

Conisbrough Balby Street Junior and Infant School

Inspection report

Unique Reference Number	106738
Local Authority	Doncaster
Inspection number	324452
Inspection dates	22–23 October 2008
Reporting inspector	Carmen Markham

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)	130
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	Rev Davies
Headteacher	Mr I Henderson
Date of previous school inspection	19 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crags Road Denaby Main Doncaster South Yorkshire DN12 4DX

Age group	3–11
Inspection dates	22–23 October 2008
Inspection number	324452

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Age group 3–11

Inspection dates 22–23 October 2008

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small primary school draws pupils from an area where there is some social and economic disadvantage. The proportion of pupils eligible for free school meals is well above the national average. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The school admits children from the age of three into its Early Years Foundation Stage provision (EYFS). However, only a third of the pupils from the Nursery continue into the Reception class. Almost all pupils are taught in mixed-age classes. The school has a Healthy School 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 school that provides good value for money. Good leadership and management at all levels have resulted in a successful drive to accelerate achievement by enhancing the quality of teaching, assessment and the curriculum. At the same time the school has retained its unique quality as a small happy school where pupils are nurtured and cared for so that they enjoy their learning and see it as fun. These successes demonstrate the school's good capacity to improve further. Parents are pleased with the school and believe that the school is very approachable saying it deals well with any problems that occur.

When children join the school their skills are usually well below those expected for their age but by the end of Year 6, standards are close to being more broadly average overall. Although standards have improved in English and science, they have not improved to the same extent in mathematics and are below average. Science has been a focus for development and standards have been raised; more pupils are now achieving the higher Level 5. All pupils have made good progress relative to their starting points. Recent improvement in overall achievement is the result of effective new strategies to assess pupil attainment which have helped teachers to plan more successful lessons and to set realistic targets for all pupils. However, achievement in mathematics is more limited as targets set for pupils have been too modest. Parents with children who have learning difficulties and/or disabilities typically say that the school does all it can to meet their children's needs and this is reflected in their good progress.

Teaching and learning are good so pupils achieve well. All teachers and learning support assistants are very effective in creating a strong ethos for learning and developing the self-esteem of pupils. They plan well for all pupils so they are able to achieve well in relation to their abilities. Pupils are encouraged to be independent thinkers and learners. The good curriculum meets their needs well as it is practical and pupils are fully involved in their learning and enjoy a challenge. The curriculum also has good provision for enhancing personal and social development and this contributes well to pupils' outstanding behaviour. Pupils are effectively prepared for their future economic well-being. They develop good social skills and learn how to stay healthy and safe. Their skills in information and communication technology (ICT) are well developed and they have a good understanding of how committees work and how people find employment. However, too little has been done to help pupils to experience and understand traditions and cultures beyond the school and its local area.

The care, guidance and support of pupils in school are good. Adults provide good role models. Pupils care for each other, are polite and develop into confident, thoughtful, independent young people. Responsibility is taken on willingly and the organisation of the school council is a model of good practice. Although pupils enjoy school, too many holidays are taken during term time. Consequently, attendance is no better than satisfactory overall.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Nursery make good progress from their exceptionally low starting points. This is because there is a good focus on children's personal and social development, which ensures that they are settled and ready to learn. However, despite the good progress, those that continue to the Reception class often demonstrate skills that are still well below those expected for children of their age. By the end of Reception, children have again progressed well with

three-quarters of children working within expected levels in most areas of learning, although their skills in communication, language and literacy are significantly lower. Children with learning difficulties and/or disabilities also make good progress as they are extremely well supported by learning support assistants. The EYFS is well lead and managed. Organisation is good, planning is thorough and the assessment and tracking of the children's progress is accurate and used well. Parents are encouraged to help their children to learn and transition arrangements are very good. The learning environment is well planned and enables children to develop as independent learners in a safe and harmonious environment. The EYFS is limited by poor accommodation, as the Nursery and Reception classes are housed in separate buildings but staff work hard to overcome these limitations by planning together and having some joint activities.

What the school should do to improve further

- Use challenging targets to further raise standards and accelerate achievement in mathematics, particularly at Key Stage 2.
- Extend pupils' knowledge and understanding of cultures beyond those within the immediate locality of the school.
- Work with parents to improve attendance.

Achievement and standards

Grade: 2

When pupils join Year 1 their skills in reading and writing are often below expectations. They make good progress in Key Stage 1, including developing their reading and writing, to reach standards that are just below average. This good progress continues in Key Stage 2. By the end of Year 6, overall standards are now broadly average and pupils have achieved well from their individual starting points. Achievement in English is much improved and standards are securely average. Standards in science have also improved and are now broadly average with far more pupils reaching the higher Level 5. Achievement and standards in mathematics are starting to get better. However, standards are still below average and progress is satisfactory rather than good, as targets have not contained sufficient challenge.

