

# Conisbrough Station Road Primary School

## Inspection report

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<b>Unique Reference Number</b>	106749
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	309221
<b>Inspection dates</b>	23–24 April 2008
<b>Reporting inspector</b>	Gordon Potter

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Hoyland
<b>Headteacher</b>	Mr Simon Martin
<b>Date of previous school inspection</b>	7 December 2004
<b>School address</b>	Station Road Conisbrough Doncaster South Yorkshire DN12 3DB
<b>Telephone number</b>	01709 513010
<b>Fax number</b>	01709 865026

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This school is smaller than average for its type. The proportion of pupils entitled to free school meals is typical of that found nationally. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The proportion of pupils with a statement of special educational need is above the national average. Most pupils are White British.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Conisbrough Station Road Primary School is a rapidly improving school that provides a good standard of education. It is a school at the heart of the community and gives its pupils outstanding care and support so that they are happy, show outstanding behaviour and enjoy their lessons. They make good progress because teaching is good. Parents strongly appreciate the way teachers help their children to feel safe and secure in school.

From a low starting point children currently in Reception are making good progress and are reaching levels slightly above those typical for their age. This good progress continues in Key Stage 1 and 2. The school's results in the 2007 national assessments for seven-year-olds were average overall and above average in writing, but this showed good progress from the starting points of these pupils. The school's results in the 2007 national assessments for eleven-year-olds were broadly average. The achievement of eleven-year-olds in 2007 was only satisfactory because pupils did not attain the higher levels in writing, due to limited opportunities to write at length. Evidence from the inspection indicates that pupils' achievement is now good overall across school.

The quality of teaching and learning is good, enabling pupils to make good progress. Pupils are involved actively in their learning. Increasingly, lessons are tailored to the needs of pupils of different abilities, although there is still scope for more challenge, especially for the most able, so that these pupils can reach higher standards. Teachers set targets for pupils to improve and make good use of marking to do this. The curriculum meets requirements and is enhanced by a good range of well planned and stimulating activities.

Excellent relationships and sensitive support from a caring staff strongly promote good levels of pupils' personal development. Pupils know that there is always someone to turn to if they need help. Attendance is broadly average. Pupils' behaviour is outstanding and contributes to their enjoyment of school. They are keen to participate in the wide range of after-school clubs and activities provided. They readily take on responsibilities, such as participating in the school council. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. The school's good focus on developing pupils' academic and personal development gives them a good preparation for their future economic well-being.

Leadership and management are good. The headteacher has developed strong teamwork and encourages others to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. The school has brought about good improvement since the last inspection, especially in the development of its team of young subject leaders. It knows that the key to raising standards further is to improve pupils' writing. The school has a good capacity to improve further and provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

The effectiveness of provision in the Foundation Stage is good and children make good progress. Children are well nurtured and cared for in a safe and stimulating environment where they enjoy their learning. There are strong links with parents and outside agencies, and staff get to know the children well before they start school. Both the indoor and outdoor curriculum is well planned with a good range of exciting activities that support new learning. After the last inspection, the school developed a stimulating outside work area but this is at a distance from

the classroom and prevents children moving freely between indoors and out, limiting the range of activities that can be offered. Much needed careful plans to develop a designated Foundation Stage area with immediate access to outdoors await implementation. Leadership and management of the Foundation Stage are good and ensure that adults plan well together as a team. Staff have a clear understanding about how young children learn. Good planning is based on the meticulous assessment of children's skills and abilities. As a result, children develop increasing levels of knowledge and skills and become more confident and independent. Children with learning difficulties and/or disabilities make good progress because their needs are quickly identified and support provided.

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

- Raise standards, especially in writing by offering pupils more opportunities to write at length.
- Ensure that all pupils, especially the most able, are challenged in lessons.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Standards are broadly average. At the end of the Foundation Stage, children increasingly reach the levels of development above what is typical for their age, reflecting the good progress made in the Foundation Stage. Since 2005 the trend has been of slightly above average standards at the end of Key Stage 1, reflecting the good progress that the pupils make in Years 1 and 2. The school's results in the 2007 national assessments for Year 2 pupils overall were average, although in writing they were above average. In the national tests at the end of Year 6 in 2007, standards in science and mathematics were broadly average. Standards of writing, especially at the higher levels, were not as high as in other aspects of English. The achievement of Year 6 pupils in 2007 was satisfactory but evidence from the inspection shows that achievement in Years 3 to 6 is now good. Pupils who have learning difficulties and/or disabilities make the same good progress as their peers.

