

Scawsby Rosedale Primary School

Inspection report

Unique Reference Number	106721
Local Authority	Doncaster
Inspection number	309210
Inspection date	15 April 2008
Reporting inspector	Joe Peacock

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	212
Appropriate authority	The governing body
Chair	Mrs G Harrop
Headteacher	Mrs Helen Bellinger
Date of previous school inspection	9 March 2004
School address	Emley Drive Scawsby Doncaster South Yorkshire DN5 8RL
Telephone number	01302 784098
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following: the success of the school's strategies to raise standards in English and mathematics, especially for more able pupils; whether provision in the additional resource centre is effective in ensuring that pupils make good progress; the quality of pupils' personal development with a special focus on their cultural development; the effectiveness of the leadership and management. Evidence was gathered from meetings with the headteacher and senior managers, governors and pupils; visits to every classroom; scrutiny of pupils' work, assessment data and documents; analysis of the parent questionnaires. Some aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This split-site school is situated on the outskirts of the town and is average in size. Part of the site was flooded in June 2007 resulting in it being closed for many weeks for repairs. Almost all pupils are of White British heritage. The proportion entitled to free school meals is broadly average. Although the proportion of pupils with learning difficulties and/or disabilities is below average, the number with a statement of special educational need is well above average. Since September 2007, the school's provision has included a 10-place additional resourced centre in which children aged between three and six with moderate learning difficulties have their needs assessed before returning to other schools. When children start Nursery their skills are generally below those expected for their age.

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 in just about every respect. It provides exceptional value for money and has excellent capacity to improve further. The inspirational headteacher has ensured that the rapid rate of improvement reported in the previous inspection has been maintained, and standards are rising as a result.

It is the school's success in providing so effectively for pupils with moderate learning difficulties that led to the decision to open the additionally resourced centre. The centre staff are positive role models for pupils. They quickly establish excellent relationships with them and support them closely when they join their year groups in the main school. Whilst the level of support from the centre staff is very effective in promoting these pupils' progress, other, main school staff are not sufficiently involved in supporting these pupils' learning when they join their classes. This is because they lack the necessary skills to cater for their specific needs. The school is aware of this and has already identified it as an area for improvement.

Standards in reading, writing, mathematics and science by the end of Year 2 are above average. Pupils make excellent progress in Years 1 and 2 because of the outstanding quality of teaching they receive. Any pupil who is finding learning difficult is quickly identified and provided with very effective support that ensures that they, too, make outstanding progress. By the end of Year 6, standards are well above average in English, mathematics and science. Pupils also achieve high standards in information and communication technology, and art and design as these subjects are taught very well. The school's detailed assessment data show that 7 out of 10 pupils make significantly better than expected progress between Years 3 and 6. Subject leaders are buzzing with enthusiasm. The decisive action plans of the leaders for literacy and numeracy, along with the determination shown by all staff, have proved successful in raising standards in English and mathematics to those already achieved in science. Weaknesses in problem solving in mathematics have been successfully tackled and all teachers ensure that the more able pupils are appropriately challenged in every lesson. Outstanding teaching, especially in Years 5 and 6, together with pupils' excellent attitudes towards their work, are key factors accounting for their impressive progress.

Pupils' personal development and well-being are of the highest quality. They are exceptionally polite and their behaviour in lessons and around school is outstanding. Parents and pupils alike appreciate what the school is providing for them. Typical comments include, 'best thing I ever did moving here,' and, 'it's fun, friendly and safe. I couldn't ask for better'. Pupils say they like 'everything' about the school. They are adamant that no bullying takes place in their school. Pupils have a very good understanding of different world faiths and know how to adopt healthy lifestyles. Each day, older pupils record those who choose a healthy option at lunch, which will lead to a special award at the end of the year. School councillors are proud of their achievements, such as providing a salad bar at lunchtime, more play equipment and outdoor picnic benches. Pupils' positive attitudes, high level of competence with computers and confident literacy and numeracy skills ensure that they are very well prepared for their future.