Personal development and well-being

Grade: 2

Pupils' behaviour is outstanding and they really enjoy school very much and the good range of activities offered. Pupils respond very well to the variety of responsibilities they are given in the school community, particularly in relation to helping each other in the playground and in the dining hall. The school council is very active and represents the community effectively through suggestion boxes and by reporting back on their meetings. The organisation of the council prepares pupils for active citizenship and the world of work in the future. Pupils understand how to stay healthy; they participate well in dance and sporting activities but they are occasionally a little reluctant to make healthy food choices. Overall, pupils' spiritual, moral, social and cultural development is good and they have well developed social skills and make some valuable contributions to the local community. Attendance is broadly satisfactory. The significant number of families who take holidays in term time prevents attendance from being better than this.

Quality of provision

Teaching and learning

Grade: 2

All classrooms are well organised and managed, providing a happy and safe place where pupils are able to make good progress. Pupils are motivated to achieve well as there is a strong emphasis on practical and investigative work. Teachers' planning is very good and it meets the wide range of pupils' needs. Teachers regularly assess pupils' work and check their progress. Questioning is used well to extend learning and staff have high expectations. Good use is made of a range of resources, including ICT. The support provided by learning support assistants is excellent. They are very able and totally committed to helping pupils to learn.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and there is a good emphasis on the development of basic skills. It is well matched to the needs of pupils because there are very good opportunities for pupils to learn through practical experiences. The development of a more creative curriculum also provides greater interest and relevance. There are very good opportunities for ICT, physical education, French and personal, social and health education. Enrichment activities are good in relation to a very active choir, dance and sporting links. These are well attended. Limited reference, however, to cultures beyond the school restricts pupils' preparation for life in a multicultural society.

Care, guidance and support

Grade: 2

Good care, support and guidance underpin pupils' good academic achievement and good personal development. Good pastoral support is provided particularly for the most vulnerable pupils. Safeguarding arrangements meet statutory requirements and there are well established procedures that ensure the safety of pupils. New procedures for the monitoring and assessment of pupils' progress are good and are used well to accelerate achievement. Pupils know their learning targets and what they have to do to achieve them. Good marking ensures that pupils know how to improve their work. Parents are seen as partners in their children's learning and staff work very hard to make them feel welcome in school and to keep them informed about their child's progress and how they can help them to learn.

Leadership and management

Grade: 2

The experienced headteacher provides a clear direction for the school. School leaders and strong middle managers work as a very effective team to ensure that the curriculum motivates pupils and provides them with basic skills and a love of learning. The team is fully aware of the school's strengths and weaknesses and has made sensible plans for improvement, which are now coming to fruition. This has resulted in improvements to the EYFS, assessment, target-setting for pupils and a more creative and relevant curriculum. This has boosted standards in 2008 and led to the good progress seen in school. All pupils are valued and have equal opportunities to participate in all activities and to achieve in line with their abilities. However,

while all barriers to achievement are removed within the school and links with the local community are developed well; little has been done to promote the understanding of cultures and traditions beyond the locality. Governors are supportive of the school but they sometimes do not provide sufficient 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

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?	2
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	1
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	3
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?	3
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	3
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**

I would like to thank you for making me so welcome in your school. You were all very helpful and polite and helped me to find my way around. I admired the beautiful displays of your art work on the walls, especially the work on Roche Abbey. Your target boards are very interesting; they showed me how well you are getting on. I enjoyed talking to you and finding out about your school council. It was a pleasure listening to the very good choir as they sang after school. I thought it was a lovely end to the school day.

I think that the staff all work hard to make your school successful. You attend a good school, achieve well and reach standards that are similar to those reached by children in other primary schools. Staff are good at looking after you and you feel safe and happy in school. You make good progress in lessons because your teachers plan them carefully so you have work that suits you. Teachers also make sure that they involve you in a lot of interesting topics, activities and visits so that you can practise new skills.

Your behaviour is outstanding so you are ready to listen and learn! Well done! You are very considerate and kind to other people and take good care of each other so that you can all really enjoy school. You also know how to stay healthy and safe and make the most of all the exciting activities the school provides during and after school.

One of the reasons for my visit was to see how your school can improve. Although most of you are making good progress, you could do even better in mathematics, so I have asked teachers to see how they can help you to improve your work in this subject in Years 3 to 6. I have also asked the school to do more to develop your experience and understanding of other traditions and cultures in Britain and around the world. Finally, although most of you are good at attending school, some of you could help your progress by coming to school more regularly.