

Scawsby Saltersgate Infant School

Inspection report

Unique Reference Number	106703
Local Authority	Doncaster
Inspection number	336728
Inspection dates	12–13 October 2009
Reporting inspector	Robert Jones

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	316
Appropriate authority	The governing body
Chair	Mr John McCabe
Headteacher	Mrs Julie Howe
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at lesson observation records, school policies, pupils' individual education plans, monitoring and evaluation documents, assessment information and questionnaires from parents and carers.

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

- the extent to which the school has promoted community cohesion
- how information and communication technology (ICT) is extending learning for pupils
- the progress of children, particularly boys, in the Early Years Foundation Stage
- the opportunities available for pupils to develop their speaking and listening skills in lessons.

Information about the school

This is a larger than average infant school serving the Scawsby area of Doncaster. The proportion of pupils eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is average, but fewer than average have a statement of special educational needs. Most pupils are of White British heritage. The school provides for the Early Years Foundation Stage in one Nursery and three Reception classes.

The school has gained the Investors in People status and the Healthy Schools Award.

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

This is a good school, with many key features that are outstanding. Children get off to a flying start in the Early Years Foundation Stage and make good progress. They take part in engaging activities indoors which stimulate their curiosity and they are well supported by caring adults. The outdoor provision, however, is not accessible during inclement weather and there are sometimes not enough opportunities to extend learning to the outdoor areas.

Pupils begin in Year 1 with skills that vary from year to year, but that are generally at average levels. They make outstanding progress to leave in Year 2 with standards that are high. Pupils with special educational needs and/or disabilities also make outstanding progress. Pupils demonstrate outstanding awareness of how to remain safe and how to lead a healthy lifestyle. Behaviour in classes and around the school is exemplary, making for an orderly, friendly and peaceful environment in which mutual respect and cooperation are very much in evidence. There are ample opportunities for pupils to make outstanding contributions to the community, such as being a member of the school council or a playground helper. Many pupils take holidays during term time which means attendance has been on a declining trend. Attendance is, however, satisfactory.

The good teaching is characterised by engaging tasks which are often tailored well to the different abilities in the classroom. The outstanding use of assessment underpins why outcomes overall are outstanding, particularly the exceptional progress pupils make. The good curriculum is enhanced by a rich programme of extra-curricular activities and visits of interest. There is a good range of interventions designed to boost the abilities of pupils with special educational needs and/or disabilities. 'The school takes very good care of my daughter,' sums up one parent's views on the good care, guidance and support provided by the school. Excellent systems are in place to ensure that any pupils at risk of underachieving are identified quickly. This means that no pupil underachieves and nearly all make exceptional progress. All staff have a shared sense of responsibility in ensuring that all pupils perform as well as they can. Equal opportunities are promoted to an outstanding level. Any groups of pupils who begin to fall behind with their work are targeted to ensure that all have an equal opportunity to succeed. Pupils with special educational needs and/or disabilities are exceptionally well integrated into all activities.

All staff contribute to the self-evaluation process. Since the school's last inspection, there have been substantial improvements, most notably in the standards reached by pupils and the progress they make. This track record of improvement illustrates well the ambition and drive of the leadership. As a result of this rigorous self-evaluation, the school is aware of the issues which need development, particularly with regard to

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outdoor provision in the Early Years Foundation Stage. This illustrates well the good capacity the school has to sustain its improvement.

What does the school need to do to improve further?

- Improve the provision for outdoor learning in the Early Years Foundation Stage by :
 - enhancing the outdoor area to make it usable in all weathers
 - ensuring that children have continual access to the outside areas and that planning is clear what outdoor opportunities are available for each topic.
- Raise attendance by :
 - working with parents and carers to ensure that holidays are not taken during term time
 - helping pupils to understand the importance of regular attendance
 - linking the rewards systems to attendance.

