

# Copley Junior School, Sprotbrough

## Inspection report

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<b>Unique Reference Number</b>	106722
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309211
<b>Inspection dates</b>	9–10 January 2008
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Weston
<b>Headteacher</b>	Mr A. White
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Cadeby Road Sprotbrough Doncaster South Yorkshire DN5 7SD
<b>Telephone number</b>	01302 856445
<b>Fax number</b>	01302 855653

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Copley Junior School is a smaller than average sized school and draws its pupils predominantly from the socially and economically advantaged local area. An increasing number join the school from further afield, largely due to the school's growing reputation for catering effectively for the needs of all pupils. The vast majority of pupils are of White British heritage. Very few are eligible for free school meals, and the proportion requiring support for learning difficulties and/or disabilities is lower than the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Copley Junior is a good school, with an outstanding curriculum and excellent levels of care and guidance, and of pupils' personal development and well-being. It fully meets its aim to ensure that school is an inclusive and exciting experience. Parents believe that adults 'take a genuine interest in children's needs' and say that their children are 'extremely happy and growing in confidence and maturity, whilst enjoying a varied education'.

Staff are not complacent; they know that there is still more work to be done, particularly in improving further the standards of high-attaining pupils' writing by the end of Year 6. Children enter school with generally above average language and mathematical skills. They make good progress throughout their time in school to reach well above average standards in reading, mathematics and science, and overall above average standards in writing.

As pupils move up through the school they encounter a wide range of visual stimuli and creative experiences that encourage them to develop very positive attitudes and excellent behaviour. They know that they can make mistakes, without fear of failure. 'Teachers are always there for you. They will always give you extra help, and never let you down!' they say. The quality of teaching and learning is consistently good. Lessons are exciting and fun. They provide lots of opportunities for pupils to have 'hands on' experiences and to learn how to work independently and in small teams. Information from assessments of pupils' learning is used effectively in lessons to involve pupils in understanding how well they are doing and what they need to do to improve further their work. The stimulating curriculum is outstanding and offers a wide range of creative and artistic experiences, as well as additional cultural, music and sporting opportunities.

Pupils' personal development and well-being are outstanding. Pupils take delight in their time in school. They attend very well indeed and develop into self-confident individuals, largely as a result of the friendly relationships with staff, and the many activities outside normal school hours. They derive a real sense of the pleasure from contributing to their school and the local community. Their enthusiasm for sport helps them to live healthily. Their good literacy and numeracy skills and assured use of modern technology prepare them well for life beyond school.

The school provides outstanding personal care and support, and particularly so for pupils with learning difficulties and/or disabilities. Pupils say that they enjoy coming to school because 'all the adults really want you to do well'. Accurate tracking of progress allows staff to set pupils clear achievement targets, and there are very good procedures to provide pupils with guidance tailored to their individual learning needs.

Good leadership and management by the headteacher and senior leaders, coupled with good governance, provide very clear direction for the school and highlight its good capacity for further improvement. The school has a very accurate view of itself, but acknowledges the need to be more rigorous in analysing the impact of lessons on pupils' progress. However, it provides overall good value for money.

### What the school should do to improve further

- Improve the standards of high-attaining pupils' writing by the end of Year 6.
- Sharpen current procedures to evaluate the impact of teaching on pupils' learning and progress.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress overall and standards are well above average in mathematics and science by the time they leave school. This represents improved outcomes in science since the last inspection. In 2007, standards dipped in English to above average rather than well above average. Too few pupils reached the highest levels in writing. The school is working hard to improve pupils' extended writing skills. Standards in reading are a strength of the school. Current Year 6 pupils' work shows that standards in mathematics are rising, but that writing at the highest levels continues to pose a challenge. Pupils with learning difficulties and/or disabilities achieve well because of the extra support they receive. The school sets increasingly challenging targets to raise attainment and makes good progress towards reaching them.

