

Hatfield Travis Church of England Infant and Nursery School

Inspection report

Unique Reference Number	106766
Local Authority	Doncaster
Inspection number	336737
Inspection dates	7–8 January 2010
Reporting inspector	Kathleen Yates

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Mr R Silvester
Headteacher	Mrs Elizabeth Hallett
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and a group of pupils. They observed the school's work, two acts of collective worship and a meeting of the school forum. They looked at a range of school documentation including policies and procedures, the school's improvement plan, pupils' current work and assessment data. The 118 parental questionnaires returned were analysed.

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

- the quality of teaching and the use of assessment throughout the school
- how rigorously leaders and managers at all levels carry out their monitoring and evaluating roles
- the impact of innovations to the curriculum on pupils' learning
- how effectively the school is promoting community cohesion.

Information about the school

This is an average size school which serves a diverse area on the outskirts of Doncaster. The proportion of pupils with special educational needs and/or disabilities is average, while the proportion of pupils who have a statement of special educational needs is above average. The proportion of pupils who are entitled to free school meals is lower than average. There are few pupils from minority ethnic groups or who speak English as an additional language. A small number of Traveller children attend the school. The Early Years Foundation Stage comprises a Nursery and two Reception classes.

The school has been accredited with awards which recognise its success in helping pupils to adopt healthy, active lifestyles and for ensuring all pupils are equally valued.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. All pupils achieve extremely well because no stone is left unturned by adults in their determination to help every pupil succeed. Within a strong Christian ethos, all pupils are regarded as 'gifted and talented' and given every opportunity to thrive in their field. Teaching and learning are outstanding. All staff, including teaching assistants, are proficient in using assessment to move pupils on quickly to the next stage of learning. Self-evaluation is rigorous and accurate. All of the above features, alongside the school's consistent track record of maintaining high standards over time, demonstrate an outstanding capacity to continue to improve and to provide excellent value for money.

All pupils, including those with special educational needs and/or disabilities, Traveller children and the few pupils from minority ethnic backgrounds make extremely good progress. By the time they leave, pupils reach consistently high standards in reading, writing and mathematics. This represents outstanding achievement from their starting points. Standards in information and communication technology (ICT) lag somewhat behind and the school has rightly identified the need to address this in its most recent plans for development.

The very rich curriculum is at the very heart of the school's success. It is extremely well devised and focuses on the development of key skills. Pupils have an excellent understanding of healthy lifestyles and they make an outstanding contribution to the school and the wider community. Their spiritual development is outstanding. Attendance is average and rapidly improving because of the school's consistent drive to ensure pupils attend school as often as they can. Leadership and management are excellent and are enhanced by outstanding partnerships, both with local schools and with outside agencies.

What does the school need to do to improve further?

- Raise standards in ICT so that they are closer to those attained in reading, writing and mathematics.

Outcomes for individuals and groups of pupils

1

Pupils enjoy school a great deal because teachers take extremely good account of their interests and varying abilities. Pupils quickly settle to their work and progress extremely well. They readily talk about what they are learning and why. Their behaviour and attitudes are good and contribute much to their outstanding achievement. They work

well in pairs, in groups and independently. The progress pupils make in relation to their capabilities is outstanding. Pupils with special educational needs and/or disabilities also achieve exceptionally well because of their sharply focused and precise individual educational plans, the rigorous monitoring of their progress and the timely intervention and expertise of dedicated support staff. Pupils' current work shows that their overall attainment remains high in speaking and listening, reading, writing and mathematics. Hence, they are well prepared for the next stage in their education. Their skills in ICT are less well developed, particularly in the use of computers for research and in establishing global links.

Pupils feel safe and well cared for. They have an excellent understanding of the importance of leading a healthy lifestyle and a good awareness of moral, social and cultural issues. Acts of collective worship and 'Prayer and Praise' sessions are extremely well prepared and led, and children demonstrate most thoughtful and considerate responses to opportunities for prayer and reflection. Their contribution to the local community is outstanding.

These are the grades for pupils' outcomes

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	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	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?

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

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

Teachers have very high expectations of pupils, they are eager to ensure that pupils do well, often setting them challenging time limits to complete tasks. Skilled teaching assistants make a valuable contribution: they frequently lead small groups and boost pupils' learning significantly, through clearly focused tasks. All staff regularly use questions to challenge pupils' thinking and pupils develop confidence to answer in full sentences, using new vocabulary meaningfully. Resources and displays are imaginatively chosen to stimulate interest, for example, a full-sized pedal car prompts enquiry skills in a transport topic. Many practical tasks demand that pupils develop the skills to work both independently and as team members, so that they are well equipped with life skills to solve problems. Assessment information is used to the full so that once a skill is mastered, pupils are quickly moved on to new challenges.

The school has been immensely successful in reorganising the curriculum so that it is very closely linked to the specific skills pupils are to learn across a range of subjects. Staff plan activities very purposefully and very good use is made of the outdoor environment. The use of topics is well established. Subject workshops promote enjoyment and pupils have many opportunities to work creatively alongside pupils from other classes and to learn from members of the community. For example, there was a very good response from parents and grandparents in the, 'Get your grown up gardening!' project. There is a wide range and excellent take up of enhancement activities which are open to all. The school forum is an innovative feature of provision for pupils' personal development where regular discussion takes place, for example, to heighten their awareness of rights and responsibilities.