Teachers have very high expectations of their pupils and pupils rise to the challenges that they are set. For example, Year 6 pupils confidently extracted information from graphs in response to challenging questions, and Year 4 could explain, with examples, the difference between a metaphor and simile when describing the aunts in the story of James and the Giant Peach. Teachers make excellent use of modern technology to support pupils' learning. The impact was

seen in the above average skills of Year 6 pupils in producing invitation cards for the summer ball. Through assessing their own work, pupils have a very good understanding of both the progress they are making and what they need to do to improve. The exceptionally good quality of curriculum planning, with tasks closely matched to the different capabilities of pupils, has resulted in much higher standards for all, including the more able. A real strength is the variety of extra-curricular clubs, ranging from street dancing to Japanese, to meet pupils' interests.

Parents greatly appreciate the high level of care and support their children receive. 'He never smiled before he came here and now he loves school', is typical of their comments. Staff know their pupils well and set them challenging individual targets. The caring support and clear guidance for pupils with learning difficulties and/or disabilities, including those in the resourced centre, are major factors that enable these pupils to make the same outstanding progress as others in the school. Adults manage pupils very well. They are quick to praise pupils' achievements, which helps them grow in self-esteem, and skilfully intervene if relationships between pupils become difficult. This consistency of approach ensures that every pupil knows what is expected of him or her.

'The A Team', as the senior managers are aptly called by staff, are highly effective in all aspects of their work. Their close monitoring of standards and the quality of teaching and learning give them an accurate picture of precisely what needs to be improved and leads to any necessary changes being efficiently and effectively implemented. Governors are very supportive and knowledgeable about all aspects of the school but are still developing their procedures for evaluating its effectiveness.

Effectiveness of the Foundation Stage

Grade: 1

The outstanding quality of provision in the Foundation Stage ensures that children make excellent progress in relation to their skills on entry. Despite disruptions caused by staff absence and the severe flooding that led to 11 weeks closure, the high quality of leadership and management has meant that the quality of provision has not been adversely affected. All staff work efficiently as a team to meet the needs of every child in their care. When children from the additionally resourced centre join in activities, they are made welcome and closely supported by centre staff. By the end of their Reception year, all the non-resourced children achieve the expected targets in all areas of learning, with a significant proportion exceeding them. Staff make learning fun so that the children listen attentively and are keen to answer questions. They enjoy the challenging activities provided for them, such as using computers to produce charts on how they travel to school. The well-planned and spacious outdoor area ensures that children enjoy playing in the healthy caf, or using the adventure play equipment.

What the school should do to improve further

- There are no areas for improvement other than those already identified by the 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?	1
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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
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	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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

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

My colleague and I really enjoyed our day with you in your outstanding school. It was good to meet all of you, including Sammy and Sydney, the giant snails in Year 4.

The good attendance figures on the kites in the juniors show how much you all enjoy coming to school and I am not surprised after seeing all the exciting and interesting things your teachers give you to do. Learning new things is obviously made enjoyable and fun. I wish that I could have seen the street dancers in action!

There are so many other excellent things about your school that I hardly know where to begin. Well done to all of you for being so mature and sensible and for working so hard. I can see why you do so well and achieve such high standards in reading, writing, mathematics and science. The Year 6 pupils' science revision wall shows how good they are in science and I was impressed with their maths knowledge and excellent writing. Year 5 managed their personal development target to give out compliments really well and I thought that Year 2's Diwali display and Indian food day were first class. It was good to see those of you in Nursery and Reception making such excellent progress too. The children from the centre are also doing very well. It was good to see how welcome you made them when they joined you in class. The staff who work with the children from the centre know so many good ways to help them learn that I expect that other staff will find out more about how they might help with these children's learning when they join their classes.

Your parents are right to think highly of the school and to appreciate how brilliantly all the staff take such very special care of you all. They are so quick to support you if you need help. Your headteacher, governors and staff know the school well. They have made lots of improvements and have their own programme firmly in place to make it even better. It is easy to see why you and your parents are so proud of your school. It is very special! I hope that you will carry on enjoying everything that it offers and go on trying your best to make it even more successful.