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

### **Grade: 1**

Pupils are extremely positive about their school, they say they enjoy their lessons immensely and are very keen to learn. As a result, attendance is well above national levels. Relationships with staff are very strong. 'This is a really smiley school' is typical of pupils' comments. They feel highly valued and this develops their self-esteem. They feel that their views are listened to and that the school takes on board their suggestions. Pupils' spiritual, moral, social and cultural development is outstanding. They make valuable contributions to the community by raising funds for charities. Older pupils take seriously their responsibilities as playground leaders, equipment monitors and buddies for their younger peers. Their good literacy, numeracy and information and communication technology skills, and their experience of technology challenges with local businesses, mean they are well prepared for the future. Behaviour is excellent, both in classrooms and out of lessons. Pupils know how to keep safe; they play together very well and are extremely polite and supportive of each other. They have a good understanding about leading a healthy lifestyle and are confident about making 'healthy choices'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have high expectations and pupils respond enthusiastically. There is a tangible feeling of everyone working together as a tightly knit team. Pupils say they really appreciate the way in which teachers make lessons interesting. In all classes there are regular opportunities for pupils to collaborate, share ideas and work in teams. These opportunities are used with increasing effectiveness to develop extended writing skills. For example, Year 4 pupils worked effectively in pairs to use laptop computers to research information from the Internet on the ancient Egyptians; in Year 6 pupils worked independently of the teacher to analyse an extract from 'Beowulf,' then devise their own success criteria for creating suspense in their writing. Interactive technology is used thoughtfully to engage pupils' interest and to provide a practical dimension to learning. Teachers are skilled at posing probing questions which help pupils to understand new concepts and develop confident speaking and listening skills. Well trained and committed teaching assistants support pupils' learning effectively, including pupils with learning difficulties and/or disabilities.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is very well matched to pupils' individual needs, with a rich range of experiences that captivate their interest. Teachers make natural links between subjects so that pupils see relevance, at all times, in their learning. There is a strong focus on developing pupils' speaking and listening skills and, in particular, on using these skills to generate confidence in writing. Learning is brought alive by visitors to school, and visits to places of interest, including the local church and places of work. Older pupils take part in residential visits which are very much enjoyed. In addition, they enjoy a wide range of art, sporting and theatrical activities and visits, all of which enrich their experiences, enabling them to develop new skills. Work for children with learning difficulties and/or disabilities is well planned, ensuring full access to the curriculum. Pupils of all ages have regular Spanish lessons, delivered by a native speaker.

## **Care, guidance and support**

### **Grade: 1**

High quality care for pupils underpins the philosophy of the school. Parents believe that the teachers are 'very in touch' with the pupils and provide a 'caring and supportive environment in which they flourish.' Pupils know to whom they can turn if they need help. Health and safety procedures are robust, and child protection and safeguarding arrangements meet government guidelines. This high quality care forms a strong foundation to the school's ethos. There are close links with the neighbouring infant school to ensure that pupils transfer seamlessly. Pupils settle down quickly into school, and older pupils feel very well prepared for their transition to the local secondary school through scheduled visits to use specialist facilities, and jointly planned activities which they complete in Year 7. As a result of the efforts of all adults who work in school, pupils feel very safe and happy. Good quality individual education plans and extensive support from an industrious team of teaching assistants ensure that pupils with learning difficulties and/or disabilities are provided for well. Systems to support academic progress are very effective. From an early age pupils understand what they are aiming for and how they can get there. As they move through the school, they are increasingly involved in checking they are completing their work and in assessing how well they are doing.

## **Leadership and management**

### **Grade: 2**

The headteacher has created an inviting and friendly environment in which the needs of the child come first. He has the full confidence of staff, governors and parents, and leads the school forward effectively. Staff share his passion for high quality education and care. They speak very highly of his leadership and the way in which he involves them in all aspects of the school's work. He is ably supported by the recently established core curriculum management group which ensures an increasing focus on high levels of achievement by all pupils. The school has a very accurate picture of its strengths and areas for further development, and good tracking procedures that are used confidently to identify pupils who are not achieving as well as they might. In addition, there are regular arrangements to check the quality of teaching and learning. However, evaluation is not sufficiently focused on the impact of teaching on pupils' learning. The role of subject leader is currently being developed so that everyone can be involved in key

aspects of school improvement. Governors know the school well. They have an accurate picture of standards and achievements, and provide a good level of challenge.

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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

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

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?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for your friendly welcome when we inspected your school. We really enjoyed meeting you and seeing how very well you all get on together. We think that you go to a good school and that your teachers are providing you with a good quality education.

We thought that all the corridors and classrooms were really inviting and stimulating, and were very impressed by how well you look after each other and carry out all your responsibilities. Our discussions with you at lunchtime, during lessons and around the school, were very helpful. You speak very highly of your teachers and obviously make the most of the time that you are in Copley. We are very pleased to see how well you attend school - very well done indeed! In all classes you are very eager to work hard and do your best. You know a lot about healthy and safe lifestyles and relish the excellent range of art, music and sport activities.

You told us how much you enjoyed your lessons and we agree that they are fun and stimulating. The standards that you reach in reading, mathematics and science, by the time you leave school, are high. This is because your headteacher and all the staff care about you and want you to do as well as you can. We did notice that some of you do not reach the very highest levels in writing of which you are capable, and have asked your teachers to make sure that you make as much progress here as you do elsewhere. We have also asked your teachers to check more closely just how well their teaching is helping you to learn. You can help by continuing to work hard and by achieving all the targets that are set for you.

We very much hope that you continue to enjoy your time at Copley.