

Rossington Tordedale Infant School

Inspection report

Unique Reference Number	106698
Local Authority	Doncaster
Inspection number	336726
Inspection dates	5–6 July 2010
Reporting inspector	Rosemary Eaton

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Tracy Fiddler
Headteacher	Mrs Tracey Wild
Date of previous school inspection	11 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine lessons taught by seven different teachers and held meetings with pupils, staff and governors. They observed the school's work and looked at samples of pupils' work, safeguarding policies and records, assessment information, and the school's improvement plan. The 71 questionnaires returned by parents and carers were analysed along with those from the staff.

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

- the effectiveness with which teaching and the curriculum promote boys' writing and the attainment of the most able pupils
- the impact of actions to improve the outdoor provision in the Early Years Foundation Stage
- the rigour with which the school promotes regular attendance and its effectiveness in reducing the absence of individuals and in the school as a whole
- the accuracy of self-evaluation and the extent to which all leaders and governors are involved in this work.

Information about the school

This is a smaller than average sized primary school. An above average proportion of pupils are known to be eligible for free school meals. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. Children in the Nursery attend for either morning or afternoon sessions. Some of these children move to another school at the end of the year. Two teachers share the role of deputy headteacher. The school has gained Healthy Schools status and has the Leading Parent Partnership Award. Registered childcare, provided before and after school, is managed privately and inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

The pupils at this happy and vibrant school are well-rounded individuals who enjoy learning and behave considerately towards each other. They feel safe in school and are understandably confident that the staff look after them well. Pupils are ready and willing to lend a helping hand by acting as classroom monitors, picking up litter in the village, or raising money to support a school in Gambia. The relevant and motivating curriculum, which has improved markedly since the previous inspection, helps to ensure that pupils are extremely well informed about issues related to healthy lifestyles. However, although they understand the difficulties faced by children in Gambia, for example they say children there are 'very poor and need things to play with', pupils are given insufficient opportunities to work and play with children in this country who are from communities that are different to their own.

Children make good progress during both the Early Years Foundation Stage and Key Stage 1. By the end of Year 2, attainment is above average overall, although pupils' skills in writing are less well developed than those in reading and mathematics. Teachers plan interesting lessons, organising activities that closely match the needs of all groups of pupils. They sometimes miss opportunities to promote better quality writing, such as by using examples of pupils' work to show them how they can make it more interesting and effective.

Strong and thoughtful leadership has ensured that all the members of the staff team share high expectations and are determined to keep the school moving forward. This drive is supported by rigorous systems to evaluate the impact of the school's work, providing a clear picture of particular strengths and where more improvement is needed. Plans to tackle these relative weaknesses are thorough and effective. As a result, developments in teaching and the curriculum since the previous inspection have led to improvements in the performance of boys and the higher attaining pupils. Altogether, there is ample evidence of the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in writing by ensuring that teachers:
 - provide more demonstrations of how pupils' writing can be made more interesting
 - plan for pupils to talk more often in small groups or pairs in order to help them clarify and extend their ideas for writing.
- Provide more opportunities for pupils to meet children whose cultural heritage is

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different to their own.

Outcomes for individuals and groups of pupils

2

From their first days in the Nursery, children learn to think and act for themselves so that by the time they are in Key Stage 1 they are accustomed to working independently. For example, they use information and communication technology without fuss, helping each other rather than relying on adult support. They particularly like practical activities and enjoy a challenge. 'Cool!' exclaimed one pupil on hearing that the task was about to get harder. Pupils are happy to share and take turns and they listen attentively to each other and to adults. They persevere with tasks but occasionally the pace of learning slows when teachers fail to inject variety and work for some becomes too repetitive.

