

# Town Field Primary School

## Inspection report

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<b>Unique Reference Number</b>	106731
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	336730
<b>Inspection dates</b>	21–22 September 2009
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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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 of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Johnson
<b>Headteacher</b>	Mrs Helen Bellinger
<b>Date of previous school inspection</b>	7 July 2007
<b>School address</b>	Thorne Road Doncaster South Yorkshire DN1 2JS
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited every class, with 19 lessons being observed in total, and held meetings with governors, staff, pupils, parents and local childminders. They observed the school's work and looked at a wide range of school documentation, including development planning, self-evaluation records, policies, performance data and 112 parental questionnaire returns.

whether the improvements in Year 6 attainment over the past three years have been consolidated across all year groups

the consistency of good teaching across all subjects and the extent to which previous areas of weakness have been overcome

how well the curriculum and care, guidance and support respond to the often complex needs of pupils, especially those whose first language is not English

how well focused and informed leaders and managers at all levels are about the drive for improvement

whether welfare policies are maintained up-to-date and reflect practice within the school.

## Information about the school

This is a larger than average primary school. It has a high proportion of pupils whose first language is not English, representing over 20 different ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above the national average. A higher than average proportion of pupils leave or join the school at various stages of the year. The provision for the Early Years Foundation Stage is within one Nursery and two Reception classes. The school underwent significant staffing upheaval two years ago, resulting in temporary leadership at a variety of levels. The current headteacher has been in post for two terms. The school holds a variety of awards, including Artsmark Gold, Healthy Schools and International School status.

**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 that has returned to its previously good level of performance following a significant dip in recent years. Staffing has been restructured and leadership at all levels consolidated. The recently appointed headteacher has driven improvement forward dramatically, with achievement now securely good and some aspects of the schools' work being outstanding. Its capacity to improve further is good, with extensive self-evaluation showing what impact actions are having and highlighting areas for future development.

A particular strength of the school is its ability to cater for the needs of the many pupils who enter, often at various stages during the school year, not speaking English as their first language. Outstanding partnerships with parents, carers and professional agencies result in their full integration into a harmonious, friendly and supportive learning environment. The promotion of equal opportunity and racial integration within the school is excellent. Pupils respond by contributing very well to the running of the school, taking on many responsibilities. This extends to their involvement with the local community and, as a result, parents value very highly the work of the school. Pupils are cared for very well, are provided with extensive activities to broaden their experiences and their spiritual, moral, social and cultural development is outstanding.

The majority of children enter the Early Years Foundation Stage with knowledge, understanding and skills below that typical for their age, especially in language and personal development. Whilst progress is good here, the area of outdoor learning remains underdeveloped, as resources are limited and learning is not always planned effectively. Good progress is made by all groups within the rest of the school, including those with special educational needs and/or disabilities. All groups of pupils leave the school with standards that are broadly average. Standards in English last year rose to slightly above average. Given pupils' attainment on entry this represents good achievement. The ability of some pupils to apply the skills they have developed in literacy and numeracy to new areas of learning is, however, underdeveloped. As a result, they are not fully prepared to respond to the challenges of the next stage in their education.

The schools' safeguarding practices are very secure and both pupils and parents are overwhelmingly of the view that children are safe and well cared for. However, some aspects of guidance and policies in relation to pupils' welfare are in need of updating and have not been regularly reviewed.

**What does the school need to do to improve further?**

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- Improve outdoor learning in the Early Years Foundation Stage by providing better resources and planning more effective activities.
- Ensure that all policies and guidance relating to pupils' welfare are up-to-date and regularly reviewed.
- Help pupils to more effectively apply the skills developed in literacy and numeracy to new areas of learning so that they are fully prepared to meet the challenges of the future.

**Outcomes for individuals and groups of pupils****2**

Test and teacher assessment data for the last three years shows that pupils reached broadly average levels across their subjects by the time they left the school. No groups were identified as having underachieved, although science was a weakness.

