



Sprotbrough Orchard Infant School

Inspection Report

Unique Reference Number 106707
LEA Doncaster
Inspection number 277609
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Mr Mark Madeley CfBT Lead Inspector

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

Type of school	Primary	School address	Fieldhouse Road
School category	Community		Sprotbrough
Age range of pupils	3 to 7		Doncaster, South
			Yorkshire DN5 7RN
Gender of pupils	Mixed	Telephone number	01302 853655
Number on roll	185	Fax number	01302 852603
Appropriate authority	The governing body	Chair of governors	Mr D Banks
Date of previous inspection	25 January 2000	Headteacher	Mrs J Ryf

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Sprotbrough Infant School is a smaller than average school in a quiet village to the west of Doncaster. The area is significantly advantaged compared to the rest of the region. The percentage of children claiming free school meals is well below average. The majority of children are white British and there are currently slightly more girls than boys. The proportion of children with learning difficulties and disabilities is low. Attainment on entry to the nursery is above average in language and mathematics skills. The school has achieved an Activemark Gold award for sporting achievements and the Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which provides excellent value for money. Inspectors agree with the school's own view of its effectiveness. The standard of teaching and learning is very high and fosters in children a love of learning as well as helping them make rapid progress. Every child is valued for what he or she can bring to the school. They are all fully included in lessons and other activities. Children are taught to appreciate the backgrounds and values of others. Provision for children in the nursery and reception classes is of high quality. Children make speedy progress across all six areas of learning and more than half leave reception class already working at levels beyond those usually expected for their age. Children's personal development is outstanding. They know how to take care of themselves and each other. They really enjoy school because what they learn is exciting. They know that staff really care about each and every one of them. Leadership and management are outstanding. The headteacher, staff and governors work extremely well together for the benefit of the children. They have made significant improvements to the quality of teaching since the last inspection. They know how to maintain the school's exceptionally high academic standards. Building on the substantial improvements since the last inspection the headteacher and governors have already demonstrated excellent capacity to improve. They are already seeking ways to enhance the curriculum and the transfer of information on children's performance between teachers and with other schools.

What the school should do to improve further

To improve even further the school should continue to implement its existing plans:

- for a new assessment and recording system to help future planning and the computerised transfer of information at key points in children's education.
- to review and develop the curriculum in order to extend even further the range of opportunities for children.

Achievement and standards

Grade: 1

Most children start the nursery with some pre-school experience and well-developed language and number skills for their age. They use these skills well when talking about the world around them. Their ability to be independent is slightly less well developed, but is still in line with what would normally be expected for their age. High quality provision and challenging lessons in the Foundation Stage help the children to make good progress. The vast majority leave the reception classes having reached the expected standards for their age. Skills in language and mathematics are particularly strong, with more than half the children joining Year 1 with above average standards.

In Year 2 children's standards of attainment are high - particularly in reading, writing, mathematics and science - and have been consistently in the top 5 per cent nationally for many years. The school promotes the learning of basic skills as the foundation to

children's future success and children respond enthusiastically. Parents play an important part in the promotion of positive attitudes by supporting their children's learning at home. Children make particularly good progress in mathematics because teaching is highly skilled and consistent in all classes. All children make very good progress and are very well prepared for the next stage in their learning. This is partly because the 'thematic' approach allows children frequent opportunities to use their literacy and numeracy skills in other subjects, giving purpose to their learning.

Children with learning difficulties and disabilities make very good progress towards their individual targets. The additional support they receive is extremely carefully planned and extra staffing to help these children is effectively deployed.

Personal development and well-being

Grade: 1

Provision for children's personal development and well-being are of the highest quality. Children love their school and are excited by what each day brings because lessons are interesting and staff are very caring. For these reasons, and the very positive support of parents, children's attendance and punctuality are extremely good.

The school's provision for children's spiritual, moral, social and cultural development is exceptional. Children develop a very strong sense of what is fair and acceptable behaviour because rules are explained. They learn about other cultures and make a very positive contribution to the school community and to village life. The very high quality of the dance and artwork are uplifting experiences in themselves. Children's self esteem is raised through dance lessons when they overcome shyness and enjoy expressing themselves freely.

Children are well aware of what keeps them fit and healthy. They eat sensibly and know what foods are especially good for them. Children are aware of potential dangers around them and understand simple means of keeping themselves safe.

Though very young, children are already learning skills that will help them later in life. Their love of learning is encouraged alongside their literacy and numeracy skills and together these are the foundation for future work skills. From an early age children are encouraged to take responsibility.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are highly effective because teachers have really thought about and reflected on their best practice. They have exceptional subject knowledge, which helps them plan exciting and challenging lessons. The leadership team have succeeded in improving the very good teaching noted at the time of the last inspection. Children absorb new learning and, for example, took real delight in explaining how they use yellow and blue to make green or their choice of sandwich fillings. Lessons are extremely

well planned to ensure coverage of all subjects within a classroom and to allow many activities to be going on at the same time in all classes. Teachers are extremely well organised and use support staff and volunteers well to assist children's learning. High quality resources are used effectively to help children learn and understand and computers are used fully in all lessons. As a consequence children achieve exceptionally well.

