

Rossington Pheasant Bank Junior School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 106688 |
| Local Authority | Doncaster |
| Inspection number | 336724 |
| Inspection dates | 19–20 January 2010 |
| Reporting inspector | Anna Dawson |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 304 |
| Appropriate authority | The governing body |
| Chair | Mrs Jill Parsons |
| Headteacher | Mr Mark Panting |
| Date of previous school inspection | 0 November 2007 |
| School address | West End Lane Rossington Doncaster DN11 0LP |
| Telephone number | 01302 868252 |
| Fax number | 01302 863843 |
| Email address | head@pheasant.doncaster.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and spent about 60% of the time looking at learning. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment and monitoring information, curriculum planning and the school improvement plan. In addition, 40 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively leaders are working to raise standards in writing
- if there is sufficient challenge for the lower attaining and the most able pupils
- the extent to which all leaders are involved in promoting school improvement
- if the school is doing all it can to raise attendance
- the effectiveness of the curriculum provision.

Information about the school

This is a large junior school. There is an above average proportion of pupils eligible for free school meals. Almost all pupils are from White British backgrounds and two pupils are receiving support for learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and of those there is a below average proportion of pupils with a statement of special educational needs. The headteacher was appointed in September 2009. The school has gained an Eco-School award. The school provides before school care.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. It is a caring, friendly school and provides a well-ordered learning environment for pupils and is supported well by parents. Staff and the governors share the headteacher's vision for school improvement. Self-evaluation is accurate and gives managers and governors a clear picture of the school's effectiveness. The staff wholly support the school and work together with a commitment to raise standards and pupils' achievement. The relatively new senior leadership team has introduced a number of initiatives to achieve their goals. However, the leaders' skills in monitoring and evaluating the success of these initiatives in terms of outcomes for pupils are currently underdeveloped.

In 2009, attainment at the end of Year 6 was broadly average in English, mathematics and science, which is still the case from pupils' work seen during the inspection. This represents satisfactory achievement from pupils' starting points when they entered school in Year 3. The achievement of pupils has risen since 2008 as the rate of progress, particularly in reading and mathematics has improved. Writing remains the weakest aspect and is a priority for development across the school for all pupils. Pupils' individual targets are not challenging enough to raise standards effectively in writing. The progress of the more able and lower attaining pupils in English, mathematics and science slows when the work planned does not meet their needs.

The care, guidance and support of pupils are good. The school places a high emphasis on taking care of and supporting pupils, particularly those with special educational needs and/or disabilities and those who are more vulnerable. Consequently, because of the support they receive, these pupils achieve as well as others.

Teaching is satisfactory overall. Teachers have good relationships with pupils and manage them well. The quality of teaching and learning is inconsistent, which is the main reason why pupils' progress is satisfactory rather than good or better. Teachers assess pupils' work accurately against National Curriculum levels but where teaching is satisfactory, they do not always set challenging enough work to meet the needs of the more able and lower attaining pupils. When it is good or better, pupils get just the right amount of work to challenge them to make good progress and they know how to improve their work.

Pupils enjoy school, many comment that 'learning is fun', particularly as lessons are becoming more relevant and interesting. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Behaviour is good and pupils respect and care for one another. Pupils feel safe and adopt a healthy lifestyle. Attendance is below average. Leaders and governors have worked hard to raise attendance and have had some

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success in reducing the number of absences. However, they have not been successful in conveying the importance of regular attendance to a few but significant number of parents whose children are persistently absent.

The curriculum is satisfactory. The provision for pupils' literacy, numeracy, and information and communication technology (ICT) skills is satisfactory overall but limited opportunities exist for pupils to develop their writing skills across the curriculum. Music provision is a strength and there are a wide range of enrichment activities, making an effective contribution to pupils' enjoyment and achievement. The school has the essential systems in place and a vision and commitment to improve further.

What does the school need to do to improve further?