In the majority of lessons observed, current pupils show that they are making good progress and learning is both secure and appropriate to their age. The improvement drive has been embedded across all year groups and standards are broadly average, and sometimes better within all classes and subjects. Pupils acquire new knowledge, develop their understanding and learn new skills well. There are good relationships within lessons and behaviour is good, although in a small number of cases pupils become restless when teaching activities become too lengthy. Progress within literacy lessons is especially good, helped by the extensive support from highly effective specialist language teaching assistants and the wide range of additional intervention programmes that are in place. Previous weaknesses in science have been overcome with a major review of teaching strategies and the introduction of the 'Talking Science' programme that links with literacy development. Standards in science are now close to the national average and progress is good. The school's extensive tracking system shows that all classes are on track to meet the challenging targets the school has set itself. Specific monitoring of groups with special educational needs and/or disabilities is carried out by the school and progress for these pupils is also shown to be good, helped by the extensive support they receive and the well targeted teaching.

Pupils clearly enjoy the majority of their learning. Some are able to learn independently, but others find it difficult to transfer what they have learnt in some lessons to new learning situations. Together with the limited use of computers recently due to upgrading of facilities, workplace and other key skills that contribute to pupils' future economic well-being are underdeveloped.

Pupils who arrive part way through a school year quickly settle down and this enables them to continue with their learning effectively. The school is a warm, welcoming and calm place that has high expectations of its pupils. They respond by willingly taking responsibility for many aspects of school life, resulting in significant changes to the way the school operates. They are also highly involved in working with the local community in fundraising, supporting the elderly and involving them in school events. Attendance is no better than satisfactory, despite vigorous efforts by the school to improve it. Lengthy term-time absences by some families returning to their home country impact upon the

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figures.

There are clear boundaries for what is right and wrong and the Social and Emotional Aspects of Learning programme helps pupils' personal development significantly. The extensive use of art work, drama, sporting activities and four major residential visits for complete year groups contributes to pupils' outstanding spiritual, moral, social and cultural development.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching is consistently good across most of the school, with a small amount that is satisfactory and some that is outstanding. Previous areas of weakness have been overcome. There are common strengths in teaching, such as good relationships, good pace, challenging activities that meet the needs of pupils well and the wide use of praise and encouragement. These support pupils as they try hard to do their best. Teachers have good subject knowledge and most use this and different approaches successfully to make learning interesting and meaningful. All teachers use interactive whiteboards to bring lively resources into the classroom, whilst in the best lessons role play and partner

<sup>1</sup> 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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work are used regularly to engage pupils actively in their learning. Classes are given weekly personal development targets, as well as specific learning objectives in the key areas of literacy and numeracy. Older pupils know what level they are working at in English and mathematics, and marking is usually supportive of their learning.

Challenging targets are set for each year group and assessment data well used by teachers to shape their teaching and target support with teaching assistants. A minority of lessons lack the pace and challenge of others, however, and activities do not fully meet the needs of all pupils. Progress slows in these lessons as a result.

The curriculum is planned carefully and is responsive to pupils' needs. They receive a well-balanced range of experiences which enables them to make good progress and enjoy their learning. Links between subjects are growing, but this has not yet been developed into a whole-school approach. Careful thought is given to ensure equal opportunities for all learners and to provide support for vulnerable groups. The curriculum meets the needs of those pupils who speak English as an additional language, and they are supported very well. There is a wide range of extra-curricular activities which are taken up enthusiastically by all groups of pupils within the school. This contributes to their good understanding of what it means to lead a healthy lifestyle and reflects the school's Healthy School's award.

The levels of care, guidance and support provided by the school are good and for some groups of pupils, including the most vulnerable, are outstanding. Transition arrangements for pupils joining and leaving the school are also excellent and highly appreciated by parents. The school works extremely well with a wide range of agencies to support pupils in their learning. The success of this provision is seen in the progress that these groups make by the time they leave the school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a clear vision for the school and, through a programme of challenge and purpose has dramatically driven its improvement further forward over the last year. She communicates this ambition very well to staff, parents and pupils and they are all highly supportive of her leadership. This energy is beginning to be embedded at other levels within the school. The leadership and management of subject teaching and learning is good and becoming more consistent, helped by good self-evaluation practices. Safeguarding requirements are met and the school provides a secure

