

Scawthorpe Sunnyfields Primary School

Inspection report

Unique Reference Number	106747
Local Authority	Doncaster
Inspection number	324456
Inspection date	8 January 2009
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)	232
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 M Robinson
Headteacher	Mr A Colcombe
Date of previous school inspection	12 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rose Crescent Scawthorpe Doncaster South Yorkshire DN5 9EW

Age group	3–11
Inspection date	8 January 2009
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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 in detail the following issues: the achievement of pupils throughout the school; the personal development and well-being of the pupils; the quality of the care, guidance and support they receive; and the level of challenge provided by the teaching and learning. Evidence was gathered from the school's own self-evaluation; published national assessment data and the school's own assessment records; policies and minutes; observation of the school at work; interviews with members of staff, pupils and governors; and analysis of parents' questionnaires. Other 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 form, were not justified and these have been included where appropriate in this report.

Description of the school

This broadly average sized primary school serves an economically mixed area. It draws some of its pupils from beyond its immediate locality. Almost all pupils are of White British heritage and very few are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average, as is the proportion of pupils entitled to free school meals. The school has received a Healthy Schools Award. The school's Early Years Foundation Stage (EYFS) provision is made up of a Nursery and a Reception class.

Extended provision is available for pupils before and after school. That provision was inspected separately, at the same time as the school inspection, and receives a separately written report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This school gives pupils an outstanding education. This is a school where every pupil is valued and made to feel special. The majority of parents are extremely happy with all the school has to offer, typically commenting: 'I am proud that my children go to such a fantastic school. I would have no hesitation in recommending Sunnyfields to others.'

The school has done extremely well since the last inspection, sustaining exceptionally high academic standards and successfully helping pupils develop outstanding personal and social skills. During their time in school all groups of pupils, including those with learning difficulties and/or disabilities, achieve extremely well and make outstanding progress, relative to their starting points. The proportion of pupils reaching the higher levels in Year 6 national tests is well above national levels and it is often exceptionally high. Challenging targets are almost always exceeded. The school's continued success stems from outstanding leadership and management. The headteacher is an inspirational leader who has the highest possible aspirations for the school and its pupils. The headteacher and assistant headteachers form a great partnership and set very high standards in the continual drive for improvement. High quality teaching and learning is maintained because school leadership ensures members of staff are very well supported and mentored, and that a wide range of strategies are used consistently in the classrooms to maximise pupils' progress. Information gained from rigorous assessments of pupils' work is used to set challenging targets, which clearly show pupils how they can improve their work further. Teachers have very high expectations and skilfully question and challenge pupils in their thinking. Lessons are active, purposeful and move along at a brisk pace. All pupils, and particularly those with learning difficulties and/or disabilities, also benefit from high quality support provided by teaching assistants.

Excellent relationships establish a very positive learning environment where every success is celebrated. As a result, behaviour is exemplary and pupils work with enthusiasm and demonstrate a genuine thirst for learning. A group of pupils agreed that 'We make fantastic progress, because teachers make the learning fun, as well as pushing us along with our work!' The highly effective curriculum interests and engages the pupils and allows them to learn very quickly the key skills of literacy, numeracy and information and communication technology (ICT). Pupils have many opportunities to apply and improve their key skills in real life situations, such as when they take part in the 'technology challenge' or learn in the school's nature area. The curriculum supports pupils' personal development exceptionally well. There are very good opportunities for pupils to learn about safe and healthy practices in their daily lives. School leaders ensure a wide range of initiatives, including visits, visitors, creative activities and ICT research programmes, all of which are used very effectively to promote pupils' understanding of and respect for the wider community.

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent because the care, support and guidance provided by the school are outstanding. Levels of attendance are above average. Procedures for safeguarding pupils meet requirements. Pupils say they feel very safe and secure in school, confident they would find someone to help if they had a problem. In this very nurturing environment pupils grow in maturity and confidence and develop the skills to take a great deal of initiative in school life. They become very thoughtful members of the community, showing high levels of respect for each other and for people of other faiths and cultures. They work extremely well together in teams and they are understandably very proud of their school, explaining, 'Our school is a team and we all take

responsibility.' Pupils know how to stay fit and healthy. They enjoy buying snacks from the healthy tuck shop run by the school council and keeping fit on the recently developed track in the school grounds. Such strengths in personal development alongside the exceptionally high standards attained in basic skills prepare pupils extremely well for their future lives.

School leaders have an extremely good understanding of the school's strengths and an exceptionally clear vision for improvement. Despite its considerable strengths and achievements the school is continually seeking ways to do even better. School improvement initiatives are highly successful because they are founded on very thorough self-evaluation. New initiatives are well thought out and often trialled and evaluated by key staff before they are adopted throughout the school. Systems for monitoring the quality of teaching and learning are very rigorous and help maintain rapid rates of pupils' progress. In addition, school leadership fosters excellent links with a wide range of outside agencies to ensure the best possible support to further pupils' academic and personal well-being. The school develops a very strong partnership with parents. In particular, parents appreciate the very clear guidance they receive on how they can help their children learn. Leadership is further enhanced by the governors of the school. Governors are very committed and provide effective support and challenge and play an increasing part in holding the school to account. The school benefits from their community links and professional expertise.

In light of such strengths and successes the school clearly demonstrates it has excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When they join the EYFS many children's attainment is below national expectations, although there is a wide spread of ability. Very careful assessments ensure learning activities meet the needs of the children very well. The care and attention to children's welfare is outstanding. As a result children feel very safe and secure, grow in confidence in their own abilities and become very proud of their achievements. This was demonstrated when a group of children agreed: 'We're very good at letters and words!' They cannot wait to take part in the wide range of very well-structured learning activities. Staff have very high expectations and all groups of children make very good progress, relative to their starting points. Progress is particularly rapid in communication, language and literacy. The leadership of the EYFS is in transition and the headteacher has ensured that excellent leadership is maintained by working alongside the prospective leader. Children develop extremely positive attitudes to learning, which provides a very solid foundation for learning further up the school. This is very much appreciated by parents, typically commenting: 'My child is thoroughly enjoying being at Sunnyfields and enthusiastically talks about all that has been learnt each day.'

What the school should do to improve further

- The school has rightly identified its priorities for further improvement so there are no further ones to add.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

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?	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
The extent to which 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 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

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 eliminated	1
How well does the school contribute to community cohesion?	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

Thank you very much for making us so welcome when we inspected your school. We enjoyed talking to you and looking at your work. You should be very proud of yourselves, because you work so hard and your behaviour is excellent. You know how to stay fit and healthy and you told us how much you like going on your new track outside and learning in your nature area.

Your school provides you with an excellent education. You make very good progress with your work and reach very high standards when you leave at the end of Year 6. This is because you receive excellent teaching and really enjoy your learning activities. All adults in school work tirelessly for your benefit and look after you very well indeed.

Your headteacher and assistant headteachers lead your school very well. They know exactly what needs to be done to make sure Sunnyfields continues to be an outstanding school.

Keep working hard and enjoying life at Sunnyfields!

We wish you well in the future.