

Copley Junior School

Inspection report

Unique Reference Number	106722
Local Authority	Doncaster
Inspection number	356009
Inspection dates	17–18 March 2011
Reporting inspector	Judith Straw

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Mr Alan Weston
Headteacher	Mr Alan White
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons taught by 10 teachers. They held meetings with groups of pupils, governors and members of staff. They observed the school's work, and looked at a range of documentation including the school development plan, individual subject action plans, assessment and tracking data, policies and procedures and many samples of pupils' workbooks. In addition they analysed the questionnaires that were returned by parents and carers, staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- School records were examined to see if they show that the school's assertion that learning and progress are consistently good is well-founded.
- The quality of teaching and the curriculum were evaluated to see how well they promote achievement overall and particularly that of higher-attaining pupils.
- The inspection team explored the extent to which middle managers are involved in monitoring the work of the school.

Information about the school

The school is smaller than average. The very large majority of pupils are White British with few pupils from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special need is average. The school has gained a number of awards including Healthy Schools 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?

1

The school's capacity for sustained improvement

1

Main findings

Copley Junior School provides its pupils with an outstanding education. Pupils flourish in this stimulating and exciting environment. As one parent or carer wrote, 'the children develop a strong work ethic and are proud of their school'. The outstanding teaching, inspiring curriculum and excellent care, guidance and support combine to enable all pupils, regardless of their academic ability, to achieve exceptionally well.

The school has sustained very high standards for pupils in all subject areas over several years. The excellent climate for learning which pervades the school has a very positive impact on pupils' personal development. Pupils work in a calm but stimulating environment in which they feel safe and valued. Their self-esteem is high because teachers match learning so well to pupils' needs that they always experience success. Their achievements are constantly celebrated and pupils are not discouraged if they make a mistake. Unkind behaviour is almost unheard of and pupils' behaviour and manners are impeccable. This results from clear codes of conduct and very good relationships between all the pupils and adults in the school. Pupils make an excellent contribution to their school and local community but their awareness of cultures and lifestyles in the wider United Kingdom and beyond is limited. Pupils' consistently high attendance shows how much they enjoy coming to school.

Several features contribute to outstanding achievement. Most importantly, teaching and learning are excellent. Teachers set high expectations so pupils are intellectually curious, interested and keen to learn. Very helpful marking in pupils' books often leads to a dialogue between pupil and teacher, with pupils responding positively to advice and comments about their next steps. The curriculum is innovative, constantly evaluated and changed to respond to pupils' interests and enthusiasms, and so provides rich learning experiences.

The success of the school stems from outstanding leadership and management from the headteacher and deputy headteacher. Other leaders work extremely well as a team, although some of their subject action plans lack criteria against which to measure success. The governing body discharges its responsibilities well and shares the vision for the school. The capacity to improve is excellent based on the maintenance of high-quality provision over a number of years.

What does the school need to do to improve further?

- Improve the promotion of community cohesion by providing more opportunities for pupils to gain direct experience of diverse communities and cultures.
- Further enhance school improvement planning by ensuring that curriculum leaders set precise, measureable success criteria.

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Outcomes for individuals and groups of pupils

1

Pupils see themselves as learners from the moment they arrive in Year 3. Some of their writing, in all year groups, is inspiring because it is highly descriptive, readable, presented beautifully and draws the reader in. In lessons pupils are curious, interested and keen to research and find out for themselves. In several outstanding lessons seen during the inspection pupils were equally adept at writing their own algebraic equations or improvising scenes from Shakespeare and then writing their own dialogue. Pupils achieve exceptionally well regardless of their ability, gender or ethnicity. They usually enter the school with standards that are above average and by the end of Year 6 their attainment is high. High standards have been maintained over several years. Those who need additional support are identified early on and the high-quality support they receive enables them to meet the very challenging targets set. Progress is impressive in English, mathematics and science.

Pupils' enjoyment of school is palpable. One pupil commented, 'Every day I get up and just know I am going to have a great day at school'. Another added, 'It's got a nice atmosphere and everyone trusts everyone else.' The vast majority of pupils are entirely confident that they feel safe in school. Pupils are very proud of the contribution they make to the life of the school such as being members of the school council. They know their voice is heard and appreciate the fact that they are consulted about many aspects of school. The enjoyment of numerous sports and gardening activities, as well as the high take-up of school lunches reflect their excellent awareness of healthy lifestyles. Pupils have a commitment to sustainability and a keen awareness of the need to protect and nurture the natural environment. This is evident in much of the work on display and in conversation with pupils of all ages. Pupils know how well they are doing and what they need to do to improve. They are ambitious for success and have high aspirations for their future. Many aspects of pupils' personal development are excellent but their awareness of different cultures is less strong.

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

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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers have very high expectations of all pupils and set challenging tasks. They know how to create ideal conditions for learning. Teachers do not see any kind of special educational need or any form of disadvantage as a barrier to achievement. They support and engage individuals and that belief inspires pupils. Every classroom has a buzz of activity and a sense of urgency. There is a particular focus on experimentation, practical activities and finding out. This really motivates pupils who are keen to learn independently and research for themselves. Marking is consistently excellent. There is always praise and encouragement followed by precise advice relating either to the content of the narrative, to grammar, punctuation, spelling or presentation, or to the complexity of the calculation.