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environment for learning. Governors support and challenge the school well, although the review of some policies relating to pupils' welfare has not been sufficiently frequent, resulting in some guidance being outdated. The school's promotion of equality and tackling of discrimination is outstanding, reflecting its highly inclusive practices. Its partnerships with other agencies and with schools through Project Doncaster are highly effective and contribute significantly to both the quality of teaching and learning and pupils' personal development. Community cohesion at local level is outstanding and the school has growing links internationally, reflecting its International Award.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Comprehensive induction arrangements, including many home visits, ensure that children and their parents receive a warm welcome and children settle happily in the safe and secure environment. This is also true for those who enter at times other than normal. Throughout their time in the Early Years Foundation Stage children achieve well and make good progress in all areas of learning. By the time they enter Year 1, the majority have reached levels of learning expected for their age. This is because of the good teaching they receive, in an environment which caters well for their needs. Support for those whose first language is not English is extensive. Teachers communicate regularly with parents and are well aware of the children's interests. Teachers plan a good range of activities that children enjoy, with a good balance between those they direct and ones that children choose for themselves. From an early start where many display immature behaviour, children leave as confident learners who



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play and work together well.

Leadership and management of the Early Years Foundation Stage are satisfactory. Teachers regularly assess day-to-day learning and use this information well to plan the next steps in learning. Staff are beginning to put together learning journals to share with parents how well their children are doing. The outdoor area is easily reached from all indoor classrooms, but the resources are tired and there is no covered area to protect children from bad weather. This means that the amount of time children are able to spend outside is restricted and limits opportunities to further enhance and develop their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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	3

**Views of parents and carers**

Parents who returned questionnaires or who spoke to the inspection team are very happy with the school. They consider that the school has a highly dedicated team of staff and that the new headteacher leads and manages the school very well. They agree that the school has a warm, friendly atmosphere and that their children make good progress. Behaviour is considered to be good and a real strength of the school is the care and support provided for those with disabilities and those whose first language is not English. Inspectors fully support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Town Field Primary 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	169	75	52	23	4	2	0	0
The school keeps my child safe	150	67	68	30	4	2	0	0
The school informs me about my child's progress	109	50	98	45	7	3	0	0
My child is making enough progress at this school	103	47	100	46	6	3	2	1
The teaching is good at this school	130	59	78	35	6	3	0	0
The school helps me to support my child's learning	119	54	92	42	6	3	0	0
The school helps my child to have a healthy lifestyle	111	50	99	45	4	2	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)	96	45	95	44	11	5	0	0
The school meets my child's particular needs	101	46	106	48	6	3	0	0
The school deals effectively with unacceptable behaviour	86	40	107	50	12	6	2	1
The school takes account of my suggestions and concerns	86	41	101	48	11	5	0	0
The school is led and managed effectively	108	50	91	42	4	2	0	0
Overall, I am happy with my child's experience at this school	137	62	77	35	4	2	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Inspection of Town Field Primary School, Doncaster, DN1 2JS

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Town Field Primary is a good school and there are some things about it that are outstanding. You get a good start to your learning in the Early Years Foundation Stage and make good progress there as a result of the good teaching and care you receive. This continues into the main school where teaching, the subjects that you cover in lessons and the help that you get from the many adults means that you leave having made good progress in all areas of your learning. Those of you who arrive with little English are especially well supported and many of you make very good progress in this respect. You know what it means to lead a healthy lifestyle, say you feel safe and valued and your spiritual, moral, social and cultural development is outstanding. This is helped by the wide range of visits, many involving you staying away from home, that the school provides as part of your learning. The school has developed excellent links with your parents and carers, as well as with other partners to help you in your learning. You take a very active part in helping run the school and in the local community. Well done!

The headteacher, governors and staff work effectively together to make your school successful. I have asked them to consider three things that I think will help make it an even better place to learn:

- improve outdoor learning in the Early Years Foundation Stage by providing better resources and planning more effective activities
- make sure that all policies and guidance to teachers and helpers in the school is fully up-to-date and regularly reviewed
- help you to more effectively transfer the skills you have developed in literacy and numeracy to new areas of learning so that you are fully prepared to meet the challenges of the future.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

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