

Todwick Junior and Infant School

Inspection report

Unique Reference Number	106907
Local Authority	Rotherham
Inspection number	336766
Inspection dates	10–11 March 2010
Reporting inspector	Nigel Cromey-Hawke

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Mrs Violet Chapman
Headteacher	Mrs Susan Oakes
Date of previous school inspection	31 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of inspection time observing learning. They visited every class and observed eight teachers. Nine lesson observations were carried out in total. Inspectors held meetings with governors, staff, groups of pupils and parents. They also looked at a wide range of documentation, including development planning, self-evaluation records, policies, performance data, surveys completed by pupils and staff and 74 questionnaires returned by parents and carers.

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

- the assessment of children and their progress within the Early Years Foundation Stage
- how challenging and influential pupils' learning targets are and what levels of support they receive in working towards them
- given recent staff changes, how well focused, informed and active staff are in pursuing improvement.

Information about the school

This is a smaller-than-average school that has undergone a complete change in its staffing since the last inspection and is currently led by an acting headteacher. The majority of current staff either joined the school this academic year or have new roles, including the acting leadership team. The proportion of pupils eligible for free school meals is well below the national average, as is the number with special educational needs and/or disabilities. The proportion of pupils from ethnic groups other than White British is well below average and there are none who speak English as an additional language. Provision for the Early Years Foundation Stage is through one Reception class, which takes the majority of its children from the independently run Todwick Early Years unit on the same site. This Early Years unit is inspected separately and the report can be found on the Ofsted website. The school has several awards, including that for Healthy Schools.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good features. One parent or carer's comment typified that of the majority: 'My children are extremely happy and are growing into polite, educated and well-adjusted young people.'

Recent challenges facing the school are being overcome and it is moving forward as a result of the skill, drive and enthusiasm of its acting headteacher, with hard work from staff and governors. Children's attainment on entry to the Early Years Foundation Stage is above that typical for their age and they make satisfactory progress there. Attainment by the end of Key Stage 2 is typically above average. Given the good starting points to school, this reflects satisfactory progress for all pupils including those with special educational needs and/or disabilities.

The school has embarked on a drive to improve the quality of learning. Changes in assessment and tracking, target-setting and support have been made but are still not fully embedded. These changes, coupled with an accurate self-evaluation, demonstrate the school's satisfactory capacity to improve. Teaching is satisfactory, with some instances of activities not matched to pupils' needs and a lack of challenge for some of the more-able learners. The use of assessment to help pupils understand how to move on to the next level of learning is inconsistent. This is particularly the case in the Early Years Foundation Stage. The curriculum has some good features in the use of the arts, media and sport and in the effective personal, social and health related programme. The school recognises that while its promotion of community cohesion is good at a local level it is underdeveloped in a national or global sense. Pupils' understanding of the cultural diversity of modern society is relatively weak, and this means that their overall spiritual, social, moral and cultural development is no better than satisfactory.

Pupils enjoy their time in school and say they feel safe and valued. There is a warm and positive atmosphere within the school, created by the good care, guidance and support provided. Pupils show their appreciation of this through their high attendance, their good behaviour, and a willingness to take up many posts of responsibility.

What does the school need to do to improve further?

- Raise attainment and achievement further by improving the quality of learning and teaching by January 2011 by:
 - improving the use of assessment across the school in lessons to help pupils move on to the next stage of their learning
 - providing a better match of activities to meet the needs of pupils, especially the

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more able

- Develop pupils' understanding of the cultural diversity of the modern world by:
 - devising a clear action plan to widen the pupils' understanding of modern society
 - ensuring that the impact of the action plans is monitored.
- Develop a better understanding of children's attainment on entry to the Early Years Foundation Stage in order that learning can be more closely targeted to the children's needs and their progress monitored.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The school is accurate in its own evaluation that achievement and enjoyment are satisfactory and attainment is above average. Pupils are acquiring knowledge, developing understanding, and learning and practising their skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons and often work at a good pace when provided with appropriate tasks and guidance. Attainment by the time pupils leave Key Stage 2 has been consistently above average and at times high, especially in science. Overall attainment fell last year because of a decline in the English results, especially at the higher levels. The attainment of current pupils is above average, but variable across subjects and year groups, reflecting weaknesses in teaching in the past and present. The school is tackling the differences vigorously and most groups of learners are on track to meet the challenging targets the school has set. Given pupils' starting points this represents satisfactory, and in some cases good, progress. Pupils with special educational needs and/or disabilities make satisfactory progress overall but, as the school recognises, this is highly variable, especially in mathematics.

Pupils across the school clearly enjoy the majority of their learning and their behaviour is good. The school is a harmonious and happy community in which pupils say they feel safe. They respond by taking on many responsibilities, as members of the school council, as prefects, and as buddies to support each other. Their involvement in the local community is also good, with links to the local church and through extensive family learning opportunities. The school places a high priority upon raising pupils' awareness of what it means to lead a healthy lifestyle. Their understanding of this is good and has resulted in many healthy eating activities, often involving parents and carers and making use of the pupils' own kitchen facility. Attendance is high and the promotion of key skills in language and numeracy, as well as good social skills, means that they are well prepared for the next stage in their education.

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

How effective is the provision?

