

# Canklow Woods Primary School

## Inspection report

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<b>Unique Reference Number</b>	131696
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	328635
<b>Inspection dates</b>	23–24 September 2008
<b>Reporting inspector</b>	Philip Cole

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	186
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 Mike Jennings
<b>Headteacher</b>	Mr John Henderson
<b>Date of previous school inspection</b>	27 March 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>	Wood Lane Canklow Rotherham South Yorkshire S60 2XJ
<b>Telephone number</b>	01709 828405
<b>Fax number</b>	01709 837873

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<b>Age group</b>	3–11
<b>Inspection dates</b>	23–24 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a community close to the centre of Rotherham but geographically isolated from it. The community is one of the most deprived in the country and three times the national average of pupils are entitled to free school meals. Almost all pupils come from White British backgrounds although about 10% of pupils come from a variety of different backgrounds and many of these speak English as an additional language. Over a third of pupils are identified as having learning difficulties and/or disabilities. Most of these pupils have behavioural, emotional and social problems. The school has achieved Advanced Healthy Schools and Activemark awards.

Because of longstanding stubbornly low standards and pupils' inadequate progress the local authority (LA) exercised its powers of intervention in April 2008. To support the head of school, the LA placed the school in a federation with a local outstanding school. Both schools are now led by this executive headteacher and the federation's executive governing body oversees the work of the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is now a satisfactory school that is showing strong improvement. This is a result of the local authority's decisive action in creating the federation and the impact made by its inspirational executive headteacher. He has transformed the school's culture to one of enthusiastic confidence that believes it can succeed in enabling its pupils to reach their full potential.

Provisional results in the Year 6 national tests in 2008 for English, mathematics and science were dramatically better than the school had ever achieved before. For many years standards at the school had been among the lowest in the country, but in 2008 they improved enormously. This represents outstanding achievement for those pupils, who entered school with prior attainment that was poor compared with what was normally expected for their age. It also put down a marker for what pupils in the school are capable of achieving when they are provided with very effective teaching and support. The attainment of other pupils remains well below average although there are clear indicators that the progress they make is beginning to accelerate. For example, Year 2 pupils achieved noticeably better in both reading and writing than they had done previously. This resulted from the effective programmes introduced and implemented last year by the head of school to improve their reading skills and their understanding of sounds and letters. Overall achievement is satisfactory.

A number of aspects of pupils' personal development are good but the poor attendance of a significant number of pupils means that overall it is only satisfactory. Pupils feel safe, enjoy school and often show enthusiastic involvement in lessons. Their behaviour is good, they all get on well together and have a good understanding of what they need to do to keep fit and healthy and out of harm's way. The strengths in their personal development reflect the good levels of care provided by all staff and particularly the impact of the very effective learning mentors, who ensure that the many vulnerable pupils in school are able to participate fully in its life. Despite its best efforts the school has failed to improve attendance rates on its own and it is now embarking on joint action with other services to try to tackle this and other barriers to learning.

The quality of teaching and learning is satisfactory. Improvements have been made to teaching as a result of previous support programmes provided by the LA. These have helped to ensure that lessons are now clearly focused on what pupils should learn and tasks are often well matched to the needs of different groups. In addition, teachers' marking of pupils' work provides pupils with good guidance on how they can make it better. The targets that teachers provide are successfully helping pupils to take the next steps in their learning. However, progress in some lessons is no better than satisfactory because more could be asked of pupils, the pace is pedestrian or not enough is done to make sure all pupils are actively involved. The satisfactory curriculum is increasingly being based on interesting visits and direct experiences that motivate pupils and stimulate their desire to learn.

The executive headteacher leads by example, and his enthusiastic 'can do' approach has transformed staff morale. He has won the respect and confidence of staff, parents and governors and shown through the provisional 2008 results what can be achieved. The re-energised leadership team and the effective new executive governing body are making increasingly valuable contributions to school improvement. School self-evaluation is realistic and is used well to inform developments. There is a clear understanding of what needs to be done and a

determination to ensure that the excellent start made by the federation is built on and that success is sustainable. The school is now well placed to make the improvements needed to achieve this.

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

### **Grade: 3**

Children enter Nursery with skills and abilities well below those expected of children of their age with many showing very little independence. Their attainment at the end of the Early Years Foundation Stage (EYFS) is well below average and progress is satisfactory overall. Adults in the Nursery are successful in quickly settling the children, encouraging them to play cooperatively and helping them to develop basic personal skills. Progress in developing their language and mathematical skills is slow because the provision is not always sufficiently based on what children need to learn. In the Reception class, progress across the areas of learning is faster because provision is now sharply focused on what children will be learning and tasks are appropriately matched to this. In contrast to the free-flowing approach in the Nursery, sessions in Reception are much more formal and often adult led. This is accelerating progress, but limits the opportunities for children to initiate their own learning through appropriate play-based activities. Assessment is used effectively to inform planning in Reception but less so in the Nursery. Children in both classes are well cared for and relationships with parents are positive. The leadership of the EYFS is sound but has not yet ensured that there is continuity in the provision between the classes.