By the end of Year 2, attainment is typically above average in reading and mathematics but average in writing. Although boys do not attain as well as girls in writing, the school's data indicates that the gap has narrowed substantially and is smaller than the gap nationally. All groups of pupils achieve equally well. There is no indication of underachievement by higher attaining pupils, as was the case at the time of the previous inspection. Pupils with special educational needs and/or disabilities make good progress. By the end of Year 2, many in this group have made such good progress that they no longer need extra help.

Pupils are remarkably aware of how to be healthy and very keen to point out the advantages of balanced meals, walking whenever possible and wearing hats when out in the sun. During sports day, they drank water at regular intervals and raced with great energy and enthusiasm. The school council has written a health and safety policy for the pupils and the gifted and talented writers' group produce a school newsletter as part of their contribution to the school community. The Year 2 pupils explain how they are getting ready for moving to the junior school, by doing harder work and sitting together on the classroom carpet for longer. Additionally, they learn to apply their skills to help them to solve problems. The number of absences rose this year as a result of several outbreaks of childhood illnesses. However, the attendance of nearly all the pupils who had previously been causing concern improved significantly. Pupils play and work happily together, with no hint of antagonism between different groups. They agree that they do not meet many children who are not White British. This limits their cultural development.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Working relationships between staff and pupils are very positive. Adults are encouraging and pupils enjoy the praise and rewards they receive. Teachers seldom have cause to intervene and correct pupils' behaviour but when necessary they act quickly to ensure, for example, that there is no shouting out of answers. Effective questioning is one of the teachers' particular skills. Questions that begin with 'how' and 'why' are used regularly to challenge pupils to think hard and explain their ideas to the rest of the class.

Sometimes, but not often enough, pupils are asked to talk with their neighbour, providing opportunities for each one to put their thoughts into words. Pupils' work is assessed carefully and pupils are regularly reminded about their individual targets and how they can meet them. Classroom displays celebrate pupils' achievements, including good quality examples of their writing. However, teachers do not consistently show pupils how a piece of writing might be improved, for example, by adding interesting details.

The school has worked very hard to develop the curriculum and it now has many strengths. For example, pupils help to determine what they learn about during work on topics such as 'The Seaside'. Topics are chosen so as to appeal to boys as well as girls. Visits are planned carefully to extend learning and visitors regularly share their knowledge and enthusiasm. Partnerships enable the school to provide experiences it would otherwise be unable to offer. A charity donated resources that made it possible for all pupils and many parents to take part in gardening workshops during 'outdoor learning week'. These 'theme weeks' allow pupils to focus intensively on a particular aspect of learning. During 'multi-culture week', pupils enjoyed learning about food and

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music from Africa, but they have few planned opportunities to mix with children from different communities.

Each child is known well to all staff. This enables adults to notice immediately any indications that a child might be unwell or unhappy and hence take the necessary action to ensure their well-being. Constructive links with a wide range of agencies enhance the care and support the school staff provide, including for pupils with special educational needs and/or disabilities. Particular attention is paid to supporting pupils whose circumstances make them potentially vulnerable. Effective arrangements allow children to settle in quickly when they join the school and look forward with confidence to the move to junior school. The procedures to promote regular attendance are very comprehensive. Each pupil's record is monitored carefully and parents and carers are invited to work with the school when concerns emerge. Although the attendance of individuals often improves as a result, the school is not content with its average attendance rates.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Although the headteacher and deputy headteachers take the lead in monitoring the school's work, other leaders are increasingly involved and all staff share the task of evaluating the success of plans to promote improvement. A few key governors, notably the chair, also play an active part in identifying strengths and weaknesses, but governors have noted the need to develop their monitoring role and have suitable plans in place to achieve this. The headteacher has devised an excellent system to track pupils' attainment and progress as they move up through the school and to compare the performance of different groups. The school's commitment to providing all pupils with equal opportunities and to tackling all forms of discrimination leads to decisive action when anomalies are noticed. Consequently, as a result of enhanced support, the attainment of pupils with summer birthdays has improved considerably this year. A range of planned actions has successfully brought different groups of parents and carers into school to work together and has supported partnerships between local schools in order to promote stronger community cohesion. The school reaches out into the wider world through its links with a Gambian school. All staff receive good quality training in safeguarding children and systems work well. The parent support adviser plays a critical role by working with parents and carers who may be experiencing difficult