Care, guidance and support for pupils are good. The highest priority is given to developing pupils' self-esteem in a secure, friendly, happy environment. This caring ethos results in happy children who thoroughly enjoy school life. Their good behaviour is underpinned by regular reference to class rules and the high expectations of all adults. Good partnerships with parents ensure they are well informed about their children's progress. The school works extremely well with a wide range of external support agencies. As a result, pupils with special educational needs and/or disabilities, and other potentially vulnerable children, receive excellent support which enables them to get the best out of their learning. There are outstanding procedures for introducing children to the Nursery and Reception classes and for ensuring their smooth transition into Key Stage 1 and on to local primary schools.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	<p>1</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>1</p>
<p>The effectiveness of care, guidance and support</p>	<p>2</p>

How effective are leadership and management?

Leadership and management are outstanding because all leaders effectively communicate ambition and have a thorough understanding of the school's strengths and areas for further development. The headteacher, deputy headteacher and members of the senior management team, provide clear direction for the school. There is excellent teamwork in a structured and stimulating environment, where all staff have tremendous respect for one another's skills. Curriculum leaders rigorously oversee their areas. All teaching assistants are highly trained and pupils benefit greatly from their enthusiasm and initiative. Governors ensure that the school makes use of this collective expertise to provide excellent outcomes for pupils, both in terms of their personal development and academic standards. Sharply focused school improvement planning and well established practices to identify any area of weakness, ensure that appropriate actions result in impressive outcomes. This is clearly seen in the impact of the school's response to addressing a slight dip in performance in mathematics last year.

Rigorous systems to track pupils' progress are a particularly strong feature of the school. This close attention to tracking contributes hugely to the school's success. The school's commitment to equality of opportunity is excellent. As a result the school thrives in removing the barriers to learning, improving pupils' life chances and in tackling discrimination. Governors are involved in all aspects of school life and fully understand their role in providing appropriate challenge, allowing no room for complacency. They have been instrumental in securing funding which has enhanced the outdoor environment and are now pursuing plans to further improve the accommodation for the Early Years Foundation Stage.

Safeguarding requirements are met satisfactorily; nonetheless, the school acknowledges the need to maintain logs with the same rigour that it applies to the recording of academic performance. The promotion of community cohesion is good; pupils have a thorough understanding of the school community and are developing a growing awareness of national and global communities. The school runs very smoothly on a day-to-day basis because administrative and caretaking staff carry out their duties most efficiently.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. Very effective induction arrangements and close liaison with parents and pre-school settings ensure that children settle very well both in the Nursery and Reception classes. The quality of provision is good. There is an appropriate balance of activities led by adults and of those where children make choices. Children quickly gain confidence and interact well with one another and with adults who present them with consistently good role models. Lesson plans clearly identify what children are to learn and a key feature is the introduction of new vocabulary and the opportunity to use this in allotted tasks. Very good use is made of the extensive outdoor area in all weathers to extend children's experiences in all areas of learning. Leadership and management are good. Regular observations of children's activities inform the next stage in learning accurately. Staff are at an early stage of sharing with parents the detailed records of their children's performance. Children make good progress in all classes. By the beginning of Year 1, most reach the levels typically found and exceed them in personal, social and emotional development and in communication language and literacy.

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 are highly supportive of the school. They agree that their children enjoy coming to school, make good progress and behave well. They are right when they say that the school is well led and managed. A minority of parents said that the school does not take account of their suggestions and concerns. A few others expressed the view that the school does not deal effectively with unacceptable behaviour. Inspectors looked carefully into these matters, but found no evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatfield Travis Church of England Infant and Nursery 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	64	41	35	1	1	0	0
The school keeps my child safe	71	60	44	37	3	3	0	0
The school informs me about my child's progress	52	44	56	47	9	8	0	0
My child is making enough progress at this school	57	48	53	45	7	6	0	0
The teaching is good at this school	62	53	50	42	3	3	0	0
The school helps me to support my child's learning	60	51	54	46	3	3	0	0
The school helps my child to have a healthy lifestyle	62	53	55	47	1	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)	51	43	61	52	2	2	0	0
The school meets my child's particular needs	58	49	56	47	2	2	2	2
The school deals effectively with unacceptable behaviour	40	34	62	53	12	10	3	3
The school takes account of my suggestions and concerns	38	32	66	56	13	11	0	0
The school is led and managed effectively	47	40	57	48	8	7	1	1
Overall, I am happy with my child's experience at this school	62	53	51	43	5	4	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.



8 January 2010

Dear Pupils

Inspection of Hatfield Travis Church of England Infant and Nursery School, Doncaster DN7 6QE

Thank you very much for making my colleagues and myself so welcome when we inspected your school recently. In this letter I am going to share our findings with you. Your school is an outstanding school. You make really good progress and when you leave you know and can do so much more than most other children of your age. This is because teachers plan exciting activities where you take a very active part. The staff make sure that you are all very clear about what you are learning and why. You have a very good understanding of how to keep yourselves healthy and the importance of looking after others in the community. The staff prepare you very well for coming into school and for moving on. You behave and get on well together and enjoy your time in school.

The leaders and managers of your school work very closely with many other people to ensure that you all get the help you need and to provide you with bright attractive classrooms and outside facilities which are always improving.

Even in an outstanding school, such as yours, there is always something else which needs to be done. We know how good you are at tackling new challenges and we are sure that you will enjoy this particular one. Your headteacher and her staff are going to help you to reach standards in information and communication technology which are as high as those you reach in reading, writing and mathematics.

We wish you all the best for the future.

Yours sincerely,

Mrs Kathleen Yates

Lead inspector

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