Outcomes for individuals and groups of pupils**1**

Pupils begin in Year 1 with average standards and leave at the end of Year 2 with high standards. This represents outstanding progress which has been consistently maintained over several years. All groups of pupils make outstanding progress, including those with special educational needs and/or disabilities. Progress is consistently outstanding in reading, writing and mathematics. During the inspection, this outstanding progress was very apparent, particularly in the quality of writing. Pupils make outstanding contributions to the school and community. The very active school council, playground helpers and pupils' participation in assemblies help pupils to increase in confidence and accept responsibility readily. Pupils say how very safe they feel in school and they can explain to each other about 'stranger danger' and road safety. They are very well aware of the importance of daily exercise and enthusiastically take part in the vigorous 'wake and shake' activities. In lessons and around the school, pupils are thoughtful and reflective. They welcome new pupils who sometimes do not speak English, with the result that these pupils make friends and settle very quickly into their new surroundings. Pupils show good awareness of other cultures due to occasional visits from members of diverse communities and activities to promote cultural awareness within the curriculum, such as religious education. Overall therefore, pupils' spiritual, moral, social and cultural awareness are good. Attendance rates have been declining and have been severely affected by holidays taken during term time. High standards of literacy and numeracy mean that pupils' economic well-being is good.

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

Lessons are often fast paced and provide good challenge to all groups of pupils. There are ample good opportunities for pupils to develop their speaking and listening skills. In one lesson, for example, pupils had to discuss with their partners what autumn colours could be put into a painting. Teachers ask pupils searching questions which require them to answer in full sentences, building up their speaking and reasoning skills. Interesting activities are planned for all abilities of pupils. Assessment and target setting are rigorous. Through discussions with the teacher, pupils are left in no doubt what they need to do to improve their work.

The curriculum has strengths in continuing play-based learning from the Early Years Foundation Stage into Year 1. Extra-curricular activities, such as the gardening club, enhance the curriculum and are very well attended. ICT is well used to extend learning in the classroom. On occasions, teachers' own knowledge of information and communication technology (ICT) is lacking, with the result that pace of learning is sometimes lost. The curriculum for pupils with special educational needs and/or disabilities is very effective in ensuring that these pupils make outstanding progress. There are many very good opportunities in the Year 2 curriculum for pupils to make good links between subjects, but these are not so well developed in the Year 1 curriculum. There is scope to enhance the curriculum further through better partnerships with the neighbouring junior school and special school.

Good arrangements are in place to ensure that pupils are kept safe and secure. There are also good arrangements in place to ensure that there is a smooth transition to junior school. Pupils with communication difficulties are supported well, for example through

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the use of sign language by pupils in the class and by teaching staff. Similarly, pupils at the early stages of learning English as an additional language are well supported by outside agencies and teachers. Outside agencies also contribute well to the support of pupils with behaviour-related problems. Individual education plans for pupils with special educational needs and/or disabilities however, lack sharpness in their target setting and are not reviewed often enough.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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?

The headteacher has engendered a highly successful team spirit among all staff. The school has secured outstanding outcomes for pupils. Central to this success are the very rigorous procedures for assessment. The dedicated team of subject leaders take the responsibility of maintaining high standards and outstanding rates of progress very seriously. They hold regular meetings to monitor standards with all staff, who in turn have a shared sense of responsibility in ensuring that pupils' achievement remains outstanding. The school has made good progress from the issues raised at the last inspection, most notably in the abundant opportunities now available for pupils to develop their speaking skills in lessons. The use of ICT is now well integrated into the curriculum, although there are still some gaps in teachers' knowledge of ICT. Equal opportunities are promoted to an outstanding level. Clear equality plans ensure that no pupils are disadvantaged in any way and any perceived discrimination is tackled decisively. The school takes effective steps to ensure that the safeguarding of pupils is given high priority. Pupils with special educational needs and/or disabilities are actively encouraged to take part in extra-curricular activities and are completely integrated into the life of the school. Effective measures, however, have not been taken to address pupils' attendance, which is now at an average level and declining. Although the school has attempted to improve attendance, these attempts have so far not yielded positive results, and plans to remedy this situation are not sharp enough. Community cohesion is promoted well, for example through family learning and 'reading buddies' where members of the local community listen to pupils read. The school has carried out a thorough audit of how it contributes to community cohesion and has good plans in place to develop this further.

