

# Canon Popham Church of England (VA) Primary and Nursery School

## Inspection report

<b>Unique Reference Number</b>	106768
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	324462
<b>Inspection date</b>	4 March 2009
<b>Reporting inspector</b>	Robert Robinson

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.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	253
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gil Robinson
<b>Headteacher</b>	Mrs Vicki Stinson
<b>Date of previous school inspection</b>	17 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Balk Edenthorpe Doncaster South Yorkshire DN3 2PP
<b>Telephone number</b>	01302 884465

<b>Age group</b>	3–11
<b>Inspection date</b>	4 March 2009
<b>Inspection number</b>	324462

**Fax number**

01302 890623

**Age group** 3–11

**Inspection date** 4 March 2009

**Inspection number** 324462

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage. The following issues were inspected: standards and pupils' achievement, the quality of teaching, the curriculum and the impact of leadership and management. The inspectors collected information from lesson observations; examination of pupils' work; responses to parental questionnaires; interviews with staff, pupils and governors; and scrutiny of documents. 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, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average-sized primary school. The socio-economic circumstances of the area it serves are more favourable than average. The proportion of pupils eligible for free school meals is well below average as is the number of pupils with learning difficulties and/or disabilities. Almost all pupils come from White British backgrounds. No pupils are at an early stage of learning English as an additional language. The school has gained the Activemark and Healthy Schools awards. An Early Years Foundation Stage unit has opened since the last inspection adjacent to the main building to provide accommodation for children from the Nursery, previously a distance away, and the Reception. There have been many recent changes of staffing including in the Early Years Foundation Stage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Canon Popham Primary provides a good education for its pupils. The good leadership of the headteacher and deputy headteacher have moved the school forward positively since the last inspection. An effective management team has been established. Links with other schools and educational providers, particularly with the local secondary school, are well established and this benefits pupils' education, especially in sporting activities. Equality of opportunity is promoted well. For example, the curriculum has been enhanced to ensure that no groups of pupils are disadvantaged.

Pupils' achievement is good, including those with learning difficulties and/or disabilities. Standards are above average at the end of Year 2 and have risen since the last inspection. Standards at the end of Year 6 improved in the 2007 national tests to be well above average with strengths in reading, writing, mathematics and science. In the tests at the end of Year 6 in 2008 standards were lower than in the previous year though these pupils made good progress in Year 6. Present standards in Year 6 are above average.

The quality of teaching and learning is good and is supported by an effective curriculum which meets the needs of all groups of pupils. On entry to Year 1 pupils' attitudes to learning are good and standards are at the level normally expected of pupils of this age. In Years 1 and 2 pupils make good progress. Lessons are planned thoroughly and linked to pupils' prior attainment. Small-group work is well organised. For example, in Year 2 exciting practical investigations, geared to each individual's level of attainment, provide challenging opportunities for all to extend their skills in weighing and problem solving. In Years 3 to 6 pupils continue to make good progress. Teachers question pupils well and encourage them to discuss their learning with others. Quick-fired questioning to individuals keeps all on task and checks understanding. The pace of learning is brisk. The curriculum develops pupils' skills in each subject well. Purposeful links are made between subjects to add greater reasons for learning. For example, in a mathematics lesson, pupils shared ideas with partners while others used computers to extend and practise mathematical skills or to develop measuring expertise by making pizzas. Pupils worked extremely enthusiastically whether independently, in small groups or with staff. Behaviour and attitudes to learning in this lesson were first rate.

Pupils' personal development is good overall. Pupils' spiritual, moral, social and cultural development is good. Personal, social, health and citizenship education as well as the academic curriculum help pupils to have a good understanding of healthy lifestyles as well as how to keep safe. Behaviour is good and bullying is not an issue. The school council reported that behaviour has improved. Its members stated that pupils are confident to approach any staff if they have a concern. Pupils are proud of the success of their initiative to have a 'worry' box to enable all to have a way to express confidentially any personal problems. Good attendance reflects pupils' enjoyment of school. Pupils take on responsibilities within the community and are increasingly visiting senior citizens in the locality. Pupils invited parishioners to a Fairtrade coffee morning. This enabled the pupils to relate to members of the church community as well as to have a greater awareness of how they can help other international communities. By the time they leave the school pupils are well prepared for the next step of education because of their good grasp of basic skill and positive attitudes to learning.