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

- Raise standards in English, mathematics and science.
- Ensure that the teaching in all lessons enables pupils to make consistently good progress.
- Improve attendance.
- Ensure faster progress for Nursery children in language and mathematical development and that children in the Reception class have more opportunities to initiate their own learning through play-based activities.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

For many years, with the exception of the 2005 national test results in Year 6, standards have been significantly below national averages in both Key Stage 1 and Key Stage 2. During this time, progress made by pupils through the school had been inadequate. In 2007, for example, the achievement of Year 6 pupils was in the lowest 1% of schools nationally. The still continuing poor performance of pupils prompted the intervention by the LA. The impact of the new arrangements was dramatic and immediate. Following well implemented intervention programmes, the executive headteacher worked alongside the Year 6 teacher. This joint effort produced a dramatic improvement in results that far exceeded the school's expected targets. Although these results have raised everyone's expectations, much remains to be done to ensure that deficits in other year groups' learning are made up and standards are sustained. There is evidence from the school's tracking over the last academic year that progress is satisfactory and improving as teaching becomes more effective. Pupils with learning difficulties and/or

disabilities and the few who speak English as an additional language make the same general progress as other pupils.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory overall. Most aspects are good but pupils have a limited understanding of the different cultures found in modern Britain and the wider world. Pupils' positive attitudes, good behaviour and enjoyment of school all contribute well to their ability to learn but the poor attendance of some pupils has an adverse effect on the progress they make. Pupils enjoy helping around school, participating in school developments through the school council, and, for example, working with learning mentors and parents to grow plants for sale and vegetables for the school's kitchen. Despite many positive personal qualities, weaknesses in pupils' basic skills and the weak attendance of some means their future economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is now satisfactory overall. Across the school some lessons benefit from being purposeful and well focused. Teachers make clear to pupils what they will be learning and what they should be able to do by the end of each lesson. This works well and ensures that pupils work with their teachers to achieve what has been planned. The tasks that different groups are given are usually appropriately matched to their needs and those who need extra help are supported effectively by teaching assistants. In the well taught lessons pupils are also expected to be actively involved in discussions, to work hard and to complete challenging tasks. In these lessons pupils make good progress. Progress is no better than satisfactory when teachers are less effective in injecting a lively pace into their teaching and do not demand enough from pupils. They do not always ensure that all pupils are actively involved in whole-class sessions and this slows their learning.

### **Curriculum and other activities**

#### **Grade: 3**

Overall, the curriculum meets the needs of pupils satisfactorily. The support given by learning mentors to vulnerable pupils and those new to the school, who may, for example, find English difficult, is good and enables these pupils to engage effectively in learning. Programmes are also now being provided that are designed to push the more able pupils on and are helping these pupils to make better progress, but more remains to be done here. A major priority of the executive headteacher is to make learning interesting, relevant and fun. As a result, a much greater emphasis has started to be placed on stimulating pupils' desire to learn through regular well chosen visits, visitors to school and access to high quality resources. This is leading to many pupils working at a good standard in subjects across the curriculum, for example, observational drawings in art. Effective links through the federation and with local schools support enrichment, for example, in the provision of modern foreign languages in Key Stage 2 and opportunities for learning skills in football, dance and rounders. The school is currently setting up a link with a school in South Africa to help improve pupils' understanding of different cultures and ways of life.

## Care, guidance and support

### Grade: 2

Adults work hard to ensure that pupils are safe and happy in school. Pupils are confident that they can talk to an adult who will sort out their problems. This to a great extent reflects the work of the learning mentors, who provide excellent support to the many pupils who have been identified as vulnerable. The school works well and increasingly closely with others to tackle not just issues in school but also to improve the welfare of the local community. Partners include the school nurse, the educational welfares service, secondary schools and LA services, such as the police and social services. There are now weekly multi-agency meetings with these partners and 'drop-in' sessions are arranged for parents. The school rightly sees this broader approach as essential if problems that have been barriers to pupils' success in the past are to be overcome. The progress made by pupils is tracked carefully and steps are taken to support those who need it. Assessment is also used well to generate targets that are designed to help pupils take the next steps in their learning.

## Leadership and management

### Grade: 2

The executive headteacher provides outstanding leadership. He has transformed the morale of staff, the school's ethos and successfully placed high expectations at the top of the school's agenda. He sets an excellent example through the effectiveness of his own teaching and through his consistently positive and supportive approach in helping teachers improve their practice and their leadership roles. Members of the leadership team demonstrate a growing confidence in their ability to help the school move forward and together with the rest of the staff wholeheartedly share the executive headteacher's vision for the future. Members of the new executive governing body have a good understanding of the school and are determined that it will successfully overturn its poor record and play a major role in lifting the fortunes of the community.

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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?	3
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?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<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>	3
The extent of learners' spiritual, moral, social and cultural development	3
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	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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**

On behalf of the inspection team I would like to thank you all for making us so welcome when we visited your school. We enjoyed talking to you and were pleased that you feel well cared for and safe. We were impressed with your good behaviour and understanding of what you need to do to keep fit, healthy and out of harm's way. It is clear that everyone in school does their best to look after you and to help you improve. Many of you said how useful you found the comments that teachers make when they mark your work and how the targets are helping you to take the next steps in your learning.

In the past, results in the national tests have been very disappointing and it was wonderful to see how well Year 6 did in their tests last year. What an improvement!

I have asked the school to make sure the improvement is continued this year and into the future. I think that you are beginning to make better progress because your lessons have a sharp focus thanks to 'WALT' and you are given work that matches what you need to learn. In the good lessons where you make good progress, teachers make sure you finish your work and think hard, so that you are all fully involved. In other lessons, when these things don't always happen, progress is not as good. I have asked the school to make sure all your lessons enable you to make good progress. Although many of you have good attendance, too many of you miss days and this stops you doing as well as you could. I would, therefore, like all of you to attend well and have asked the school to make sure this happens.

I think that children in the Nursery could make better progress and that children in Reception do not have enough opportunities to learn through activities they choose for themselves. I have asked the school to improve both of these things.

I was really impressed with your school's new leadership team and with how well all the staff and governors are working to make things better in school and I am confident that all of you will benefit from their efforts in the future.