Governors are provided with good information on pupils' achievement and are able to challenge the school well as a result. They have good knowledge of safeguarding,

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ensuring that policies and procedures for risk assessments and safeguarding are reviewed regularly and kept well up to date.

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	2
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	1
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

Children enter the Nursery with skills that vary from year to year, but which are usually below average levels. They make good progress to leave with skills that are in line with national expectations. This prepares them well for their next stage in learning. An emphasis on collaborative learning through play ensures that children make good progress in their personal social and emotional development. Communication, language and learning have improved significantly over the last three years owing in particular to an emphasis on developing writing skills. Safeguarding is afforded the highest priority in this safe, secure environment. Children are well supported by caring adults and are given interesting, varied tasks to do which link all areas of learning, including ICT. For example, a group of children buzzed with excitement having successfully sequenced a group of illustrations to tell the story of The Three Little Pigs, taking digital photographs of their finished work. The outdoor areas are not accessible during inclement weather though. Additionally, the three Reception classes and one Nursery class do not have equal free access to the outdoor areas and this restricts the scope of learning and children's experiences. The setting is well managed, with all adults contributing well to the frequent and rigorous assessment of children's development. Planning, however, does not always explicitly state how outdoor learning opportunities can be integrated into learning. Thorough analysis is undertaken of emerging weaknesses and swift action is put into place to remedy them. For example, actions to tackle weaknesses in boys'

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literacy were successful, resulting in them now making as much progress as girls.

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

Most parents and carers are supportive of the school's work. 'My son makes excellent progress and loves coming to school', is a view expressed by many. Other positive comments regarded the school's good understanding and respect for different faiths. Many parents and carers responded to the questionnaire, and their very positive comments were confirmed by inspection evidence, particularly with regard to the outstanding progress made by pupils in Key Stage 1. A very small minority of parents and carers raised negative issues, which included procedures for communicating with the school and requests for improvements to school trips and visits. No parents and carers raised serious concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scawsby Saltersgate 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	69	54	31	0	0	0	0
The school keeps my child safe	118	67	54	31	2	1	0	0
The school informs me about my child's progress	82	46	92	52	4	2	0	0
My child is making enough progress at this school	98	56	74	42	0	0	0	0
The teaching is good at this school	114	64	62	35	0	0	0	0
The school helps me to support my child's learning	106	60	64	36	4	2	0	0
The school helps my child to have a healthy lifestyle	114	65	58	33	2	1	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)	102	59	68	39	0	0	0	0
The school meets my child's particular needs	94	54	78	45	0	0	0	0
The school deals effectively with unacceptable behaviour	100	57	68	39	2	1	0	0
The school takes account of my suggestions and concerns	78	46	82	48	4	2	0	0
The school is led and managed effectively	108	63	54	32	2	1	0	0
Overall, I am happy with my child's experience at this school	120	69	52	30	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



Thank you for your warm welcome when we came to inspect your school recently. We enjoyed our time at Scawsby Saltersgate very much, especially the discussions we had with many of you. This letter is to tell you about what we found out about your school and how your teachers and you can make it an even better place.

You go to a good school, but lots of things about it are outstanding (this is another 'wow' word meaning really, really good). Children in the Nursery and Reception classes make good progress and the rest of you make outstanding progress. Your behaviour in lessons and around the school is brilliant. I was very impressed by your kindness to each other and how you follow your golden rules. You certainly know how exercise, and what foods, keep you healthy. You enjoy school very much because of the very interesting things your teachers plan for you to do. We feel that the school takes very good care of you and your parents and carers agree. To improve the school, I have asked Mrs Howe and staff to do the following.

- Improve the outside areas in the Nursery and Reception classes so that children can learn lots of things outside as well as inside.
- Work with your parents and carers so that you attend school regularly and don't miss out on important school work.

You can help by being the delightful children you are today and by making sure you attend school regularly.

With very best wishes for the future

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