The curriculum integrates all the essential components that enable pupils to make outstanding progress. Teachers choose topics to enthuse and inspire, and skilfully combine them to broaden pupils' horizons with the opportunity to learn about themselves. Pupils rapidly develop numeracy, literacy, and information and communication technology (ICT) skills through a diverse range of projects. They especially enjoy opportunities to learn Spanish and musical instruments and to produce high quality art work. Visits, such as to Eyam, local museums and the Yorvik centre, enhance learning by practical experience. A wide range of clubs, many with a focus on fitness, ecological awareness and communication skills extend learning beyond the school day.

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A wide range of strategies is used to give intense support for short bursts of time to help different pupils. Transition into school and on to high school is expertly managed so that pupils are confident about moving on, though regretful to leave behind a school that has given them so much pleasure. Care is not limited to nurturing pupils whose circumstances make them vulnerable. There is a culture of respect and trust that infuses every aspect of this school. All adults and pupils care for each other and the school provides a haven of peace and learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and the deputy headteacher ensure that there is a relentless focus on the pursuit of excellence and they are always looking for better ways to do things. Their vision is shared effectively with all staff, pupils, parents and carers. The school sets exceptionally high standards and staff rise to the challenge. Outstanding leadership and management of teaching and learning have ensured that teaching has gone from strength to strength, the progress that all pupils make is exceptional and that high standards have been maintained over several years. Rigorous monitoring, evaluation and review are embedded within all the school's work. However, some of the subject action plans lack clarity and precision so that middle leaders are less able to measure how successful they have been in developing the curriculum.

Governors are knowledgeable about all aspects of the school. They support it effectively and are involved in self-evaluation. Leaders and managers at all levels, including curriculum leaders, are highly effective in promoting equality of opportunity and tackling discrimination. The results of this are seen in the outstanding progress made by all pupils and in their good manners, awareness of themselves and others and attitudes to the world around them. The school's contribution to community cohesion is strong at a local level but pupils have a limited understanding of the different cultures, beliefs and lifestyles of people within the United Kingdom and the wider world, beyond those which are delivered as part of the locally-agreed religious education syllabus

Safeguarding is good. Policies and procedures are in place so that the great majority of pupils are entirely confident that they are safe and well cared for in school, and parents and carers are unanimous that their children are safe. The school exploits to the full a wide range of partnerships to enhance provision not only for pupils in this school but across the local area.

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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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The very large majority of the parents who responded to the questionnaire are entirely happy with all that the school provides. Parents and carers hold the school in high regard and praised many aspects of its work including the communication between home and school, the work of the headteacher, the teaching and support staff and the excellent progress made by their children. Inspection findings endorse these views. A small minority of parents and carers offered suggestions as to how to improve the school, for example developing the website and a few felt that homework is too difficult. These views were shared with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Copley Junior 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	69	27	29	1	1	0	0
The school keeps my child safe	74	80	19	20	0	0	0	0
My school informs me about my child's progress	55	59	37	40	1	1	0	0
My child is making enough progress at this school	52	56	38	41	2	2	0	0
The teaching is good at this school	61	66	32	34	0	0	0	0
The school helps me to support my child's learning	47	51	42	45	3	3	0	0
The school helps my child to have a healthy lifestyle	40	43	49	53	2	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)	51	55	35	38	2	2	0	0
The school meets my child's particular needs	53	57	39	42	1	1	0	0
The school deals effectively with unacceptable behaviour	52	56	37	40	1	1	0	0
The school takes account of my suggestions and concerns	41	44	48	52	0	0	0	0
The school is led and managed effectively	70	75	21	23	0	0	0	0
Overall, I am happy with my child's experience at this school	66	71	25	27	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



21 March 2011

Dear Pupils,

Inspection of Copley Junior School, Doncaster DN5 7SD

Thank you for making the inspectors so welcome when we visited you in school last week. We enjoyed meeting so many of you and hearing your views. Thank you for sharing your Comic Relief fundraising day with us. You told us that you really enjoy school and are proud of what you achieve. I am writing to tell you what we found out.

Copley Junior School provides you with an outstanding education and you are right to be proud of yourselves and your school. By the end of Year 6 you are achieving very high standards in a wide range of subjects. This is important but, just as important, is your outstanding personal development. You are becoming responsible young citizens. You develop good attitudes to learning and to school because the headteacher and all the other adults in school set very high expectations of how you should behave and they make school exciting and enjoyable. Everyone takes excellent care of you and ensures that you have the best possible chance to succeed.

We were very impressed by your curiosity, enthusiasm for learning and experimentation and your excellent behaviour and manners.

To make Copley even better we have asked the school to give you more opportunities to learn about the many different cultures in the United Kingdom and beyond. We have also asked subject leaders to set clearer targets so that they can measure how successful they have been in developing the curriculum. You can all play your part by continuing to behave as well as you do, enjoy your lessons and attend every day.

We hope you were successful in the cross-country run on Saturday. We wish you all success in the future.

Yours sincerely,

Judith Straw

Lead Inspector

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