Teachers maintain extensive and detailed records of children's progress in all subjects. The information provides a very secure basis for planning the next stages in children's learning and is based on accurate assessments. The school has plans to refine its procedures so that the transfer of information between classes and schools is computerised and made even more effective.

The teaching of children with learning difficulties and disabilities is of very high quality. Staff are fully briefed on how best to guide these children and give them full access to the curriculum. Support staff encourage children's independence. Children who need either short or long-term additional support are identified very quickly and prompt action is taken because staff constantly discuss children's progress.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum, which meets fully the needs of all children. Not content with this, the school has set out plans to improve the curriculum even more. It is very thoughtfully planned around themes called 'centres of interest' and carefully thought out educational visits. Children use their extensive literacy and numeracy skills throughout their learning because there are many links between subjects and activities. For example, children discussed and wrote extensively about sandwich making and completed and analysed graphs of the class's favourite fillings. A major strength of the curriculum is the daily physical education lesson for all classes, which helps children gain confidence and self-esteem, develop language skills and improve the control of their bodies.

Activities such as visits to the local area and visitors are carefully chosen to support the 'centre of interest'. Visits from Indian dancers and African drummers add a wider cultural dimension to children's learning. The twice-weekly lunchtime sports sessions are very popular and make a strong contribution to children's skills and to their enjoyment of school.

Care, guidance and support

Grade: 1

All staff know the children extremely well and the quality of care provided for them is exceptional. Both children and parents are put at ease when the children start because the school makes a huge effort to help children settle in. There is a very close relationship with the local nursery. Arrangements for transfer to the next school are also very strong.

Children's progress is very carefully monitored and the high level of quality communication with parents means that they are well informed about how well their children are doing. All staff are vigilant in matters of health and safety and procedures for risk assessment are rigorous. Awareness of child protection procedures is very good. Supervision of children is excellent and children are also trained to know and understand what is safe. For example, Year 2 children said, 'We don't go behind the hill because the teachers cannot see us'.

Leadership and management

Grade: 1

Leadership and management are outstanding. The school places great importance in ensuring it meets its aim in helping children to achieve their full potential. The headteacher and her staff are sharply focused on achieving the highest possible standards in all aspects of education in a very safe, caring and supportive environment. The leadership of the headteacher is excellent and has built an effective team of mutually supportive colleagues. The school considers the views of everyone before deciding on its priorities for improvement, so everyone feels part of the process and committed to improving the school. Financial considerations are taken into account fully and financial management is prudent. Funds are spent wisely to the maximum benefit of all children in order to ensure high standards are maintained. The school takes the initiative in seeking additional funding to introduce exciting new initiatives.

This is a very reflective school and has high quality systems for checking its effectiveness. All staff are involved in evaluating the school's performance and managers ensure that effective action is taken to improve. The governing body plays an important role as 'critical friend' in this process and effectively support the school as well as being a sounding board for new ideas. They have a clear picture of the school's strengths and areas for improvement because they often visit the school. The governing body is knowledgeable, experienced and skilled and fully meet their statutory requirements. They maintain a very good overview of resources so as to provide staff and children with the best equipment and accommodation within available funds. One reason why the school is excellent is that all staff are always looking for ways to improve their practice. The school is in no way complacent. The school is very inclusive and staff are extremely skilful at promoting an environment in which all children feel safe and can flourish.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

What a wonderful school you have! We really enjoyed our short visit. You and your teachers made us feel very welcome. You were very friendly and exceptionally well behaved. We will remember your really good hopscotch skills, your interest in the conkers, your exceptional painting skills and the great school dinners!

We are delighted that you think your school is fantastic because we do too! There are so many superb things that we can't list them all but here are some of the very best things:

- Teachers help you succeed in all your work and especially in preparing for the tests in Year 2.
- Your lessons are very well planned and your teachers make them really interesting.
- The headteacher and the governing body run the school very well.
- All staff encourage you to be safe, healthy and enjoy learning.
- You are really good learners and behave exceptionally well.

Like you, we also think that your cook is terrific and prepares really great healthy dinners for you. It is so good to see children enjoying their meals so much.

Every school has to try to improve even further; even schools like yours that are exceptionally good. Your school knows this and already has plans for making things even better and we agree that the school should go ahead with its plans to do the following:

- Try to make what you are learning even more varied.
- Put in place a computerised system for sharing information amongst teachers.

Once again, very many thanks for making our time in your school so special.