The school's leadership ensures good care, guidance and support for all pupils. Safeguarding procedures meet current government requirements. Marking of work shows pupils the next

step in their learning. Senior managers are increasingly using statistical information to monitor the progress of individuals and groups of pupils in Years 3 to 6 to accelerate progress and to identify underachievement. The systems in place require further refinement and extension to enable the management to use the information more effectively to help to increase the rate of progress of different groups of pupils from the start of Year 1 to the end of Year 6.

The leadership, including governors, have made impressive improvements to the premises since the last inspection, including refurbishment of classrooms and administrative areas as well as the commissioning of the Early Years Foundation Stage unit. Leaders are fully aware of the need to develop further the learning opportunities in this new provision. Enhanced facilities are now in place for information and communication technology such as an open-plan central computer suite accessible to most classrooms and provision of interactive whiteboards in each classroom. The headteacher's strong leadership has dealt effectively with staffing difficulties including absences. School self-evaluation is strong with clear priorities identified for further development. Subject leaders' role and responsibilities have been extended. The recent appointment of a community cohesion coordinator shows the school's proactive approach to developing further its existing good practice to raise pupils' understanding of local, national and international communities. The checking of learning has raised expertise and consistency of approaches to teaching resulting in more even rates of progress through Years 1 to 6. Parents are overwhelming supportive of all aspects of the school's work. Leaders' track record demonstrates clearly the school's good capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Provision in the Early Years Foundation Stage is satisfactory. Most children enter the Nursery with broadly expected levels of skills though few children are lower attainers. Children achieve satisfactorily. By the end of Reception most are working at levels typical of this age. The provision has been enhanced particularly well with the opening of the purpose-built Early Years Foundation Stage unit. The quality of teaching is satisfactory as are learning opportunities and leadership and management. Children have ample opportunities to work outdoors. For example, children excitedly searched for small creatures using magnifiers to observe any they found. They develop mark-making skills using chalk on the tiled outdoor wall surfaces. Indoors the full potential of the building has not been fully exploited to provide purposeful, challenging activities to whet children's interest in learning. For example, staff have yet to create exciting role-play areas, provide challenging tasks linked to children's level of attainment or attractively display children's work to celebrate their achievements to spur them on to improve. The balance of activities led by adults or selected by children is appropriate. Group work with staff soundly develops basic skills. However, some tasks available for independent learning lack challenge and are not suited to children's ages. Staff assess regularly pupils' learning but assessments are not always planned precisely enough to identify the next step of learning for individuals or groups of children. Pastoral care and the welfare arrangements for the children are good. Relationships between children and with staff are warm. Children behave well and enjoy school. As a result, children's personal, social and emotional development is fostered well. Parents appreciate the care taken of their children and their introduction to schooling.

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

- In the Early Years Foundation Stage plan challenging activities which increase the pace of learning and extend what children know.

- Develop the use of pupils' attainment data throughout the school to check on and improve the rates of progress made by different groups still further.

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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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
The attendance of learners	2
The behaviour of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<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 eliminated	2
How well does the school contribute to community cohesion?	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**

Thank you for welcoming the inspection team to your school. Your school gives you a good education and cares for you well. The headteacher runs the school well and is helped by the deputy headteacher, staff and governors.

In the Early Years Foundation Stage children settle well and enjoy learning. These children achieve satisfactorily as the teaching is satisfactory. To help children in the Early Years Foundation Stage make faster progress I have asked the school to provide tasks which challenge them and quickly extend what they already know.

In Years 1 to 6 you make good progress. Standards by the end of Year 2 have improved and are above average. Present standards in Year 6 are also higher than are found in many other schools. The headteacher and staff are already using information about your attainment to check on your progress in Years 3 to 6 to accelerate your progress. I have asked the school to do more to find out how well different groups, such as boys and girls, are making progress as they move up through the school. This will help the staff to make sure you are all achieving as well as possible.

I appreciated talking to you about your work and watching you learn. I was particularly impressed by your good behaviour and interest in lessons. You enjoy learning and appreciate all the school provides. I trust that you will keep doing your best and work with the headteacher and other staff to help them to continue to improve the school. I wish you well for the future.