

## Thorne Moorends West Road Primary School

### Inspection report

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<b>Unique Reference Number</b>	106691
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	323140
<b>Inspection dates</b>	23–24 September 2008
<b>Reporting inspector</b>	John Young HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	336
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Elfey
<b>Headteacher</b>	Miss Judith Lloyd-Williams
<b>Date of previous school inspection</b>	10 January 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	West Road Moorends Doncaster South Yorkshire DN8 4LH
<b>Telephone number</b>	01405 812734
<b>Fax number</b>	01405 740874

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. When the school was inspected in January 2007, it was judged to require special measures. Since then one of Her Majesty's Inspectors and Additional Inspectors have visited the school five times, including this inspection, to monitor its progress.

## Description of the school

This larger than average school is situated within a community which has higher than average levels of deprivation and the proportion of pupils known to be eligible for a free school meal is above the national average. Most pupils are White British and live locally. The proportion of pupils with learning difficulties and/or disabilities is lower than average. Children enter the Early Years Foundation Stage (EYFS) provision offered by the school with a range of skills that are often well below what is typical for their age. The school provides a range of extended services including a literacy development programme for parents and specialist study support for pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. It now offers satisfactory value for money.

The school has staged a good recovery since being placed in special measures. It has transformed itself from a failing school into one that now provides a satisfactory standard of education for its pupils. Indeed some aspects are good. The issues identified as weaknesses at the last inspection have been tackled successfully. Crucially, pupils are reaching higher standards, making better progress and are eager to learn. Astute management, good academic guidance and more effective teaching have raised standards and accelerated achievement across the school, from very low baselines. These, together with sheer determination and a collective desire to improve the school have hastened the school's journey out of special measures. After a period of intensive local authority (LA) intervention and support, the school has become more independent. Particularly noteworthy has been the work of the excellent headteacher and her deputy headteacher who have complementary skills. Both have worked tirelessly and very effectively to spearhead the improvement drive. The part played by all staff and the pupils has been significant. Good support from governors has also assisted the school's improvement.

Overall, achievement is satisfactory and standards are broadly average, although progress is variable across the school. There is generally slower progress in the EYFS, Key Stage 1 and lower Key Stage 2 and more rapid progress in Years 5 and 6. The quality of teaching and learning, although satisfactory, has an increasing proportion of good and outstanding elements. The curriculum is also satisfactory and has been modified to better meet the needs of pupils. The introduction of a more personalised approach has been particularly successful in boosting standards in reading and the achievement of pupils with learning difficulties and/or disabilities, who now make good progress. Pupils' personal development and well-being is a real strength. Pupils enthusiastically take a full and active part in all aspects of school life. Behaviour and attendance have improved significantly and are now good and satisfactory respectively. Pupils relate well to each other and their spiritual, moral, social and cultural development is good. Significant enhancements to the quality of pupils' academic and pastoral guidance mean that the quality of care, guidance and support is good. Leadership and management of the school are also good. Strong leadership and a systematic approach to organisational review, robust monitoring and the management of change have underpinned much of the success achieved. Some perceptive appointments and the rationalising of staff roles mean the school's management is highly effective.

The school is not complacent and recognises that there is still further work to do, not least in tackling a legacy of low standards of writing and enhancing the quality of EYFS provision. Nonetheless, the school is now on an even keel and capacity to improve further is good, evidenced by the substantial improvements secured so far.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children settle in quickly and contentedly because they are well looked after and the setting is well equipped, safe and secure. Any children at risk or with learning difficulties and/or disabilities are identified early and effective arrangements are put in place to support them.

Staff share a common purpose and skilfully establish a happy learning environment, so that children behave well and make friends. Parents are increasingly involved in supporting their children's learning.

Children enter the Nursery with skills that are well below those expected, especially in communication, language and literacy. They have a limited vocabulary and few speak in sentences. By the end of the Reception year, over two-thirds of children do not reach expected levels in this area of learning, despite making satisfactory progress overall. This is because staff miss opportunities right from the start to focus on developing language skills through questioning, prompting children to talk and providing a wide range of activities that stimulate children, particularly boys, to use language and to practise early writing skills. Achievement is broadly satisfactory in all other areas of learning, reflecting the satisfactory quality of teaching.

