

Dalton Listerdale Junior and Infant School

Inspection report

Unique Reference Number	106865
Local Authority	Rotherham
Inspection number	336757
Inspection dates	9–10 June 2010
Reporting inspector	Bernard 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Mr D Ridgway
Headteacher	Mrs Lynda Blakesley
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. In looking at teaching and learning, inspectors visited 17 lessons, where eight different teachers were observed, most on two occasions. In addition, two hours were spent scrutinising a sample of pupils' work. The inspectors held meetings with governors, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work and looked at the data on pupils' performance, including their current progress, plans for the future and records of the school's own monitoring of its performance. The responses to 45 parents' and carers' questionnaires were considered, alongside those responses from staff and pupils.

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

- current achievement of pupils in Key Stage 2 to evidence whether recent interventions have been successful in raising the attainment of higher-attaining pupils, particularly in mathematics and writing
- the impact of senior and middle managers in bringing about improvement in the quality of teaching and learning for all groups of pupils, including higher-attaining groups
- how effectively assessment is used by teachers to set challenging targets and meet the needs of all groups of pupils
- how well the curriculum reinforces and extends opportunities for pupils to improve their basic skills in literacy, mathematics and information and communication technology.

Information about the school

This is an average size primary school. The large majority of pupils are White British. There are a few pupils from different ethnic backgrounds, but none who are at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be entitled to free school meals is well below average.

The school has been awarded the Artsmark, the Basic Skills Award, the Healthy Schools Award and the Anti-Bullying Standard.

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 gives good value for money. Pupils achieve well. Different year groups vary in their overall skills on starting school, but generally they are above average. Since the time of the previous inspection, Year 6 pupils have consistently attained well-above-average standards. Children in the Early Years Foundation Stage also benefit from good provision and achieve well. The very large majority of parents and carers give their wholehearted support to the school. They agree with the strong stance taken to promote good behaviour and value the safety and security that the school provides. All remark on the strong relationships the staff have with the pupils, which also help them to get on so well together. Their support is reflected in the above-average attendance of the vast majority of pupils.

The quality of teaching and learning is good, and some is outstanding. Teachers know their pupils very well and plan carefully and in detail to match their teaching to meet the individual needs of all. Assessment is used effectively to guide and inform teaching, ensuring that any pupils in danger of underachieving are identified quickly and then appropriately helped, often on a one-to-one basis. There is some excellent use of information and communication technology (ICT) as a teaching aid to enhance pupils' learning, but this is an area of weakness in some classes. Pupils learn well how to live healthily and have a good understanding of how to live safely. The excellent provision for spiritual, moral, social and cultural development has a clear impact on pupils' excellent behaviour, and on the way in which pupils make an outstanding contribution to the school and local community. The school rightly recognises that there is still further work to do in developing pupils' understanding of the global community.

The school has good capacity to improve. Past weaknesses in the progress made by higher-attaining pupils have been successfully tackled. The school knows well its own strengths and weaknesses based on careful self-evaluation. Planning is good and the clear lead given by the headteacher has ensured that systems and strategies are in place to secure continued improvement.

What does the school need to do to improve further?

- Improve the way in which information and communication technology is used to promote learning, by:
 - ensuring that the excellent practice that exists is spread across all classrooms
 - requiring all teachers to plan more explicitly to use information and communication technology as a teaching and learning aid.

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- Ensure that pupils understand more clearly their place in the global community, by:
 - developing further the links being established with other communities
 - furthering pupils' knowledge and understanding about other societies.