- Raise standards in writing across the school by:
 - ensuring that work is matched to pupils' needs and evaluated against challenging targets
 - providing more opportunities throughout the curriculum for pupils to write at length.
- Improve the achievement of the more able and lower attaining pupils in English, mathematics and science by:
 - always planning work matched to the pupils' needs
 - improving teachers' knowledge of how to use assessment to raise achievement.
- Develop the leaders' skills in monitoring and evaluating the actions taken to improve outcomes for pupils.
- Continue to work with parents to raise their awareness of the importance of regular attendance and help them get their children to school.
- About 40 % of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and achieve satisfactorily to attain broadly average standards. The national results show in 2009 that while most pupils attained the expected standards in English, mathematics and science, some of the more able pupils and the lower attaining could do better. In English, writing is the weakest aspect and pupils' progress is generally slower than in reading. In lessons where learning is good or better, the work set for pupils is just right and they achieve well. However, at times the work is either too easy for the most able and too hard for lower attaining pupils, which limits pupils' achievement. Pupils who have special educational needs and/or disabilities achieve as well as others because of the help they receive.

Pupils say they feel safe and know who to ask for help. The vast majority are confident that any problems or concerns are quickly resolved. Behaviour is generally good. Pupils are caring and supportive of one another and play and work together well, which is

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reflected in their good moral and social development. Pupils' cultural and spiritual development is satisfactory. Pupils are becoming increasingly aware of their own and others' cultures and reflect on their own experiences. For instance, pupils respond imaginatively to pieces of music such as 'Albatross', discussing their feelings and creating accompaniments. Pupils understand how to eat healthily and take regular exercise, enjoying the wide range of extra-curricular sports on offer. Parents as well as pupils endorse the school's policy for health, which is evident in practice in the high take-up of school meals and pupils' attendance at sporting events and clubs.

Pupils make a satisfactory contribution to the school and wider community. Older pupils, acting as playground leaders, are keen to help younger ones, playing games with them during breaks. The school council feel they are listened to and contribute to school development but meet infrequently. Pupils take on responsibilities such as helping staff with small tasks and managing a school shop. The school has successfully attained the 'Eco-School' bronze award which is reflected in pupils' understanding of environmental issues. A school allotment is being developed with the help of a local charity. The school is working hard to improve pupils' basic skills. Skills in information and communication technology are developing well as a result of strong teaching to systematically build skills, knowledge and understanding. The school is becoming increasingly involved in enterprise and community initiatives such as the 'RSPB' bird watch and an enterprise competition.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|--|----------|
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹ | 3 |
| | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teachers create a friendly, calm and orderly learning environment and relationships are good. There are differences in teachers' expectations of what pupils can achieve, which are occasionally too low or too high. Where teaching is satisfactory, work set is often too hard or too easy and this slows the progress of the more able and lower attaining pupils. Teachers' marking, although supportive, does not always give these pupils a clear picture of how to improve their work. In writing, there are few opportunities for pupils to practise their writing skills in all subjects. Consequently, pupils attain writing skills at a slower rate than in reading. In better lessons, there is a good pace to learning because all pupils are challenged well to improve. Teachers build effectively on pupils' previous learning and ensure they clearly understand what is taught before they move on.

The curriculum satisfactorily prepares pupils for their next stage of learning. Provision for music is a strength. A great number of pupils play an instrument and benefit from specialist music teaching. Pupils develop adequately their basic skills of literacy, numeracy, and ICT, although there are not enough opportunities for problem solving and writing across different subjects. There are some good examples of links made between subjects that interest and motivate pupils but this is inconsistent. For example, pupils in Year 6 say that their project to develop an animation film is enjoyable as they combine their skills in writing, problem solving, art and ICT. Curriculum enrichment is extensive and adds to pupils' enjoyment in learning.

The school provides a safe and caring learning environment and parents are appreciative of the care and support their children receive. There are effective transition arrangements for pupils entering the school and pupils say they feel well prepared to move to their next school. Support for the most vulnerable pupils and those with special educational needs and or/disabilities is effective. The learning mentors make a positive contribution to the well-being of the pupils. Attendance has shown an upward trend until this term where it dips considerably, partly because of adverse weather and illness. The school has measures in place, which have proved successful in reducing absenteeism overall but a small but significant minority of pupils are still persistently absent. The school is working with parents to overcome this weakness.