The school is at the very early stages of introducing the EYFS curriculum and so provision for continuous learning indoors and outdoors is in its infancy. This means that currently children do not initiate activities as much as they should. They miss out on setting their own challenges and finding things out for themselves. At times, the outdoor area is underused. Staff check children's learning regularly but are at the early stages of using this information to determine what children should learn next. Leadership and management are satisfactory and those in charge demonstrate the capacity to address the areas of weakness.

### **What the school should do to improve further**

- Eradicate the legacy of underachievement in writing, particularly for boys.
- Firmly establish the new EYFS curriculum to raise achievement, with a particular focus on children's independent learning and the development of their language skills.

## **Achievement and standards**

### **Grade: 3**

Inspectors agree with the school's own evaluation that achievement and standards are improving. Pupils are making satisfactory progress and standards are broadly average throughout the school. The picture is not consistent and some variations remain in the rates of progress and outcomes for pupils. The quality of writing is a particular concern, especially for boys.

Pupils in the current Year 6 are making good progress and are reaching high standards in their work. The provisional 2008 Key Stage national tests results also indicate a similar picture for pupils in Year 6 last year. Pupils with learning difficulties and/or disabilities make good progress. This contrasts with a more variable picture lower down the school where progress is satisfactory and standards are broadly average. This situation is confirmed by lesson observations, the school's own tracking system and work in pupils' books.

The school is making good use of data to effectively plan learning, determine pupil progress and recognise where additional support is needed. Pupil progress meetings are used well to assess the relative performance of different groups of pupils and refine the strategies required to raise standards further. As yet, the impact of these strategies is not fully apparent beyond Years 5 and 6. The school sets challenging targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development is good. They are happy and enjoy coming to school. This is reflected in their improved attendance, which is now average. The school celebrates pupils' achievements during special assemblies. This increases their self-esteem and pride in their learning. Their understanding of other cultures is satisfactory, while their knowledge of local customs is good. The school council have a clear voice in school improvement. Many older pupils take on roles of responsibility with maturity, for example, in setting out the equipment for the youngest children in their outdoor classroom. The help older pupils give to the youngest ones is especially impressive. The charitable work pupils do, including supporting a Ugandan child, increases their understanding of citizenship and equality satisfactorily. In the local community, pupils have improved and enhanced public gardens and provided artwork for the health centre. Pupils behave well and relate well to each other. They have a sound knowledge of how to stay fit, safe and healthy, partaking enthusiastically in physical education lessons and outdoor games activities during break-times. Pupils' good attitudes to work, their rising achievement and the standards they are now attaining equip them satisfactorily for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall because the quality of teaching is variable, ranging from just satisfactory to outstanding. Lessons are generally planned well to build on previous learning and are adapted to the needs of different groups of pupils within each class. Teachers build good relationships with pupils and manage behaviour well. Their classrooms are attractive and purposeful places of learning. In good lessons, teaching assistants work closely alongside teachers, contributing effectively to pupils' learning. However, in less successful lessons teachers and teaching assistants are more focused on what they say and do rather than on what pupils need to learn. The best teaching occurs when teachers involve pupils in their learning through paired or group work and set challenging and interesting targets which capture pupils' imaginations. They make good use of information from their own, and from pupils', observations of learning to set the next learning objectives. Teachers' use of interactive whiteboards to introduce and consolidate learning is effective. Teachers' marking is good, as is their use of target-setting and evaluative feedback to improve pupils' work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broad and balanced with an intensive focus on literacy which has had a significant impact on reading but not as yet on writing. A suitable focus on numeracy and science is underpinned by pupils using their skills in information and communication technology (ICT) regularly. A notable strength is the provision for pupils to receive immediate help when they find it hard to understand new concepts. The 'Early Bird' and ICT clubs, designed to boost achievement in Year 6, are also successful and well supported by both parents and pupils alike. The school is exploring ways of linking subjects together so pupils use their skills in a variety of different contexts and have a say in what they want to find out. The recent Inclusion Week with a focus on the themes 'It's good to be me' and the Paralympics made a good contribution