Outcomes for individuals and groups of pupils

2

When pupils' personal development and their achievement are taken together, the overall outcomes are good. Classrooms are characterized by the buzz of working noise as pupils cooperate in pairs and groups to solve problems and share learning. Their excellent behaviour and positive attitudes make a real impact on the quality of learning in classrooms. As a result, they enjoy their work and make good progress. While the majority achieved well in recent years in the Year 6 national tests, careful analysis by the school identified that higher-attaining pupils underperformed. Effective actions have been taken to tackle this. These pupils are now making as good progress as their peers. Pupils currently in Year 6 are a lower-attaining group than usual. This group entered the school with broadly average attainment and with a higher proportion with special educational needs and/or disabilities. They are achieving well and their attainment is currently above average. Pupils with special educational needs and/or disabilities make good progress, in line with their peers. Pupils develop a good range of basic academic skills in English, mathematics and ICT and consolidate these in other subjects. Where teaching is outstanding, staff make particularly good use of ICT to enhance pupils' learning. However, this is not evident in all classrooms. Pupils have an excellent understanding of right and wrong. They are trusted to take responsibility in the classroom and at play, and relish the opportunities to do so. Pupils are open, welcoming and confident with visitors. The school council plays an active role in putting forward ideas and makes a valuable contribution to the school community.

These are the grades for pupils' outcomes

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	1

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

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The extent to which pupils adopt healthy lifestyles	2
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 Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching and learning is good. There is some that is outstanding and that truly inspires pupils. In most classrooms, there are some common features that make a very positive impact on pupils' learning. These include the way in which teachers manage their classes so that little time is lost, the way pupils are fully engaged, and the excellent relationships engendered. As a result, pupils are keen to succeed and improve. Teachers plan their lessons in detail to make them interesting and to ensure that pupils of different abilities are challenged and succeed and enjoy their learning. Teachers use data about pupils' attainment and progress well to inform their planning. This ensures that all pupils make good progress. Individual pupils' targets for improvement are used effectively and are appropriately challenging. Pupils know how well they are doing and are clear about the next steps they need to take to improve further, because teachers' marking of their work is precise and informative and relates to their targets. Teaching assistants play a valuable part in the classroom, particularly in supporting vulnerable pupils and in assessing the progress all pupils make during lessons.

The excellent curriculum has benefited from recent changes and underpins the school's ethos where every child does matter. It provides outstanding opportunities for all pupils to enjoy rich learning experiences. Its impact on pupils' achievement has not yet been fully realised but is starting to be seen, for example, in the improved provision for higher-attaining pupils that ensures suitable challenge. The excellent partnerships developed help to enhance the curriculum by providing a wide range of additional activities in sports, art, drama, dance and music, residential opportunities and visits to places of interest and visitors to the school.

The very effective links between the school and outside specialists, coupled with the good quality teaching, ensure that pupils receive good care, guidance and support, including outstanding support for the most vulnerable pupils. As a result, all pupils, including those vulnerable pupils, the very few pupils with English as an additional language and those with special educational needs and/or disabilities feel secure and make good progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher makes an effective contribution to the success of the school, based on her very clear vision and drive for improvement. All teachers with management responsibilities undertake their roles well and lend their full support. Middle managers make an effective contribution to monitoring and evaluating the quality of teaching and learning in their subjects. Morale is very high. Excellent partnerships with other schools ensure a flow of expertise into and from the school. Governors support the school well, challenge the leadership effectively and ensure a balanced budget. The school knows well its strengths and where it needs to improve further. The result is an ambitious school where pupils achieve well. In the recent past, the school has been over-ambitious in setting very demanding targets, and while middle and lower attainers have exceeded these, higher attainers have fallen short. Targets are now more realistic, while maintaining a good degree of aspiration. There is a comprehensive range of policies in place and safeguarding procedures are satisfactory and meet government requirements. There are good procedures to ensure equal opportunities for pupils in all aspects of their school life and the school is assiduous in tackling any form of discrimination. The provision for community cohesion, while good overall, is weaker in its impact on developing pupils' understanding of global issues. Its strength lies in its impact on the ways in which pupils from different backgrounds interact positively. This ensures a harmonious and caring atmosphere in and around the school, as well as helping pupils to understand and make an outstanding contribution to the school and local communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	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	1