Teaching is satisfactory with some good features. New assessment and tracking systems have been put in place by the new acting leadership and specific programmes to support the development of teaching introduced, with local authority help. In the best lessons, good planning ensures that appropriate and varied activities are provided and that challenge from the teacher stimulates pupils' interest. A real strength in these good lessons is the way some highly qualified teaching assistants work seamlessly with the class teacher continually to stretch pupils' thinking and improve their use of language. Much teaching remains no better than satisfactory, however, with too much teacher direction and little variation in the activities provided to meet the needs of pupils. Challenge for the more-able pupils is underdeveloped in these lessons. Individual pupil targets have recently been introduced and are regularly reviewed and updated. Pupils say they find these useful but often too generalised. As a result some pupils are insufficiently informed about their learning and they are not always able to work independently.

The curriculum is currently under review, with a more extensive range of creative topic approaches being planned across all areas of learning. Pupils are full of enthusiasm for these, such as the use of stop-animation and video techniques, the use of visiting artists and musicians and the extensive sporting opportunities made available. The provision of extra-curricular activities is good and well supported. Together with the good Social and Emotional Aspects of Learning programme these support pupils' personal development well.

Pupils are known as individuals and feel highly valued and well cared for. Parents are full

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of praise for recent improvements in communication and support, praising the calm, harmonious ethos of the school. Transition arrangements for pupils joining and leaving the school are good. The school works well with a range of agencies to support vulnerable pupils in their learning. The work of the teaching assistants in running support sessions for literacy and numeracy after school is especially valued by pupils and parents.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has a clear vision for the school and is driving forward improvement with energy. Staffing challenges have been tackled robustly and there are appropriate plans to improve the school. Staff at all levels are leading and managing their areas with enthusiasm and working hard to embed the new systems, practices and expectations. They recognise that the school still has some way to go in this respect, that the quality of learning is still variable, and that the promotion of equality of opportunity is currently no better than satisfactory. Governors know the strengths and areas for development in the school and support and challenge its leadership satisfactorily. They are providing good support to the school during this period of transition and preparing for the appointment of a substantive headteacher well. Relations with parents are good. Partnership working with other schools and organisations is otherwise underdeveloped. The school's promotion of community cohesion is satisfactory overall. It does much to promote cohesion locally but recognises that its links with the wider community are limited so pupils' understanding of the diversity of the world, and their contact with it, are underdeveloped. Safeguarding arrangements are good and all requirements are met.

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	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Comprehensive induction arrangements ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily into the safe and secure environment of the Early Years Foundation Stage. The majority enter the school with knowledge, understanding and skills that are above those typical for their age. They make satisfactory progress in most areas of learning, and good progress in their personal development, with children able to play and work together well. Teachers communicate regularly with parents and carers and are well aware of children's interests. Welfare provision and care are good. Staffing has changed significantly since the last inspection and the school recognises that many of its practices, such as assessment, are new and not yet used consistently. As a result, staff's understanding of children's progress and needs is not as well informed as it could be. Teaching is satisfactory, with a suitable range of practical activities that engage children's interests. There is a satisfactory balance of activities that children choose for themselves and those that are teacher-directed. Resources are adequate and the school is aware that its outdoor learning area needs further development to extend children's learning experiences across the whole curriculum. Support for vulnerable children is good but extension activities for the more able are no better than satisfactory. Leadership and management are satisfactory and improving strongly, with staff working increasingly effectively as a team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Parents and carers who returned the questionnaires are very happy with all aspects of the school and support inspectors' findings. The vast majority of parents consider that the school provides a safe and caring environment for their children. Many commented very positively on the impact of changes introduced recently.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Todwick 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	70	20	27	2	3	0	0
The school keeps my child safe	46	62	25	34	3	4	0	0
The school informs me about my child's progress	28	38	43	58	2	3	1	1
My child is making enough progress at this school	32	43	40	54	1	1	1	1
The teaching is good at this school	34	46	38	51	1	1	0	0
The school helps me to support my child's learning	30	41	41	55	3	4	0	0
The school helps my child to have a healthy lifestyle	38	51	33	45	3	4	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)	32	43	39	53	0	0	0	0
The school meets my child's particular needs	38	51	30	41	3	4	1	1
The school deals effectively with unacceptable behaviour	29	39	39	53	5	7	0	0
The school takes account of my suggestions and concerns	33	45	32	43	7	9	0	0
The school is led and managed effectively	38	51	32	43	0	0	1	1
Overall, I am happy with my child's experience at this school	46	62	24	32	2	3	1	1

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.



12 March 2010

Dear Pupils

Inspection of Todwick Junior and Infant School, Sheffield, S26 1HJ

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. You told us a lot of interesting things about your school and you are clearly very proud of it.

Yours is a satisfactory school, with some good features. The Early Years Foundation Stage provides the youngest children with a satisfactory start to their learning, but this is improving as new staff and ways of working become established. Standards reached by the time you leave Year 6 are above average. Given your starting points in the school this represents satisfactory progress. The range of subjects you take is satisfactory, with some good use of film, sports and the arts to make learning interesting. Teaching is satisfactory, with some that is good. The care, guidance and support you receive are good and, as a result, the vast majority of you say you enjoy school and find it a safe and welcoming place. You know what it means to lead a healthy lifestyle and take part enthusiastically in the clubs and activities provided. Your attendance is excellent. Well done!

We have asked the school to consider the following things that will help make it a better place for you to learn. These are:

- improving learning and teaching by making sure that all of you are given work that matches your abilities in lessons and guidance on how to produce your best work
- broadening your understanding of the richness of the wider world and your contact with it
- developing assessment systems in the Early Years Foundation Stage so that teachers have a clearer picture of the progress you make there.

You can help by telling your teachers how you learn best. I wish you well for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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