, from their below average and sometimes well below average starting points. Challenging targets are usually met. Traveller pupils do as well as other pupils in school because they are well supported in their learning by Traveller packs and the use of email. The school's most recent information shows that an increasing proportion of pupils in many classes are accelerating their rates of progress and are on track to reach above average standards. This is a result of effective school strategies to keep a more rigorous check on pupil progress and the successful development of teaching strategies to challenge the more able pupils in many classes. However, the more able pupils in some classes are still not stretched enough and do not always reach the standards they are capable of. By the time pupils leave school at the end of Year 6, standards are higher in reading, mathematics, ICT and science than they are in writing. This is partly a result of poor language skills on entry, but also because the quality and content of some written work is lacking in descriptive language and imaginative ideas and because some written work is poorly presented.

Personal development and well-being

Grade: 2

Pupils' good spiritual, moral, social and cultural development reflects the school's positive and caring ethos. Pupils enjoy their time at school and say they particularly like it when they are engaged in challenging and exciting activities in the classroom, because they, in the words of

one pupil, 'have fun, but learn at the same time'. The school's strategies are bringing about improvements in attendance. Attendance is currently in line with the national average, although this can vary if a significant number of pupils are travelling. Pupils feel safe and secure in school and know how to stay fit and healthy and enjoy a good range of sporting activities. The school is successful in its aim for children to develop a, 'sense of personal worth and be well equipped to meet new challenges with confidence'. Pupils become more self-assured and develop important life skills such as working with others in a team, listening to others and making decisions, and carrying out roles of responsibility in school. They work hard to improve their own school community and develop links with the wider community. For example: they initiated a 'Walk for water' to help raise money for water coolers at school; discussed how to develop their 'Forest School' area; and enjoyed singing for the mayor at the Mansion House. Such strengths in personal and social development and the good progress made in basic skills prepare pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils' good progress is a result of effective teaching. The quality of teaching and learning varies throughout the school, ranging from satisfactory to outstanding. Classroom management is very effective and exemplary behaviour in the classroom makes a significant contribution to pupils' achievement. Pupils work very hard and are keen to do well. Lessons have a clear focus and learning is built up in stages, so pupils know what is expected of them. Teachers have good subject knowledge and teaching assistants support pupils well, especially those pupils who find learning more difficult. Careful assessments ensure that learning activities usually meet the needs of the pupils well. In the most effective lessons teachers have high expectations and use a variety of learning activities to interest and extend learning. Pupils rise to the challenge and make rapid progress. For example, pupils enjoyed exploring satellite images on the computer to identify and describe the human and physical features in the locality. A small amount of teaching is less effective. In a few lessons learning activities do not challenge the more able pupils and activities last for too long, slowing the pace of learning. The most effective teaching practice is not sufficiently shared amongst teachers in order to ensure that the more able pupils make good progress in all classes.

Curriculum and other activities

Grade: 2

The good quality curriculum increasingly links subjects together so that pupils steadily acquire relevant knowledge and understanding. Good emphasis is placed on promoting basic skills, as well as good personal, social and emotional development. These approaches prepare pupils well for their future lives. Pupils are provided with useful resources to help them structure their writing and learn about essential writing techniques. However, opportunities for pupils to improve the quality, content and presentation of their writing across the whole curriculum are not fully utilised. There is a good range of visits out of school, which enrich pupils' learning and provide them with first hand experience. The many popular clubs and additional activities, such as chess, dance, art, cooking and sporting activities help pupils to broaden their horizons and develop healthy and varied lifestyles. Key Stage 2 pupils enjoy taking part in Spanish dancing, as well as having a go at conversing in other languages.

Care, guidance and support

Grade: 2

Pupils benefit from very good pastoral support. They say that they feel secure and know who to turn to if they have any concerns. A very strong partnership with parents is fostered, because parents appreciate the openness of the school and approachability of staff. The work of the learning mentor in 'Dinosaur school' is greatly valued by parents and pupils alike. It is particularly effective in helping pupils deal with emotional problems and become ready to learn. As a result, all pupils, particularly the most vulnerable, feel safe and grow as confident learners.

Arrangements for child protection and safeguarding pupils are secure and fully in place. Pupils with learning difficulties and/or disabilities receive effective support so they achieve as well as others. The school is successfully promoting better attendance and punctuality. The effective systems for tracking the progress of pupils ensure that help can be targeted where it is needed most. Academic guidance is effective and most pupils know what they need to do to improve. However, recently improved writing targets have not yet had an impact on raising standards.

Leadership and management

Grade: 2

School leaders have a clear understanding of the strengths of the school and are clearly focused on raising standards and promoting pupils' personal development. Effective systems for analysing standards and achievement provide a clear overview of pupils' progress and are helping to secure the necessary improvements throughout the school. Well focused training and support for middle leaders is enabling them to lead successfully on school initiatives. Whilst there are regular procedures for monitoring the quality of teaching, these are not yet developed to involve subject leaders fully. Governors, too, have developed their skills well and are much clearer about the strengths and weaknesses of the school. This is an improvement since the last inspection. The school makes good use of its partnership with other organisations, particularly in art activities and to support children and their families when they start school.

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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?	2
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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

¹Grade 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

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

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 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?	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

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

Inspection of Stainforth Kirton Lane Primary School, Doncaster, DN7 5BG

Thank you for being so friendly and helpful during the recent inspection of your school. We were very impressed with how polite and welcoming you are to visitors and how well you get on with each other. Your behaviour is excellent. You are encouraged to have a say in what goes on at school and you work hard to make your school even better. I know you are very pleased with the new water coolers, which you raised the money for, and the development of your 'Forest School' area.

School leaders manage your school well. Teachers make sure you are happy and that you learn well. Your school provides you with a good education that we know you enjoy. You work hard and make good progress with your work and reach standards that are similar to those reached by other children. That is because the teaching you receive is good and you have many fun activities to do in the classroom.

Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. Your teachers work very hard to help you. We have asked your teachers to share ideas about how they can make some of your lessons even more exciting and interesting, so you really have to think hard! This will help those of you who are capable of reaching even higher standards to do so. We have also asked them to help you improve your writing in all your lessons.

Thank you for helping us so much with the inspection. Keep working hard and enjoying your school!

We wish you well in the future.