to raising pupils' self-esteem and confidence through developing their understanding of the difficulties some people have to overcome in life. The Year 1 curriculum is suitably flexible to cater for the needs of pupils who are not yet ready to access the National Curriculum. The wide range of extra-curricular clubs is very popular with all age groups, enriching their learning.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance, and support provided to pupils is good. The school radiates a very caring ethos. It is a welcoming place and pupils are happy. A good climate for learning has been fostered, which pupils respond to readily, and they appreciate the nurturing approach staff adopt. There is a real sense of community in the school.

Safeguarding and child protection arrangements are robust and meet requirements. Risk assessments are thorough. Pupils say they feel safe and are confident that their teachers would help them if they had any difficulties. Their progress is tracked rigorously and the information gained is used effectively to plan future learning and set challenging targets. Older pupils are guided successfully to take ownership of some aspects of their learning, for example, in marking each other's work. They do this with maturity and accuracy. Specialist support programmes and effective links with parents and outside agencies ensure pupils with learning difficulties and/or disabilities receive the support and guidance they need.

## **Leadership and management**

### **Grade: 2**

Good leadership and management have been the key factors in improving the overall effectiveness of this school. Skilful management has transformed the atmosphere and ethos in school. A positive learning culture has been established, together with a common sense of purpose. The excellent headteacher has built and sustained the momentum, which has resulted in the accelerated progress of pupils, particularly in Year 6. She is well supported by her highly effective deputy headteacher, who is equally committed to enhancing the school's effectiveness. Middle managers and school staff have resolutely supported the change process. They have demonstrated unwavering commitment, through their effective use of professional development to adapt their own practice to better suit the learning needs of the pupils. Staff are held to account and systematic monitoring and evaluation of all aspects of the school's work have been important in helping the school to gauge the impact of its actions. There is a good awareness of the school's current strengths and cogent action plans are in place to remedy known weaknesses. Community cohesion is promoted satisfactorily, although there is further scope for the school to be more outward looking.

Well-conceived and implemented improvement strategies have resulted in the key issues from the last inspection being tackled successfully. Pupils' progress has been accelerated and standards have risen across the school. Attendance has improved from below to in-line with the national average and the quality of teaching and learning is at least satisfactory, with a significant minority of lessons good or better. The curriculum has evolved, with a greater focus on ensuring activities meet individual learning needs. Similarly, previous staffing issues have been resolved.

The results of the parents' survey demonstrate their overwhelming support for the school and their satisfaction with the way the school tries to involve them in their child's learning. The

school has benefited from a high degree of LA support, which has successfully aided the improvement process. Governance is good and governors take their responsibilities seriously, supporting, as well as challenging, the school to improve.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and polite to the inspectors when we visited recently to see how well the school was fixing its problems. It was interesting to watch you learn, listen to your views and discover how well you are doing.

Congratulations! We think the school has sorted things out really well and this is why we have taken it out of 'special measures'. We believe you now get a satisfactory standard of education, with some areas that are good. Satisfactory and sometimes good teaching is helping you to learn and most of you are making the progress expected of you. In fact some of you are doing very well indeed, although the standard of your writing needs to improve even more. You obviously enjoy school because your attendance has improved and your behaviour is good. You all get along and are keen to take part in school life. You especially like being on the school council and acting as monitors. The school is well run and the range of activities organised for you are suited to your needs. The school takes good care of you and you get the help and support you need to feel settled and to learn. Arrangements for the youngest children in your school are satisfactory, but things could be better organised in the Nursery and Reception classes so that achievement improves.

As you know, this was my fifth visit to your school. Although things have improved a lot I have asked staff to:

- help you to improve the quality of your writing
- make sure children in the Nursery and Reception classes get the right opportunities to help them learn and develop better.

You should be very proud of the part you have played in helping to improve your school. The staff could not have done it without you.