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circumstances. Pupils learn about personal safety and their rights and are given the confidence to speak out when they are unhappy.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they join the Nursery, children's skills are often below average. They make good progress in all areas of learning so that by the end of Reception, most are working within the levels expected for their age. The Early Years Foundation Stage leader has used assessment data well to identify that children's knowledge and understanding of the world is comparatively under-developed and is devising plans to tackle this weakness. Children enjoy learning, because staff provide a good range of motivating activities. Topics such as 'The Jungle' provide the stimulus for painting, role play, and writing, for example. The outdoor area has developed very well and offers a lively environment in which to learn and have fun. Children become increasingly independent as they take part in sessions during which they decide what they are going to work on, complete the activity, and then review their learning. Occasionally, they spend too long listening to what others are planning to do, rather than learning more actively. Staff use questions well to encourage children to think hard, use their imagination and express themselves. Skills, such as linking letters and sounds, are taught systematically and effectively. Adults make frequent written observations of children and use these to plan the next steps in learning. Leadership is based firmly on good understanding of the needs of young children. This ensures that staff pay good attention to children's welfare and work closely with parents, for example, offering weekly 'stay and play' sessions.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The positive views expressed by nearly all those responding to the questionnaire are reflected in the inspection findings. For example, inspectors confirm that teaching is good and pupils are kept safe. A few parents and carers feel that unacceptable behaviour is not dealt with well. The inspectors are not able to endorse this view.

During the inspection, no unacceptable behaviour was observed and pupils responded quickly when teachers prompted them to remember classroom rules such as clearing away the resources they had used.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rossington Tornedale Infant 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 168 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	77	15	21	1	1	0	0
The school keeps my child safe	49	69	22	31	0	0	0	0
The school informs me about my child's progress	39	55	32	45	0	0	0	0
My child is making enough progress at this school	45	63	24	34	2	3	0	0
The teaching is good at this school	49	69	22	31	0	0	0	0
The school helps me to support my child's learning	41	58	29	41	1	1	0	0
The school helps my child to have a healthy lifestyle	43	61	24	34	2	3	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)	41	58	25	35	1	1	1	1
The school meets my child's particular needs	43	61	27	38	1	1	0	0
The school deals effectively with unacceptable behaviour	40	56	26	37	3	4	0	0
The school takes account of my suggestions and concerns	30	42	39	55	1	1	0	0
The school is led and managed effectively	40	56	30	42	0	0	1	1
Overall, I am happy with my child's experience at this school	50	70	20	28	1	1	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



7 July 2010

Dear Children

Inspection of Rossington Tordedale Infant School, Doncaster, DN11 0NQ

Thank you for being so friendly and helpful when the inspectors visited your school. We enjoyed seeing you working and playing. We thought you all did very well on sports day. Yours is a good school. Here are some of the best things about it:

¿ you behave well and do a lot to help other children, people who live near the school, and the school in Gambia

¿ you told us that you feel safe and we could see that the adults take good care of you

¿ you learn a great deal about how to be healthy and we noticed that you enjoy eating vegetables and fruit and taking exercise

- you make good progress in your learning because you have good teaching
- the teachers make sure you have lots of interesting activities
- the youngest children get off to a good start in the Nursery and Reception classes
- your headteacher and all the staff have lots of good ideas for making the school even better and they work hard to give you all such a good education.

We have asked the school to do two more things:

- help you to make your writing as interesting as you can
- find ways for you to meet children who are from different backgrounds to most of you.

We send our best wishes to each one of you.

Yours sincerely

Mrs Rosemary Eaton

Lead Inspector

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