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

### **Grade: 2**

Personal development and well-being, including spiritual, moral, and social development, are good. Pupils have a good understanding of the cultural diversity within Britain today. They enjoy coming to school, work hard and are friendly and polite. They say that they feel safe and secure and bullying is rare, confirmed by inspection findings. Behaviour is outstanding; pupils support one another and work enthusiastically. Pupils know how to stay healthy; they eat healthy lunches and appreciate the opportunities to take exercise. Attendance is satisfactory. There are excellent opportunities to contribute to the school family and beyond. Pupils have a good awareness of the local community and the needs of others. Older pupils look after younger ones, for example, by organising games at playtime. The school council gives pupils a strong voice and it has a major influence on improvements in school. Well developed basic and group work skills help pupils prepare for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good, ensuring that pupils learn well and make good progress. Relationships are good and pupils' behaviour is outstanding. Teachers place a very strong emphasis on developing basic skills, including speaking and listening. Regular opportunities are provided for pupils to work with partners or in small groups. Teachers are skilful in questioning and encourage pupils to develop their thinking. Pupils are encouraged to assess their own and each others' work and this is helping them to make accelerated progress. Work is carefully planned and in most lessons is carefully matched to the abilities of pupils, although in some cases there is insufficient challenge for the more able. The use of information and communication technology (ICT) to motivate and engage pupils is not yet fully developed. Marking of work celebrates pupils' successes and tells them clearly what they must do to improve. A rigorous homework programme supports pupils' learning. Teaching assistants are used well to support individuals and groups.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is varied, meets statutory requirements, and has been designed to motivate and stimulate pupils. There is an increasingly themed approach including developing writing across the curriculum and this has been effective in starting to raise achievement in English. There is two hours of physical education each week, helping pupils to be healthy and all pupils study Spanish and French, widening their knowledge of other cultures. Pupils' personal development is well supported and developed by an effective programme of personal, social, health and citizenship education, and a programme to support the social and emotional aspects of their learning (SEAL). There is a strong programme of enrichment activities and extra-curricular activities which supports learning and extends pupils' skills.

### **Care, guidance and support**

#### **Grade: 1**

The care shown by the school to its children lies at the centre of all the school does and is outstanding. Excellent relationships ensure that all children feel safe and know where to turn to if they need help. Strategies to support vulnerable children are very effective, and those pupils with learning difficulties are rapidly identified and supported with sensitivity. Child protection and health and safety procedures are in place, monitored regularly and applied rigorously. Tracking systems are used well to ensure that academic progress is carefully monitored to identify the next steps in learning. Pupils are clear about their targets and understand what they must do to achieve higher standards. This has had a significant impact on pupils' achievement. Transition arrangements for when pupils enter or leave the school are good. Reports to parents are clear and informative about the progress their children are making.

## **Leadership and management**

#### **Grade: 2**

Leadership and management are good. The headteacher, ably supported by the deputy headteacher and the increasingly effective team of subject leaders, has a clear view of the

school. Self-evaluation is therefore accurate and is reflected in a school improvement plan with appropriate areas for development. Leaders at all levels monitor the quality of teaching and learning, including evaluating pupils' work, to ensure that pupils are doing as well as they can. The development of the capability of a team of young teachers has been a particular success of the school's management. The school use of data is particularly effective and the way the school sets and achieves challenging targets for all pupils is beginning to raise their achievement. Governance is good. Governors contribute well to the development of the school. They get involved in the school's self-evaluation and provide a good level of challenge for school leaders. A very large majority of parents support the work of the school and appreciate what it does for their children. The school has effectively removed the weaknesses identified in the previous inspection, especially with regard to the quality of marking, the refurbishment of the outside play area and the development of subject leaders.

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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 effectiveness of the Foundation Stage	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	3
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?	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
How well 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 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

<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	2
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

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

On behalf of the team, thank you so much for making us welcome when we inspected your school. Conisbrough Station Road Primary School is a good and improving school. The staff care for you extremely well and help you to learn because they want to make your lessons fun and exciting.

We were pleased to see that you work hard and do your best. You come to school regularly and on time and all of you behave well in lessons and in the playground. We think that your behaviour is outstanding. We found that you are very polite and helpful and we enjoyed talking to you about your school. You told us that you enjoyed coming to school and that you liked your teachers. You said you appreciated the activities the school provides for you like the visits to outdoor centres and the seaside. Your parents and carers like the school very much, especially the way your teachers care for you and help you to enjoy your learning.

We have asked your teachers to do two things to make your school even better.

- Help you improve your writing so that you do well in school and when you are adults.
- Make sure that your work is more challenging so you can achieve even more highly.

You can help by always doing your best. Thank you for all your help and I wish you every success in all you do in the future.