These are the grades for the quality of provision

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|---|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 3 |
| | 3 |

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| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The leaders and managers place a high priority in providing a supportive, caring and safe environment. The new leadership of the school is successfully focused on raising standards and achievement. The staff are committed to ensure that all pupils have equal opportunities and access to the curriculum. They take good account of any barriers to learning that may exist for the potentially vulnerable pupils and those with special educational needs and/or disabilities. There are well-developed systems to track pupils' progress. The staff make accurate assessments of pupils' work. However, weaknesses in teaching and learning have yet to be ironed out so all pupils make good progress, especially in writing. Targets are not sharp enough or accurately enough matched to pupils' needs to raise standards effectively. This is partly because senior leaders have not yet acquired the necessary monitoring skills to effectively evaluate and improve weaknesses.

The provision for community cohesion is satisfactory. The developing links with the community and other schools is enabling pupils to acquire a growing awareness and appreciation of diversity. The school has a good partnership with parents and carers overall. The parent support adviser plays a key role in developing curriculum courses for parents and involving parents in school projects. There is an effective partnership with outside agencies to meet the needs of pupils particularly those who are most vulnerable. Governors are supportive of the school and fulfil their statutory duties. Procedures for safeguarding pupils and the vetting of staff meet requirements. Governors are involved in school self-evaluation and know the school's main strengths and areas for development. Governors recognise they need to evaluate pupils' outcomes in more detail to enable them to effectively support the staff and pupils in order to raise standards further. Resources are used appropriately to support learning and there is careful financial management. In relation to pupils' outcomes, the school provides satisfactory value for money.

These are the grades for leadership and management

| | |
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| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |

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| | |
|--|----------|
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

The vast majority of parents are supportive of the school and comment positively about the quality of care their children receive and say that their children enjoy coming to school. They are made to feel welcome in school especially if they have any worries or concerns. A few parents had concerns about pupils' behaviour, but the inspection finds that most pupils behave well and that when incidents occur they are being well managed. Parents generally get good information about their children's work. However, a very small minority would like more information about their children's progress and to be more informed about how they can help their children at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rossington Pheasant Bank Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 14 | 35 | 23 | 58 | 3 | 8 | 0 | 0 |
| The school keeps my child safe | 21 | 53 | 18 | 45 | 1 | 3 | 0 | 0 |
| The school informs me about my child's progress | 8 | 20 | 25 | 63 | 6 | 15 | 0 | 0 |
| My child is making enough progress at this school | 8 | 20 | 28 | 70 | 3 | 8 | 0 | 0 |
| The teaching is good at this school | 11 | 28 | 27 | 68 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 8 | 20 | 27 | 68 | 5 | 13 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 9 | 23 | 28 | 70 | 3 | 8 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 9 | 23 | 27 | 68 | 3 | 8 | 0 | 0 |
| The school meets my child's particular needs | 10 | 25 | 27 | 68 | 2 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 9 | 23 | 26 | 65 | 4 | 10 | 1 | 3 |
| The school takes account of my suggestions and concerns | 10 | 25 | 24 | 60 | 2 | 5 | 2 | 5 |
| The school is led and managed effectively | 11 | 28 | 26 | 65 | 2 | 5 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 12 | 30 | 25 | 63 | 1 | 3 | 1 | 3 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Rossington Pheasant Bank Junior School, Doncaster, DN11 0LP

Thank you for the friendly welcome you gave us when we came to inspect your school. We enjoyed meeting you and seeing the interesting things you do. You are lucky to have lots of additional opportunities in the many after-school clubs and it is very pleasing to see how many of you enjoy them. We judged your school to be satisfactory overall but with a number of good things.

- Your behaviour is good. You are polite and respectful to your teachers and to others.
- The care that is provided by adults is good so that you feel safe and looked after.
- You enjoy the healthy food prepared for lunch and take opportunities for plenty of exercise.
- There is a good partnership with your parents, and the vast majority of them support the school.

We know that your teachers are going to look carefully at the progress you make to make the school even better. We have asked them to help you to improve your writing. We have also asked them to make sure that the work they give you is set at the right level to help you make better progress. We have also asked the school to continue to work with some of your parents to make sure you all attend school regularly. You can all help by making sure you get to school and by trying even harder. We would also like all the leaders' to develop their skills in monitoring the things they put into place to help you do better.

Yours sincerely

Mrs Anna Dawson

Lead inspector

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