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

The new framework is used effectively to ensure that children in the Nursery and Reception classes are given a very clear structure to their learning. Leadership and management are good and staff work together very effectively to ensure that children make good progress. Procedures for assessing progress are effective so that each child's development is checked and charted regularly. On entry, children's skills are currently just above age-related expectations, but vary considerably among different year groups and across the six areas of knowledge. There has been a wider range and a generally lower level of attainment in the past three years. Children settle quickly and make the transition from Nursery to Reception and on to Year 1 with ease. This is helped by the good links with parents and carers, as well as the good care, guidance and support given to children by staff. Children feel safe and parents and carers are confident that their children are safe and secure. Teaching is good overall. Planning is undertaken conscientiously and reflects the coordinator's good knowledge and understanding about how young children learn and what experiences they enjoy. Additional adults provide good support to children with special educational needs and/or disabilities, and other vulnerable children. However, they do not have enough information about what teachers expect children of different abilities to achieve in the different learning activities taking place. Teachers ensure that there are plenty of opportunities for children to make choices and that daily activities are both adult- and child-initiated, and take place in and out of doors. As a result, children enjoy their learning. For example, during a linking letter and sound session, they excitedly jumped across an imaginary stream after successfully identifying the letter of the alphabet they were holding.

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

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

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The return rate of completed questionnaires was low. This was, in part at least, the result of the school having recently undertaken such a survey. That survey had a 50% response rate and was overwhelmingly positive. Parents and carers who completed the questionnaire and those who met the inspectors were overwhelmingly supportive of the school and satisfied that their children are kept safe. No common concerns were expressed. They find teachers to be very approachable and say they are helped to support their children's learning at home. Parents and carers are aware of their children's progress and their targets and are satisfied with their children's achievement. The comment 'I can't rate the school highly enough' found general agreement in an interview with a group of parents. Parents and carers praise the school and the staff for the ways in which they help children enjoy school and learn how to behave very well and respect other people. A very small minority expressed concerns relating to how well they are kept informed about their child's progress and helped to support their children at home. Inspectors found that the school works hard to engage parents and carers by establishing good communications and ensuring good systems are in place for them to meet with staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dalton Listerdale Junior and 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	71	13	29	0	0	0	0
The school keeps my child safe	32	71	12	27	0	0	0	0
The school informs me about my child's progress	19	42	25	56	1	2	0	0
My child is making enough progress at this school	22	49	21	47	2	4	0	0
The teaching is good at this school	29	64	16	36	0	0	0	0
The school helps me to support my child's learning	26	58	19	42	0	0	0	0
The school helps my child to have a healthy lifestyle	26	58	18	40	0	0	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)	24	53	16	36	0	0	0	0
The school meets my child's particular needs	27	60	17	38	1	2	0	0
The school deals effectively with unacceptable behaviour	25	56	13	29	2	4	1	2
The school takes account of my suggestions and concerns	22	49	20	44	2	4	0	0
The school is led and managed effectively	30	67	14	31	0	0	0	0
Overall, I am happy with my child's experience at this school	29	64	14	31	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

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.



11 June 2010

Dear Pupils

Inspection of Dalton Listerdale Junior and Infant School, Rotherham, S65 3HN

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for talking to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. It was a pleasure to join you in the playground and listen to your enthusiastic comments about how much you enjoy your school.

I like the way you take responsibility as reflected in your work on the school council, and how well you are taught to take a pride in your surroundings. I was also impressed by how well you all get on together and work so productively when left to pursue your own tasks. I appreciate how your school helps you so well in learning to live healthily. Your teachers are good at ensuring that you feel safe and that you know how to live safely. You obviously enjoy your time in school and you are made ready to progress to the next stage of your education.

I found that your school gives you a good education because teaching is good and the curriculum is made so interesting, particularly in the extra things you can do in clubs during and after school. This helps you to make good progress.

To make things even better, I have asked your headteacher and teachers to ensure that you are given more opportunities to learn more about global issues. I have also asked that all teachers use ICT to help you learn more effectively. You can help by continuing to work hard.

Yours sincerely,

Mr Bernard Jones

Lead Inspector

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